State of Israel
Ministry of Education
Pedagogical Secretariat
Language Dept.
English Inspectorate

Revised English Curriculum

(Divided into 70% and 30% for All Grade Levels)

Principles and Standards for Learning English as an

International Language for All Grades

May 2014

Introduction

Perhaps the most dramatic development that has taken place in the field of English language teaching in the last generation has been the shift in its primary function: from being the native language of nations, such as the UK or USA, to being mainly a global means of communication. The speakers of English whose mother tongue is another language already vastly outnumber the English native speakers, and their relative number continues to grow. For most of its learners, English is therefore no longer a *foreign* language (i.e. one that is owned by a particular 'other' nation or ethnic group) but first and foremost an *international* language (one that has no particular national owner).

One of the crucial implications of this development is the increased importance for all of a knowledge of English. Speakers of Hebrew or Arabic will need to be able to use both spoken and written English in order to progress in their professional, business or academic careers, as well as in order to travel, enjoy international entertainment, or take advantage of the opportunities offered by the Internet. The effective teaching of English thus takes high priority, necessitating a larger number of teaching hours, well-trained teachers, a carefully planned curriculum, attractive and learning-rich materials, and the setting of high standards for assessment.

The English Curriculum in Israel sets out the expected standards for the teaching of English in Israel, in schools under the supervision of the Ministry of Education. This includes all sectors: secular, religious, Arab, Druze, and Bedouin.

The document is an important contributor to classroom teaching; it will also be used to inform teacher trainers and materials and test writers, as shown in the table below.

Target Audiences	Possible Uses
Teachers	• unit planning • integrating classroom testing and teaching • developing tables of specification for classroom testing • adapting materials • mapping out additional tasks
Teacher Trainers	• training teachers in the implementation of the mapping process and the use of the checklists
Material and Test Writers	• developing materials and tests

Rationale for Updating the Curriculum

Research in foreign language acquisition and insights from the field during the last decade have set new challenges for EFL teaching, learning and assessment, requiring an in-depth re-examination of the English Curriculum "Principles and Standards for Learning English as a Foreign Language" published in 2001. As a result of this process, it was decided to revise and expand the document, resulting in a curriculum that will better address the needs of teachers, material writers and test designers.

The following new components have been integrated into the curriculum:

- Benchmarks for teaching English at the Pre-Foundation Level, in order to facilitate the teaching of the beginning stages of language acquisition to younger learners.
- Word and grammar lists, in order to standardize the linguistic content of materials being taught and tested.
- Higher-order thinking skills (HOTS) at all levels and all domains, in order to enhance learners' understanding and critical thinking.
- Information Communications Technology (ICT) skills, in order to enable learners to be prepared to cope with the challenges of using modern digital tools.
- Key components for the teaching of literature (and access to information when appropriate) at all levels, in order to provide a more unified and comprehensive framework for literature teaching.

Goals of the Curriculum

This curriculum is an expansion of the curriculum published in 2001. It adheres to the goals set in 2001, whereby on completion of the twelfth grade, learners should be able to:

- interact effectively in a variety of situations;
- access and make use of information from a variety of sources and media;
- present information in an organized manner;
- appreciate literature and other cultures, and develop linguistic awareness.

Overview of Document

Section One of this document presents the principles underlying language learning and teaching. Section Two describes the organization of the curriculum and includes an overview of the domains and the levels. Section Three focuses on two linguistic components of language teaching: lexis and grammar. Section Four presents the benchmarks for the Pre-Foundation Level. Section Five provides a general overview for all levels. It includes standards, levels of progression, and benchmarks. Section Six focuses on each individual level: Foundation, Intermediate and Proficiency: for each level the benchmarks are again presented, together with higher-order thinking skills, required lexical items, and grammar. Section Seven deals with learner diversity. Section Eight provides recommendations for implementing the curriculum. Finally, there is list of references and background reading.

Section One: Principles

The principles presented in this section have been drawn from insights based on expert teachers' professional judgment, enriched by current research in the fields of foreign language learning, education, assessment, cognitive psychology, and curriculum development. Their implementation is likely to create an effective and efficient language learning environment that fosters language development and achievement. The principles included in this section are as follows:

A. Principles underlying language learning and teaching;

B. Principles underlying teaching the beginning stages of language acquisition (Pre-Foundation Level);

C. Principles underlying the choice of materials;

D. Principles underlying the choice of tasks;

E. Principles underlying classroom assessment;

F. Principles underlying the integration of technology.

A. Principles underlying meaningful language learning and language teaching

Meaningful language learning is characterized by its being active, constructive, authentic and cooperative. Learners are motivated when they have the opportunity to engage in activities that they feel are useful in their lives. When tasks make sense to and interest learners on a personal level, they are able to relate to them in depth, both cognitively and affectively.

Therefore, the teaching/learning process should focus not only on frontal teaching but also on learning by doing. Activities that enable learners to be involved cognitively and affectively in the learning process are a crucial element in learning English. Teachers need to provide learners with thought-provoking learning opportunities in order to promote effective language learning. Through meaningful learning of English students will not only advance faster in acquisition of the language, but also progress in overall world knowledge, clarification of values and development of multiple intelligences (Gardner, 2000).

The following principles underlie meaningful language learning and teaching:

Language Learning	Language Teaching
Language learning is facilitated when learners:	*Teachers promote learning when they:*
• have maximum exposure to the target language through encounter with a variety of written and spoken texts, allowing for incidental acquisition of English.	• provide the learners with opportunities to acquire the vocabulary and other language features incidentally by speaking English in the classroom, and by providing a language-rich environment with a variety of verbal and visual stimuli.
• can resort to the L1 occasionally when it helps them understand.	• use the L1 occasionally and judiciously, where it can enhance learning of English.
• are motivated and willing to invest effort needed for foreign language learning.	• choose topics, materials and activities that are interesting for their learners.
• develop a positive self-image and confidence in using the language.	• provide success-oriented tasks and positive feedback.
• are willing to take risks.	• create a non-threatening and supportive learning environment.
• build on their prior language and world knowledge.	• choose content and language that will build on learners' prior knowledge.

Language Learning	Language Teaching
Language learning is facilitated when learners:	*Teachers promote learning when they:*
• are aware of their own progress and have a sense of accomplishment.	• provide on-going formative feedback.
• are challenged within the range of their zone of proximal development.	• are aware of and sensitive to learners' diversity and cater to it, taking into account the learners' level of cognitive and linguistic development.
• understand underlying language rules.	• provide explanations that clarify problematic language points.
• practice grammar, vocabulary and other language points in focused meaningful tasks.	• give meaningful exercises that allow learners to practice grammar, vocabulary and specific language points.
• increase their vocabulary.	• teach a large number of lexical items and provide for frequent recycling of these in order to ensure learning.
• have opportunities to use the target language meaningfully and purposefully.	• provide tasks which require learners to use the target language for communication.
• understand the usefulness and significance of what they are learning.	• provide authentic, real-world tasks, and make learners aware of their usefulness.
• collaborate with each other by sharing information and exchanging ideas and opinions.	• provide opportunities for peer interactions by incorporating pair and group work into classroom activities.
• are conscious of how they learn the language, analyze and reflect on their learning.	• encourage reflection and metacognitive awareness before, during, and after learning.
• are aware of learning objectives.	• explain the objectives of the instructional unit, lesson, and specific tasks.
• develop language-learning strategies that enable autonomous learning.	• teach language-learning strategies and provide opportunities for applying them.
• take responsibility for their own language learning.	• encourage learners to set goals and evaluate their own progress.
• have opportunities for critical and creative thinking.	• provide challenging tasks that require the application of higher-order thinking skills.

