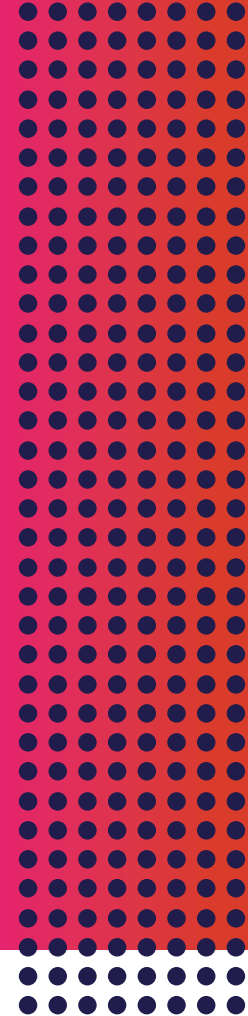
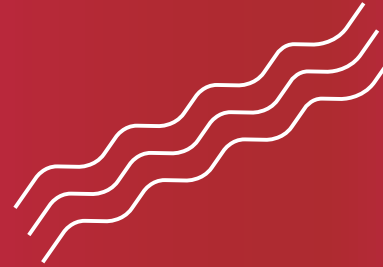




State of Israel  
Ministry of Education  
Pedagogical Secretariat  
Language Department  
English Language Education



# Revised English Curriculum

## Including Band III Lexis

Principles and Standards for Learning English  
as an International Language for All Grades

January 2018



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## 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).

Target Audiences	Possible Uses
Teachers	<ul style="list-style-type: none"><li>• Unit planning</li><li>• Integrating classroom testing and teaching</li><li>• Developing tables of specification for classroom testing</li><li>• Adapting materials</li><li>• Mapping out additional tasks</li></ul>
Teacher Trainers	<ul style="list-style-type: none"><li>• Training teachers in the implementation of the mapping process and the use of the checklists</li></ul>
Materials and Test Writers	<ul style="list-style-type: none"><li>• Developing materials and tests</li></ul>

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.

## 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

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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 a 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.

## *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:

<b>Language Learning</b> <b>Language learning is facilitated when learners:</b>	<b>Language Teaching</b> <b>Teachers promote learning when they:</b>
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.
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.

<b>Language Learning</b> <b>Language learning is facilitated when learners:</b>	<b>Language Teaching</b> <b>Teachers promote learning when they:</b>
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.
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.

## 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*).

<b>Beginning Language Learning</b> <b>Beginning language learning is facilitated when learners:</b>	<b>Language Teaching</b> <b>Teachers promote beginning language learning when they:</b>
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.

## 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.

## 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.

## 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 [at this link](#) and [at this link](#)

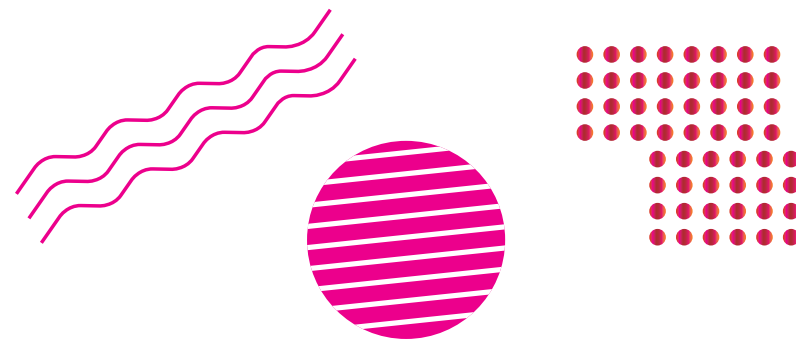
Assessment includes formative assessment (done in order to provide information to learner and teacher that will enable ongoing improvement) and summative (done in order to provide a final grade). Both traditional methods, such as tests, and alternative ones, such as performance-based assessment or portfolios 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 [at this link](#)**

### 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.

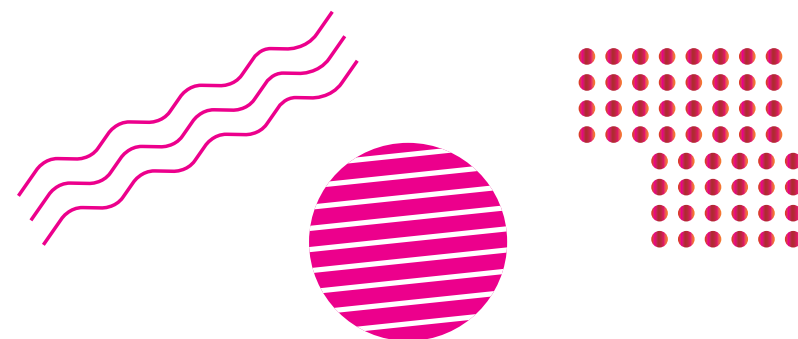


## Principles underlying the integration of Information Communications Technology (ICT)

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 **at this link** and links to Word documents providing criteria and checklists for approving technology-based English-teaching activities (not only for elementary school) **at this link**





# 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

## 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.

## 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.

## **Levels**

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