Language Learning	Language Teaching
Language learning is facilitated when learners:	*Teachers promote learning when they:*
• have opportunities sometimes to choose texts and tasks according to individual preferences.	• include procedures where students can choose between a variety of texts or tasks.
• read different text types that are appropriate to their level.	• set aside time for independent reading and provide a variety of texts that suit the learners' reading levels.
• read level-appropriate books regularly and develop independent reading habits.	• set aside time for extensive reading (reading for pleasure).
• are motivated to explore cultures and literature related to the language.	• encourage learners to relate to different cultures or literature.

B. Principles underlying teaching the beginning stages of language acquisition

 (Pre-Foundation Level – Stages One and Two)

Instruction for young learners at the Pre-Foundation Level focuses primarily on establishing aural/oral skills, which later form the basis of success in reading and writing. Teaching should first provide for extensive listening and speaking (aural-oral) practice, for at least two months, prior to the introduction of reading and writing (Stage One, see p. 21). This is then followed by the teaching of basic reading skills (Stage Two, see p. 21).

Beginning Language Learning	Language Teaching
Beginning language learning is facilitated when learners:	*Teachers promote beginning language learning when they:*
• have developed literacy skills in their L1.	• work together with the homeroom teacher in order to ensure L1 literacy.
• encounter rich comprehensible language input.	• provide exposure to familiar and new comprehensible language from a wide variety of texts and contexts.
• are exposed to high-frequency vocabulary, lexical chunks and language patterns.	• focus on the most useful high-frequency words and conversational expressions.
• develop a basic oral vocabulary in English before starting to read and write.	• ensure an extensive period of meaningful listening and speaking (aural/oral) practice prior to the teaching of reading.
• reinforce their listening comprehension and speaking skills through extensive repetition.	• provide multiple opportunities for learners to listen to and recite rhymes, chants, songs, and simple dialogues.

• learn through age-appropriate activities and materials.	• use stories, games, visual materials and realia to motivate young learners.
• attend to the sounds and sound combinations of the language as preparation for reading.	• teach phonemic awareness.
• learn the letters and their corresponding sounds.	• teach learners to decode and encode letters and syllables.
• can automatically, accurately and rapidly recognize a range of high-frequency written words and expressions.	• make the acquisition of a sight reading vocabulary (automaticity) possible by providing extensive practice in simple, meaningful reading.

C. Principles underlying the choice of materials

Teaching materials need to include a coursebook that has been approved by the Ministry of Education. Additional teaching materials may be either print or digital. The following principles underlie the selection of materials:

Materials:

- are unprejudiced, inoffensive and non-stereotypical;
- include items from the grammatical and lexical syllabuses in this curriculum;
- include a variety of text types and media;
- are targeted to meet a variety of purposes as well as different audiences;
- provide opportunities for contextualized language use and practice;
- are compatible with learners' age-group and level of language proficiency;
- are, as far as possible, appropriate to learners' backgrounds, interests, experiences, and knowledge;
- enrich learners' general world knowledge and encourage further exploration;
- provide opportunities for meaningful communication;
- promote independent learning;
- motivate learner interest in reading for pleasure.

D. Principles underlying the choice and design of tasks

Tasks provide opportunities for learners to achieve the benchmarks and to provide evidence of language achievement.

The following principles underlie the design of all tasks.

- Tasks are meaningful.
- Tasks are transparent to the learner in terms of the goals, on-going process and product.
- Tasks focus on both form and meaning.
- Tasks encourage both convergent and divergent thinking.

The following principles underlie the design of at least some of the tasks.

- Tasks link to the learners' prior knowledge and experiences.

- Tasks provide opportunities for applying higher-order thinking skills.
- Tasks allow learners to respond using multiple modes of expression e.g. drawing, writing, singing.
- Tasks promote opportunities for peer interaction.
- Tasks provide learners with simulated or real-world issues to apply or adapt new knowledge.
- Tasks broaden learners' horizons and motivate them to find out about cultures and literature.
- Tasks encourage learners to use English as a means for gaining information in other subject areas.
- Tasks require learner reflection, self-evaluation, and/or peer assessment.

E. Principles underlying classroom assessment

Assessment is an integral part of the teaching-learning process. It involves collecting evidence of learning over a period of time, using a variety of methods. These include both traditional test-based assessment tools and alternative assessment tools such as portfolio, projects, performance-based tasks; see the bulleted items below. For more information and practical guidelines on various tools for alternative assessment, see:

http://cms.education.gov.il/EducationCMS/Units/Mazkirut_Pedagogit/English/TeachersResourceMaterials/Publications/AssessmentGuidelines.htm

and:

http://cms.education.gov.il/EducationCMS/Units/Mazkirut_Pedagogit/English/TeachersResourceMaterials/Publications/Portfolio.htm

Assessment includes formative assessment (done in order to provide information to learner and teacher that will enable ongoing improvement) and summative (done in order to provide a final grade). Both traditional methods, such as tests, and alternative ones, such as performance-based assessment or portfolios may be used. They each have different advantages and disadvantages and should be used as complementary components in the assessment process.

Assessment focuses on the learners' ability to apply their skills and knowledge of English both meaningfully and accurately. The Bank of Performance Tasks for elementary and junior high school may be used to determine if learners are attaining the benchmarks. See:
http://cms.education.gov.il/EducationCMS/Units/Rama/AarachaBeitSifrit/MaagariMesimot.htm

The following principles underlie classroom assessment.

- Assessment tools are valid and reliable.
- Multiple methods of assessment are used for collecting information regarding students' progress and language development over a period of time.
- Feedback is given in ways that are beneficial for the learners and other audiences e.g. parents.
- Different levels of progress in learners' language development need to be assessed in all of the four domains.
- Assessment will sometimes include evaluation of group processes and products.
- Assessment should include tasks, such as thematic projects and performance-based tasks that promote learners' involvement and reflection on learning and require learners to use a variety of learning strategies and resources.
- Criteria for assessment are known to the learners prior to the assessment.

- Learners take an active role in their assessment, evaluate their own progress and may collaborate in the determination of criteria.
- Rubrics, assessment lists and checklists can be used to evaluate learners' performance of oral and written tasks.
- Steps are taken to minimize test anxiety, such as preparing and explaining test layout, and teaching test-taking strategies.

F. Principles underlying the integration of Information Communications Technology (ICT)

Technological changes have brought with them different forms of interaction between people, and between people and communication media. Different skills are required in order to ensure that learners are enabled to make full and appropriate use of digital tools in their language learning.

It should be kept in mind that technology is only a means to an end and its integration in teaching should be informed by pedagogical considerations.
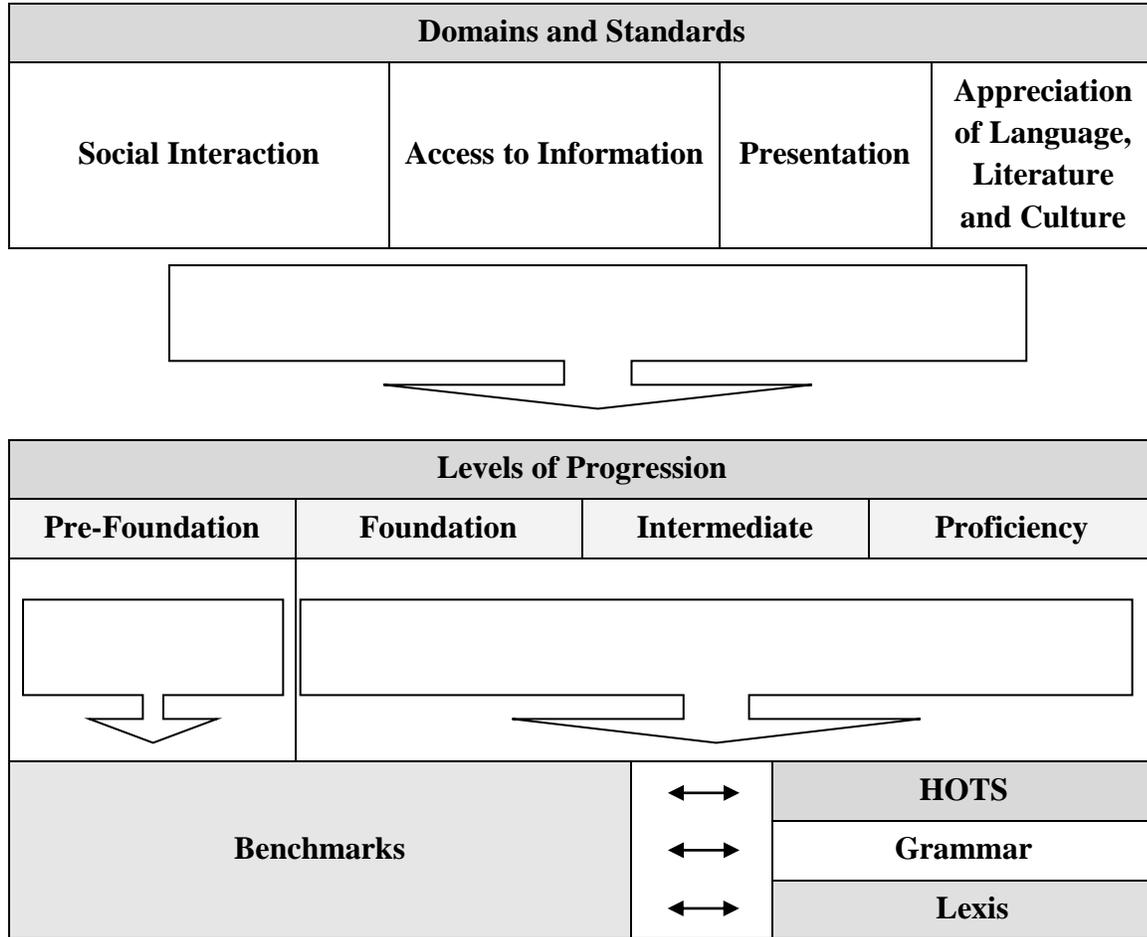
The following principles underlie the integration of information and communications technology within language teaching and learning:

- Learners are encouraged to interact with digital media.
- Learners are provided with tools for evaluating the reliability of Internet information.
- Learners are encouraged to utilize different modes and channels of digital communication, such as email, voice and video chat applications, and Web 2.0 tools.
- Learners are encouraged to create and share original digital products online.
- Learners are aware of rules of acceptable online behavior (netiquette).
- Learners are aware of the possible dangers of using the Internet.
- Opportunities are provided for learners to engage in collaborative language-learning activities based on Web environments, such as Google Docs, wikis, etc.
- Activities are provided to encourage learners to access online information, according to their language abilities.
- Opportunities are provided for learners to communicate and collaborate with other local and/or global communities.
- For some guidelines on the use of technology in teaching in general, see: http://cms.education.gov.il/educationcms/units/madatech/ictineducation/tocendigitali/portal_tochn_cinuch.htm and links to Word documents providing criteria and checklists for approving technology-based English-teaching activities (not only for elementary school) at: http://cms.education.gov.il/EducationCMS/Units/Mazkirut_Pedagogit/English/ElementarySchool/ICT.htm

Section Two: Overview of the Curriculum

Brief Overview

The following graphic representation depicts the organization of the curriculum.

Domains and Standards			
Social Interaction	Access to Information	Presentation	Appreciation of Language, Literature and Culture

Levels of Progression			
Pre-Foundation	Foundation	Intermediate	Proficiency

Benchmarks		
	↔	HOTS
	↔	Grammar
	↔	Lexis

A. Standards

Standards have been set for the four domains of language learning. They define a cumulative body of knowledge and set of competencies for each domain.

B. Domains

Domains are areas of language ability and knowledge. In this curriculum, language teaching is divided into four domains: Social Interaction; Access to Information; Presentation; and Appreciation of Language, Literature and Culture. The four domains are interrelated and do not operate in isolation.

Domain of Social Interaction

The domain of Social Interaction relates to the ability of learners to interact effectively in English in different social contexts with people from varied linguistic and cultural backgrounds, using informal spoken and written language.

Domain of Access to Information

The domain of Access to Information relates to the ability of learners to access information in English from oral and written texts from a wide range of printed and digital media and to make use of that information for a variety of purposes.

Domain of Presentation

The domain of Presentation relates to the ability of learners to present ideas and information in an organized, planned manner in a variety of formats in spoken and written English on a wide range of topics, using print and digital media.

Domain of Appreciation of Language, Literature and Culture

The domain of Appreciation of Language relates to the ability of learners to appreciate the nature of language and become aware of the differences between English and their own and other languages.

The domain of Appreciation of Literature and Culture relates to the ability of learners to appreciate literature that is written in English and through it develop sensitivity to a variety of cultures.

C. Levels

The levels of progression and the benchmarks for each domain are divided into the following:

- Foundation Level - usually achieved by the end of sixth grade;
- Intermediate Level - usually achieved by the end of the ninth grade;
- Proficiency Level - usually achieved by the end of the twelfth grade.

There may be instances when the above description of the levels does not correspond to a particular group of learners: weak seventh grade learners might, for example, be at the Foundation Level or very strong ninth grade learners might be at the Proficiency Level. See the section on *Learner Diversity*, p.68.

The Pre-Foundation Level is usually achieved by either the end of third grade or by the first half of the fourth grade. Guidelines for this level can be found on pages 11 and 21.

D. Benchmarks

Benchmarks define what the learner should know and be able to do. They are indicators of learner achievement. The benchmarks are divided into four levels (Pre-foundation, Foundation, Intermediate and Proficiency), are cumulative and interrelated, but not exhaustive.

Section Three: Higher-Order Thinking Skills

Higher-order thinking skills (HOTS) are necessary for learners in order to acquire and use knowledge effectively and efficiently, and have value in themselves as a life-skill. Learner performance has been shown to improve as a result of both direct teaching and incidental learning of thinking skills. Application of HOTS will enable learners to be better prepared to cope with the challenges of the 21st century.

The following principles underlie the learning of HOTS.

- Learners at all levels are activated in ways that encourage them to use HOTS in all four domains.
- Learners are provided with the appropriate vocabulary to enable them to use and apply HOTS.
- Learners at the Intermediate and Proficiency Levels are provided with explicit instruction about HOTS and have opportunities to apply their understanding in all four domains.

Section Five: Benchmarks for the Pre-Foundation Level– Stages One and Two

The following are the benchmarks for the Pre-Foundation Level:

Stage One	
Reading Readiness	**Benchmark**
	Learners will be able to
Aural / Oral Listening and Speaking	• understand and use language to carry out basic communicative tasks and to engage in simple interactive activities.
Aural / Oral Phonemic Awareness, Segmentation and Blending	• identify different sounds of the English language, such as voiced / unvoiced sounds that are different phonemes. • manipulate sounds to play with words (add or remove from word). • segment word into: a. syllables; b. sounds. • blend sounds together. • be aware of sound patterns.

	• be aware of the differences between sounds in their own language and similar sounds in English. • know and be able to pronounce common sound combinations.
Stage Two	
Alphabetics	• identify the letters by their sounds, their names, and their shapes. • form letters by copying correctly in the right direction and producing letters upon hearing their sounds / names. • be aware of sound patterns, letter sequences and common letter combinations and be able to pronounce them
Basic Reading	• write letters and syllables according to sounds. • decode and encode phonetically-spelled lexical items. • read and understand lexical items they have learned orally.

Section Six: Standards, Levels of Progression and Benchmarks for All Levels

The table below presents the standards for each of the domains.

Domain	Standard
Social Interaction	Learners interact effectively in English in different social contexts with people from varied linguistic and cultural backgrounds, using informal spoken and written language.
Access to Information	Learners access information in English from oral and written texts from a wide range of printed and digital media and make use of that information for a variety of purposes.
Presentation	Learners present ideas and information in an organized, planned manner in a variety of formats in spoken and written English on a wide range of topics, using print and digital media.
Appreciation of Language, Literature and	Learners appreciate the nature of language and become aware of the differences between English and their own and other languages. Learners appreciate literature that is written in English and through it

Culture	develop sensitivity to a variety of cultures.

Domain of Social Interaction

Standard
Learners interact effectively in English in different social contexts with people from varied linguistic and cultural backgrounds, using informal spoken and written language.

Levels of Progression		
Foundation Level	**Intermediate Level**	**Proficiency Level**
Learners interact and convey simple messages. Learners interact using appropriate vocabulary and comprehensible grammar for this level.	Learners interact fluently using appropriate register for a limited range of social contexts.	Learners maintain effective communication using appropriate register for a wide range of social contexts.
	Learners use appropriate vocabulary and accurate grammar for this level.	

Domain of Social Interaction (continued)

Benchmarks		
Foundation Level	**Intermediate Level**	**Proficiency Level**
Learners meet the standard for the domain of Social Interaction when they:		
express feelings, likes and dislikes.	express and elaborate on personal wishes and opinions.	express ideas and opinions, providing in-depth explanations.
interact for a limited range of purposes, such as following basic instructions and directions, asking for and giving information, making and fulfilling simple requests.	interact for a variety of purposes, such as agreeing and disagreeing, giving and following instructions and directions, complimenting, and giving advice.	interact for a wide variety of purposes, such as persuading, discussing and group decision making.
engage in short conversations/discussions by asking and answering simple questions about familiar topics and everyday situations, such as family,	engage in conversations about general topics, such as current events, and future plans, using language to suit context, audience and purpose.	engage in conversations on a wide range of general topics, such as social and global issues, using language to suit context, audience, and purpose.

school, and personal interests.	
create and respond to a limited range of written message types, such as notes, email, blogs, invitations, personal letters, greeting cards.	create, collaborate and respond to a variety of written texts in print or handwriting, as well as digital media, such as web-based conferencing tools, discussion forums, and different Web 2.0 tools showing awareness of context, audience and purpose.

Domain of Access to Information

Standard
Learners access information in English from oral and written texts from a wide range of printed and digital media and make use of that information for a variety of purposes.

Levels of Progression		
Foundation Level	**Intermediate Level**	**Proficiency Level**
Learners obtain and use information from short oral and written texts that deal with familiar topics, in simple language that may include occasional unfamiliar grammatical structures and vocabulary. Learners obtain and use information by applying knowledge of vocabulary, grammar, punctuation, text structure, digital media, and frequently used discourse markers.	Learners obtain and use information from a variety of longer oral and written texts that deal with less familiar topics, in more complex language. Learners obtain and use information by applying knowledge of vocabulary, grammar, punctuation, text structure, digital media and a variety of discourse markers.	Learners obtain and use information from authentic or minimally adapted oral and written texts on a wide range of topics. Learners obtain and use information by applying knowledge of vocabulary, grammar, punctuation, text structure, digital media, and a wide variety of discourse markers.

Domain of Access to Information (continued)

Benchmarks for the Domain of Access to Information		
Foundation Level	**Intermediate Level**	**Proficiency Level**

Learners meet the standard for the domain of Access to Information when they:		
understand the general meaning, main ideas, and the sequence of events in a text, and use this knowledge as needed.	understand the general meaning, main ideas and supporting details in a text, and use this knowledge as needed.	follow the development of an argument in a range of texts and use this knowledge as needed.
identify different text types and use this knowledge as needed.	identify the features of different text types and use this knowledge as needed.	
identify facts, feelings and explicit opinions in a text.	draw inferences in order to identify the points of view in a text, distinguishing fact from opinion.	identify and infer the attitudes of the writer/ speaker and draw conclusions.
follow a short sequence of simple instructions/directions in familiar contexts.	follow directions and a sequence of complex instructions in a variety of contexts.	
extract information from visual data, such as timetables, schedules.	interpret information from visual data, such as graphs, diagrams, and maps.	transfer information extracted from visual data, such as diagrams.
locate relevant information for a specific purpose.	extract and integrate relevant information from a limited number of sources for a specific purpose.	independently find and integrate information from multiple sources for a specific purpose.
use information tools, such as a glossary, a simplified learner's dictionary, online dictionary, table of contents, guided search engines, simplified E-books, or YouTube videos.	use information tools, such as a dictionary or simplified Web 2.0 tools.	use information tools, such as online thesaurus, Google, or Web 2.0 tools.

Domain of Presentation

Standard
Learners present ideas and information in an organized, planned manner in a variety of formats in spoken and written English on a wide range of topics, using print and digital media.

Levels of Progression		
Foundation Level	**Intermediate Level**	**Proficiency Level**
Learners organize and present ideas and information orally and in writing about personal topics. Learners use appropriate vocabulary and accurate grammar for this level.	Learners organize and present ideas and information orally and in writing about general topics, suiting register and text type to purpose and audience. Learners use appropriate vocabulary and accurate grammar for this level, incorporating discourse markers, following conventions of prosody/print.	Learners organize and present ideas and information in depth orally and in writing on a wide range of topics, suiting register and text type to purpose and audience. Learners use appropriate vocabulary and accurate grammar for this level, incorporating a variety of discourse markers, following conventions of prosody/print.

Domain of Presentation (continued)

Benchmarks for the Domain of Presentation		
Foundation Level	**Intermediate Level**	**Proficiency Level**
Learners meet the standard for the domain of Presentation when they:		
present information on limited content, supported by visual aids.	summarize and present information from a limited range of sources.	synthesize and present information in depth from multiple sources.
express a personal reaction to the content of something read, seen, or heard, using the appropriate higher-order thinking skills for this level.	react to the content of something read, seen, or heard using the appropriate higher-order thinking skills for this level.	react in depth to the content of something read, seen, or heard using the appropriate higher-order thinking skills for this level.
describe people, places, things, events, and personal experiences in familiar settings.	express ideas and opinions about general topics using main and supporting ideas.	present an argument for or against a particular point of view.
design a means for collecting information, such as a simple questionnaire and list the results.	design different means for collecting information, such as surveys and interviews, and report on the results and conclusions using appropriate higher-order thinking skills for this level.	

use digital media tools, such as online word processors, presentation creation tools, and simple Web 2.0 tools.	use digital media tools, such as podcasts and Web 2.0 tools.
use given criteria, such as a checklist/rubric to prepare presentations.	review and edit presentations based on feedback from peers/teacher.

Domain of Appreciation of Language, Literature and Culture

Standard
Learners appreciate the nature of language and the differences between English and other languages.
Learners appreciate literature that is written in English and through it develop sensitivity to a variety of cultures.

Levels of Progression		
Foundation Level	**Intermediate Level**	**Proficiency Level**
Learners understand some simple differences between languages.	Learners are aware of various ways in which English differs from their home language.	Learners gain insight into the complexities of languages.
Learners read or listen to age- and level-appropriate literary texts, such as simplified children's stories, poems, chants and graded readers for extensive reading.	Learners read age- and level-appropriate literary texts, such as short stories, poems and graded readers for extensive reading.	Learners read age- and level-appropriate literary texts, such as novels, plays, and books for extensive reading.
Learners are aware that their culture is different from other cultures.	Learners become acquainted with norms and behaviors in a variety of cultures.	Learners develop critical perspectives toward different cultural values and norms.

Domain of Appreciation of Language, Literature and Culture (continued)

<table>
<tr><th colspan="3">Benchmarks for the Appreciation of Language</th></tr>
<tr><td colspan="3">Learners meet the standard for the domain of the Appreciation of Language when they:</td></tr>
<tr><th>Foundation Level</th><th>Intermediate Level</th><th>Proficiency Level</th></tr>
<tr>
<td>identify words that are the same in English and in their home language.</td>
<td>distinguish between words that sound the same in both languages but have different meanings.</td>
<td>are aware of subtle meanings and connotations of words and expressions, differences between synonyms or translations, and word derivations.</td>
</tr>
<tr>
<td></td>
<td colspan="2">are aware of the way words are structured (morphology)</td>
</tr>
<tr>
<td>know how word order, sound and writing systems in English are organized and how these elements compare with their home language.</td>
<td colspan="2">compare different elements of English, such as tense and syntax, to their home language.</td>
</tr>
<tr>
<td>are aware that not all words can be translated on a one-to-one correspondence.</td>
<td>are aware that languages differ in syntax.</td>
<td>are aware that languages use different idiomatic expressions in order to convey the same idea.</td>
</tr>
<tr>
<td></td>
<td>are aware of differences in cultural conventions in English and their mother tongues, such as in greetings.</td>
<td>are aware of the differences between languages in communicative function and use, and of the dynamics of language changes, such as shifts in word meanings and connotations.</td>
</tr>
</table>

Domain of Appreciation of Language, Literature and Culture (continued)

Benchmarks for the Appreciation of Literature and Culture		
Foundation Level	**Intermediate Level**	**Proficiency Level**
Learners meet the standard for the domain of the Appreciation of Literature and Culture when they:		
identify and describe events, setting and main characters in literary texts, using lower-order thinking skills		
analyze and interpret literary texts, using higher-order thinking skills.		
recognize the use of basic literary techniques in a text, such as repetition, personification, rhythm, and rhyme.	recognize and explain the use of literary techniques in a text, such as imagery, irony, metaphor.	
understand the historical, social and/or cultural contexts of the text and its author.	understand the historical, social and/or cultural contexts of the text and its author and explain how these are reflected in the text or how they have influenced the writing of the text.	
provide an oral, written or visual response to a literary text.		
reflect on the literary text.	reflect on the literary text and the process of integrating the higher-order thinking skills.	
become familiar with different cultural practices and traditions from reading literary texts.	compare different cultural practices, behaviors and traditions with their own, based on the reading of literary texts and other sources.	are aware of the relationship between cultural practices, literature, and a variety of cultural products.

For practical information about the teaching of literature according to the curriculum, see:
tlc.cet.ac.il

This section includes the same domains and benchmarks presented in the previous section, however their organization is per level – Foundation, Intermediate and Proficiency. It also includes text types, higher-order thinking skills, lexis, and grammar for each level.

Foundation Level

Domains

Benchmarks

Text Characteristics

Higher-Order Thinking Skills

Lexis

Grammar

Foundation Level

Domains			
Social Interaction	**Access to Information**	**Presentation**	**Appreciation of Language, Literature and Culture**
Standard — Learners interact effectively in English, orally and in writing, in different social contexts with people from varied linguistic and cultural backgrounds.	Learners access information in English, from oral and written texts from a wide range of printed and digital media and make use of that information for a variety of purposes.	Learners present ideas and information in an organized, planned manner in a variety of formats in spoken and written English on a wide range of topics, using print and digital media.	Learners appreciate the nature of language and the differences between English and other languages.

Learners appreciate literature that is written in English and develop sensitivity to a variety of cultures. |

Domains			
Social Interaction	**Access to Information**	**Presentation**	**Appreciation of Language, Literature and Culture**
Learners interact and convey simple messages. Learners interact using appropriate vocabulary and comprehensible grammar for this level.	Learners obtain and use information from short oral and written texts that deal with familiar topics, in simple language that may include occasional unfamiliar grammatical structures and vocabulary. Learners obtain and use information by applying knowledge of vocabulary, grammar, punctuation, text structure, digital media, and frequently used discourse markers.	Learners organize and present ideas and information orally and in writing about personal topics. Learners use appropriate vocabulary and accurate grammar for this level.	Learners appreciate that languages are different. Learners read or listen to age- and level-appropriate literary texts, Learners are aware that their culture is different from other cultures.

Level of Progression (row label, vertical)

Domains			
Social Interaction	**Access to Information**	**Presentation**	**Appreciation of Language, Literature and Culture**
Learners meet the standard when they • express feelings, likes and dislikes. • interact for a limited range of purposes, such as following basic instructions and directions, asking for and giving information, making and fulfilling simple requests. • engage in short conversations/ discussions by asking and answering simple questions about familiar topics and everyday situations, • create and respond to a limited range of written message types.	*Learners meet the standard when they* • understand the general meaning, main ideas, and the sequence of events in a text, and use this knowledge as needed. • identify different text types and use this knowledge as needed. • identify facts, feelings and explicit opinions in a text. • follow a short sequence of simple instructions/directions in familiar contexts. • extract information from visual data, such as timetables, schedules. • locate relevant information for a specific purpose. • use information tools such as a glossary, a simplified learner's dictionary, online dictionary, table of contents, guided search engines, simplified E-books, YouTube videos.	*Learners meet the standard when they* • present information on limited content, supported by visual aids. • express a personal reaction to the content of something read, seen or heard, using the appropriate higher-order thinking skills for this level. • describe people, places, things, events and personal experiences in familiar settings. • design a means for collecting information and list the results. • use given criteria, such as a checklist/ rubric to prepare presentations.	*Learners meet the standard when they* • identify words that are the same in English and in their home language. • know how word order, sound and writing systems in English are organized and how these elements compare with their home language. • are aware that not all words can be translated on a one-on-one correspondence. • identify and describe events, setting and main characters in literary texts, using lower-order thinking skills. • analyze and interpret literary texts, using higher-order thinking skills. • recognize the use of basic literary techniques in a text. • understand the historical, social and/or cultural contexts of the text and its author. • provide an oral, written or visual response to a literary text. • reflect on the literary text. • are familiar with different cultural practices and traditions from reading literary texts.

(Benchmarks)

Domains			
	Social Interaction	**Access to Information**	**Presentation**	**Appreciation of Language, Literature and Culture**
Possible topics, texts, media	**Conversation topics**: • family • familiar topics • feelings • likes and dislikes • personal interests • school **Written text types:** • invitations • friendly letters • notes **Digital media:** • blogs • email	**Spoken texts:** • advertisement • announcement • conversation • description • interview • instructions • message • news/weather report • story **Written texts:** • advertisement • book cover • cartoons • chart/table • comic strip • description • informative text • invitation • friendly letter • list • menu • note • notice • poster • recipe • story • timetable/ schedule **Digital media** • computer-mediated written and spoken texts • email • web pages	**Topics:** • descriptions of things/people/ events • stories • personal experiences **Digital media:** • online word processors such as WORD presentation creation tools such as PowerPoint • simple Web 2.0 tools such as blogs	**Texts:** • stories • poems • songs • simplified stories • proverbs • quotations

A variety of activities to use in order to teach and assess the benchmarks for Foundation level can be found on the website:

http://cms.education.gov.il/EducationCMS/Units/Rama/AarachaBeitSifrit/MaagariMesimot.htm

under אנגלית: יסודי

Foundation Level: Higher-Order Thinking Skills and Strategies

The following list of higher-order thinking skills (HOTS) is cumulative, not exhaustive, and presented in alphabetical order.

The following HOTS should be included in the teaching/learning process. Others may be added by teachers or coursebook writers.

Thinking Skill	Learners will be able to
Classifying and categorizing	categorize information according to criteria.
Comparing and contrasting	find similarities (comparing) and differences (contrasting) and draw conclusions.
Generating possibilities	create something new on the basis of a text or other kind of cue or stimulus.
Inferring	infer implicit meaning by being able to read-between-the-lines.
Integrating	access information from various parts of the text or from different sources in order to answer a specific question.
Making connections	make connections between what is being taught and learners' prior knowledge. make connections between different ideas, events, etc.
Predicting	predict content or outcome based on available information.

Foundation Level: Lexis

Learners have knowledge of at least 1200 items, including the core items in Band I.

Band I

a/an
about
above
across
action
address (n)
afraid
after
afternoon
again
age
ago
agree
all
(not) at all
almost
alone
alphabet
already
also
always
am, I'm
and
angry
animal
another
answer (n)
answer (v)
any
anyone
anything
appear
April
are
arrive at
ask
ask for
at
at home
August
autumn

away
back
   Give back the money!
bad
bag
baby
be
beautiful
because
because of
bed
before
begin
behind
believe
beside
best
better
between
big
birthday
a bit (of) black
blue
board
body
book
bored
boring
bottle
box
boy
bread
break (v)
breakfast
bring
brother
brown
build
bus
busy
but

buy
by
   by the wall
call
   Please call me at six!
   They called him Tom.
can (v)
capital
   a capital letter
car
Take care!
careful
Be careful!
cat
catch
center
chair
change (v)
cheap
children (child)
chocolate
class
classroom
clean (v)
clean (adj)
clear
close (v)
closed (adj)
coffee
cold
color
come
come back
computer
cool
copy (v)
cost (v)
count
country
of course
cross the road/street
cry (v)

cut (v)

dad

dark

date

daughter

day
  Have a good day!

Dear (as in email/letter)
  Dear Helen, ….

December

decide

dictionary

different

difficult

doctor

do

dog

don't!
  Don't go! Don't touch it!

door

down

draw

dress (n)

drink (v)

drive (v)

dry (adj)

each

early

ears

easy

eat

eighteen

eighty

eleven

email

the end

in the end

English

enjoy

enough

enter

evening

every

everybody

everyone

everything

example

for example

excuse me

exercise (n)

expensive

extra

eyes

face

in fact

fair
  That's not fair!

fall (v)

family

far

fast
  They run fast.

father

favorite

February

feel

a few

fifteen

fifth

fifty

film

find

find out

fine
  a fine day
  Fine!

finish

fire (n)

first

five

flower

fly (v)

food

foot, feet

for

forget

four

fourteen

fourth

forty

free (adj)
  I'm free this afternoon.
  It costs nothing. It's free.

Friday

friend

from

in front of

full

funny

game

garden

get

girl

give

glad

glass

go

go on

going to

good

good at

goodbye

grade
  I study in the sixth grade.

grade
  My final grade was 90.

great

green

grow

guess (n)

guess (v)

hair

half

half past

hand

hang

happen

happy

hard (adj)

hard (adv)
  work hard

hat

have

have to

he

head

hear

hello

help

her

herself

here

him
himself
his
hold
home
hope (v)
hot
hour
house
how
How are you?
hundred
 hungry
idea
if
immediately
important
impossible
in
inside
interested in
interesting
into
invite
is
it
its
itself
January
job
June
July
just
   She's just a baby.
keep
kid
kind (n)kind of
know
large
last (adj)
last night
late
learn
at least
leave

left
   I write with my left hand
less
lesson
let's
letter
   The last letter of the alphabet is Z
letter
   I wrote a letter to my cousin.
lie
   It was wrong to lie to my friend.
lie down
life
light (n)
like (prep)
like (v)
listen
little
   a little girl
live (v)
long
look at
lost
a lot of
lots of
love
lunch
make
man, men
many
how many?
March
it doesn't matter
What's the matter?
May
maybe
me
mean
I mean
What do you mean?
meaning
meet
meeting
memory
message
middle
milk

Do you mind?
minus
minute (n)
in a minute
mistake
mix
mom / mum
at the moment
Monday
money
month
moon
more
morning
most
mother
mouth
move
movie
Mr
Mrs
Ms
much
How much?
music
my
myself
name
What's your name?
My name is …
near
need
neighbor
never
new
news
next
next to
nice
night
at night
nine
nineteen
ninety
no
nobody

no-one

not

notebook

nothing

November

now

number (n)

October

of

often

OK / okay

old

How old are you?

I'm … years old

on

once

once upon a time

one

only

open (v)

open (adj)

or

other

our

ourselves

out

over

own (my own, your own …)
   He writes his own music.

parents

page

paper

part (n)

past (n & adj)

pay (v)

pen

pencil

people

perhaps

person

pick up

picture

piece (of)

place (n)

plan (n)

plan (v)

play

play a game

please

poor

possible

practice (v)

problem

no problem!

project

pupil

push

put

question

quick

quiet

Be quiet!

radio

read

ready

Are you ready?

I'm ready

real

really

red

remember

rest (v)

return

rich

right
   my right hand

right
   the right answer.

right now

all right, alright

road

room

round

rule

run

sad

the same (as)

Saturday

say

school

second
   I was happy with second place.

see

send

sentence

September

seven

seventeen

seventy

she

short
   The movie was short.

shout

show (v)

shut (adj)

shut (v)

sick

side (n)

sign (n)

simple

sing

sister

sit

six

sixteen

sixty

size

What size…?

sky

sleep

special

spring

summer

slow

small

smart
   You look very smart!

smile (n)

smile (v)

so

some

somebody

something

sometimes

son

soon

song

sorry

I'm sorry

speak

spell (v)

sport

start

still
  They're still waiting.

story

straight

strong

student

suddenly

sun

Sunday

supper

sure

take

talk (v)

tall

tea

teach

telephone

television

tell

tell a story

test

than

thank you

thanks

that

the

their

them

themselves

then

there

there is, there are

these

they

thing

think

third

thirteen

thirty

this

those

three

Thursday

time

What's the time?

The time is…

to

today

together

tomorrow

tonight

too
  You can come too.

too
  The question is too hard.

too much

town

tree

go on a trip

truck

true

try

Tuesday

turn (v)

turn left/right

twenty

two

under

understand

until

up

us

use (v)

usually

vacation

very

wait (for) (v)

walk (v)

wall

want

was, were

wash

watch

water

way

Which way…?

we

wear

Wednesday

week

welcome

you're welcome!

well
  I feel very well.

well
  He did the job well.

as well

as well as

Well done!

What a pity / shame!

what

when

where

while

white

who

why

will

window

winter

wish

with

without

woman, women

wonderful

word

work

world

worse

worst

write

wrong

year

yellow

yes

yesterday

you

young

your

Foundation Level: Grammar

Learners apply their grammatical knowledge in order to achieve the benchmarks at the Foundation Level.

The lists below, alphabetically ordered, refer to grammatical components to be taught **explicitly** (productive knowledge): the rule meanings and forms are taught, practiced and used in communication. The lists are according to syntax, verbs, nouns, adjectives/adverbs, prepositions and conventions of print and prosody. The lists do not include grammar that learners are naturally exposed to in the teaching/learning process in the classroom (receptive knowledge).

The process of learning grammar in the fourth grade includes learning lexical items, lexical chunks and syntactic patterns. (See the table below for examples.) Learning the rules for the appropriate grammatical structures begins in the fifth grade.

Terminology	Examples
lexical item	played
lexical chunk	last night
syntactic pattern	eat ice cream
rule	how to formulate yes/no questions

Syntax
- simple sentence structure (subject–*be*–complement, subject-verb-object), including affirmative, negative, interrogative ('yes/no' and 'WH' questions)
- compound sentence structure using connectors, such as *and, but, because, or*
- *there is / there are*

Verbs
- affirmative, negative and interrogative forms of the present simple
- affirmative, negative and interrogative forms of the past simple
- affirmative, negative and interrogative forms of the present progressive
- modals: *can, should, must + verb*
- future (*will / be going to*)
- imperative
- contracted forms

Nouns
- count/non-count nouns
- definite/indefinite articles (*a/an/the*)
- demonstrative pronouns (*this, that, these, those*)
- personal subject pronouns
- object pronouns
- possessive determiners
- possessive *'s*

Adjectives/Adverbs
- basic quantifiers, such as *some, any, many, much* for count and non-count nouns
- comparative and superlative
- position of adverbs

Prepositions (according to Band I)

Writing Conventions
- punctuation (period, comma, question mark, exclamation point)
- capital letters
- apostrophe marks for contracted forms

Conventions of Prosody
- comprehensible pronunciation of known lexical items
- stress and intonation patterns of familiar words, lexical chunks and utterances

Intermediate Level

Domains, Benchmarks
Text Characteristics
Higher-Order Thinking Skills
Lexis
Grammar

Domains			
Social Interaction	**Access to Information**	**Presentation**	**Appreciation of Language, Literature and Culture**
Learners interact effectively in English in different social contexts with people from varied linguistic and cultural backgrounds, using informal spoken and written language.	Learners access information in English, from oral and written texts from a wide range of printed and digital media and make use of that information for a variety of purposes.	Learners present ideas and information in an organized, planned manner in a variety of formats in spoken and written English on a wide range of topics, using print and digital media.	Learners appreciate the nature of language and the differences between English and other languages.

The leftmost column contains the vertical label **Standard**.

	Domains			
	Social Interaction	**Access to Information**	**Presentation**	**Appreciation of Language, Literature and Culture**
Level of Progression	Learners interact fluently using appropriate register for a limited range of social contexts. Learners use appropriate vocabulary and accurate grammar for this level.	Learners obtain and use information from a variety of longer oral and written texts that deal with less familiar topics, in more complex language. Learners obtain and use information by applying knowledge of vocabulary, grammar, punctuation, text structure, digital media.	Learners organize and present ideas and information orally and in writing, about general topics, suiting register and text type to purpose and audience. Learners use appropriate vocabulary and accurate grammar for this level, incorporating discourse markers, following conventions of prosody/print.	Learners are aware of various ways in which English differs from their home language.

	Domains			
	Social Interaction	**Access to Information**	**Presentation**	**Appreciation of Language, Literature and Culture**
Benchmarks	*Learners meet the standard when they:* • express and elaborate on personal wishes and opinions. • interact for a variety of purposes, such as agreeing and disagreeing, giving and following instructions and directions, complimenting, and giving advice. • engage in conversations about general topics, such as current events, and future plans, using language to suit context, audience and purpose. • create, collaborate and respond to a variety of written texts in print or handwriting, as well as digital media, such as web-based conferencing tools, discussion forums, and different Web 2.0 tools showing awareness of context, audience and purpose.	*Learners meet the standard when they:* • understand the general meaning, main ideas and supporting details in a text, and use this knowledge as needed. • identify the features of different text types and use this knowledge as needed. • draw inferences in order to identify the points of view in a text, distinguishing fact from opinion. • follow directions and a sequence of complex instructions in a variety of contexts. • interpret information from visual data, such as graphs, diagrams, and maps. • extract and integrate relevant information from a limited number of sources for a specific purpose. • use information tools, such as a dictionary, simplified Web 2.0 tools.	*Learners meet the standard when they:* • summarize and present information from a limited range of sources. • react to the content of something read, seen, or heard using the appropriate higher-order thinking skills for this level. • express ideas and opinions about general topics using main and supporting ideas. • design different means for collecting information, such as surveys and interviews, and report on the results and conclusions using appropriate higher-order thinking skills for this level. • use digital media tools, such as podcasts and Web 2.0 tools. • review and edit presentations based on feedback from peers/teacher.	*Learners meet the standard when they:* • distinguish between words that sound the same in both languages but have different meanings. • are aware of the way words are structured (morphology) • compare different elements of English, such as tense and gender, to their home language. • are aware that languages differ in syntax. • are aware of differences in cultural conventions in English and their home language, such as in greetings.

Domains			
Social Interaction	**Access to Information**	**Presentation**	**Appreciation of Language, Literature and Culture**
Conversation Topics: • current events • feelings • future plans • likes and dislikes • opinions • personal experiences/ interests/wishes **Written text types:** • letters • notes **Digital media:** • computer-mediated communication (CMC) such as Skype, chat • email • Web2 tools such as forums, blogs, wikis	**Spoken texts:** • advertisement • announcement • article/report • conversation • description • interview • instructions • news/weather • radio program • story **Written texts:** • advertisement • article/report • biography • book/movie/film review • book cover • brochure • chart/table • descriptive text • diary entry • form • graph/diagram • instructions • interview • letter • maps • questionnaire • surveys • text presenting argument • web page **Digital media** • computer-mediated written and spoken texts • email • Internet sources	**Topics:** • descriptions of things/people • events • stories • personal experiences/ opinions • response to reading **Digital media:** • online word processors such as WORD • presentation creation tools such as PowerPoint • simple Web 2.0 tools, such as blogs, wikis	**Texts:** • biography • literary texts appropriate to this level • (simplified) novels, short stories

(Label on left side, rotated:) **Possible topics, texts, media**

A variety of activities to use in order to teach and assess the benchmarks for Intermediate level can be found on the website:

http://cms.education.gov.il/EducationCMS/Units/Rama/AarachaBeitSifrit/MaagariMesimot.htm

אנגלית: חט"ב under

Some ideas for the teaching and assessment of oral social interaction and presentation can be found at:

http://cms.education.gov.il/EducationCMS/Units/Rama/AarachaBeitSifrit/Erka_Safa_Dvora.htm

Intermediate Level: Higher-Order Thinking Skills and Strategies

The following HOTS should be taught explicitly and activities should be included that allow for learners to apply these HOTS to their lives. The following list is cumulative, not exhaustive, and presented in alphabetical order. Others may be added by teachers or coursebook writers.

Thinking Skill	Learners will be able to
Classifying and categorizing	categorize information according to criteria.
Comparing and contrasting	find similarities (comparing) and differences (contrasting) and draw conclusions.
Distinguishing different perspectives	identify different perspectives within a text or interaction.
Explaining cause and effect	describe and explain the causal (or non-causal) relationships between actions or events.
Generating possibilities	create something new on the basis of what is understood.
Identifying parts and whole	explain how the parts function together within the whole text.
Inferring	infer implicit meaning from the text by being able to read-between-the-lines.
Integrating	access information from various parts of the text or from different sources in order to answer a specific question.
	think about how ideas or information can be integrated to create new insights.
Justification	provide reasons for why an idea is accepted or rejected.
Making connections	make connections between what is being taught and prior knowledge.
	make connections between specific aspects, concepts etc.
Predicting	predict the content or the outcome of a given written or spoken sequence, based on available information.
Problem solving	identify a problem/dilemma and suggest a solution.
Sequencing	understand and identify sequences when the logical or chronological order is not made explicit in a text.
Uncovering motives	identify motives that explain behaviors.

Intermediate Level: Lexis

Learners have knowledge of at least 3200 items, including the core items in Bands I (p. 39) and II.

Band II

ability
able
absent
absolutely
accept
by accident
according to
account
take into account
act (v)
  My dog is acting strangely.
to act in a play
active
activity
actually
add
in addition (to)
admit
adult
advantage
advertise
advertisement
advice
advise
afford
after all
against
ahead (of)
go ahead
aim (v)
air
alive
along
along with
alphabet
in alphabetical order
alternative
although
altogether
among
amount
announcement

another
any time
anywhere / any place
apart from
apartment
apologize
appearance
apply to
Arab
area
argue
argument
  They had a loud argument.
army
around
arrange
arrangement
arrive (at)
art
article
  an article in a newspaper
as
as…as
as soon as
as if
asleep
assessment
available
awake
aware
awful
base (v)
based on
basic
basis
beat
  He beat me at tennis.
become
Beduin / Bedouin
behave
behavior
belong to

below
beyond
date of birth
blame (v)
blood
blow (v)
boat
border
was born
both… and
bother (v)
don't bother
bottom
brain
branch (n)
bridge (n)
bright
broad
business
calendar
camera
camp (n)
cancel
capital (city)
card
take care of
cash
in common (with)
credit card
carry
carry out
case
  He was carrying a case.
case
  It was an interesting case.
in any case
cause
celebrate
celebration
century
certain
chance

by chance
chapter
character
in charge of
check (v)
choice
choose
Christian
Circassian
circle (n)
city
clever
climate
climb
club
clue
clothes
cloud
coast
coat
code (n)
collect
comfortable
common
in common
communication
company
compare
complain
complete (v)
complete (adj)
condition
on condition (that)
connect
connection
consider
contact (v)
contents
continue
control (n)
control (v)
under control
conversation
cook

corner
correct
could
couple
course
   I took a course
a couple of
cover (v)
crazy
cream
   There is cream on the cake.
   She put cream on her face.
create
crime
crowd
culture
cupboard
dance
danger
in danger
dangerous
dead
deal (n)
deal with
a good/great deal
death
deep
definitely
definition
delete
deliver
depend on
It depends…
describe
description
desk
detail (n)
difference
make a difference
It makes no difference.
dig (v)
digital
dinner
direction
director

disappear
disappointed
discover
discuss
discussion
divide
to do with
doubt (n)
doubt (v)
no doubt
dramatic
dream
dress
drop (v)
Druz / Druze
due to
during
each other
earth
east
education
effect (n)
make an effort
either…or
electric
else
What else?
nothing else
empty
encourage
energy
engine
enormous
environment
equal
especially
even
   We worked even harder.
even if/though
ever
ever since
exact
exactly
examination

exciting
excellent
except
expect
experience (n)
explain
explanation
expert
express (v)
extremely
fail
false
famous
as far as
so far
fat
fear
feed
feel like
festival
few
   Few people came.
field
fight (n)
fight (v)
file (n)
fill
fill in / fill out
final
finally
finger
at first
first of all
fish (n)
fit (v)
fix (v)
flat (adj)
floor
follow
the following
force (to)
foreign
forest
forever

forgive
form (n)
form (v)
fortunately
forward
free
   The bird is free.
   I'm free this afternoon
free.
   It costs nothing, it's free.
frequently
fresh
frightening
fruit
fun
furniture
future
garbage
gas
general
in general
get back
get off
get on
get rid of
get away
get up
give up
go ahead
go away
go back
go down
go out
go up
god
government
grammar
graph
gray
ground
guy
on the one hand
on the other hand
hardly
hate (v)

headache
health
healthy
heart
heat
height
heavy
hers
hide
history
hit
holiday
honest
horrible
hospital
hotel
however
huge
hurt (v)
husband
no idea
identify
identity
ill
imagine
improve
include
increase
indeed
independent
individual
information
for instance
instead of
intelligent
international
interview (n)
interview (v)
introduce
invent
invitation
involved (with)
island
issue (n)

item
Jew, Jewish
join
joke (n)
key
kind (adj)
knife
label (n)
lady
land (n)
at last
laugh (v)
lay
lead (v)
lead to
leader
least
let
library
be likely to
line
limit
limited to
link
a little
   We walked a little.
   A little sugar, please.
load (n)
local
lock (v)
long ago
long before
as long as
no longer
look after
look for
look forward to
look like
look up
lose
loud
low
lucky
machine
magazine

mail (n)
mail (v)
main
mainly
mad
   The movie was about a mad scientist.
manage to
map
mark (n)
mark (v)
market
marry
match (v)
material
math(s)
no matter
maximum
may
meal
meat
member
mention
might
million
mind (v)
Never mind!
I don't mind.
Do you mind…?
mine
The car is mine.
minimum
modern
moment
more and more
more or less
Moslem/ Muslim
mountain
museum
must
nation
nature
neat
necessary
neither …nor

nervous
newspaper
noise
none
normal
north
not only
note
notice (n)
notice (v)
a number of
object (n)
occur
odd
   Your behavior is odd.
offer (n)
offer (v)
office
oil
once again
once more
at once
one another
onto
operate
operation
opinion
in my opinion
opportunity
opposite
ordinary
order (n)
order (v)
in order to
ought to
ours
organize
original
on one's own
pair
park (v)
park (n)
take part in
particular

in particular
partner
party
passenger
pass
past (prep)
perfect (adj)
photo, photograph
take place
plenty of
plus
point of view
police
popular
position
possible
power
powerful
predict
prefer
present (n)
  a birthday present
present (n, adj)
  past, present and future
at present
pressure
previous
price
print
private
prize
probably
process (n)
program (n)
proper
protect
proud
prove
provide
public
purpose
on purpose
quarter
quite
quite a lot

race (n)
railway / railroad
rain
raise
rather
rather than
would rather
reach
realize
reason
receive
recent
recognize
record (v)
regular
relate
relation
relax
religion
religious
remind
repeat (v)
reply (n)
reply (v)
report (n)
report (v)
request (n)
request (v)
respect (n)
respect (v)
responsible (for)
responsibility
the rest
result
as a result of
rice
ride (v)
ring (v)
rise
risk (n)
river
role
safe
sale

on sale
salt
save
  save money / time
schedule
science
score (n)
sea
search
season
seat (n)
second (n)
secret
seem
self
sell
serious
serve
service
set (n)
set (v)
set up
several
shape (n)
shirt
shoes
shop
shopping
go shopping
should
shoot
silent
silence
silly
silver
similar (to)
since
singer
single
site
smell (v)
smoke
so that
and so on

social

society

soft

solve

sort (n)

sort (v)

sort of

sort out

sound (n)

sound (v)

south

space

specific

speed

spend
  spend money / time

in spite of

stage

standard

star

state (v)

state (n)
  the State of Israel

state
  the state of play

statement

station

step (n)

stick (v)

stage
  the first stage of the game

stay

store (n)

strange

strike (v)

go on strike

study (v)

stuff

stupid

subject
  the subject of the article

succeed (in)

suggest

suggestion

suit (v)

support (v)

suppose

make sure

surprise

sweet

switch off

switch on

taste (v)

team

technology

teenager (teen)

tend to

term

terrible

text

over there

-th (fifth, sixth…)

theirs

therefore

thick

thin

thought (n)

through

throw

throw away/out

thousand

ticket

tidy

all the time

by the time

in time

on time

at the same time

title

tool

top

topic

total

touch

in touch with

tour

toward / towards

tradition

traffic

train (n)

translate

translation

transport

trash (n)

travel (v)

treasure

treat

trick

trouble

trust (v)

tune

type (n)

type (v)

ugly

unit

unless

up to

used to
  We used to live in Eilat.

be used to
  I'm used to waiting.

useful

usual

as usual

vacation

vegetable

view

village

visit (n)

visit (v)

voice

wake up

warm (adj)

warn

waste (v)

wave (v)

by the way

on the way

weather

weight

west

whatever

which

on the whole

the whole
whose
wide
wife
win (v)
wind (n)
within

wonder (v)
wood
  It's made of wood.
in other words
at work
worth …ing
would

worried (about)
worry
yet
not yet
yours
zero

Intermediate Level: Grammar

Learners apply their grammatical knowledge in order to achieve the benchmarks at the Intermediate Level.

The lists below, alphabetically ordered, refer to grammatical components to be taught **explicitly** (productive knowledge): the rule is taught, practiced and applied. The lists are according to syntax, verbs, nouns, adjectives/adverbs, prepositions and conventions of print and prosody. The lists do not include grammar that learners are naturally exposed to in the teaching/learning process in the classroom (receptive knowledge).

Syntax
- complex sentence structure using connectors introducing subordinate clauses, such as *when, because, that*
- tag questions
- complex sentence structure with relative clauses
- complex sentence structure with indirect speech
- complex sentence structure with first conditional/time clause
- complex sentence structure with indirect speech

Verbs
- future using the present progressive
- gerunds/infinitives
- verbs followed by the infinitive or base form, such as *let, help, make*
- modals such as *can/could/be able to, must/have to, should, may/might*
- passive – present simple, past simple, progressive, with modals
- past perfect simple
- past progressive
- present perfect simple
- stative verbs
- used to + verb

Nouns
- relative pronouns

Adjectives/Adverbs
- as…as
- less and least

- relative adverbs (*where, when, why*)

Prepositions

 (according to Band II)

Writing Conventions

- quotation marks
- parenthetical punctuation, such as parentheses, dashes, commas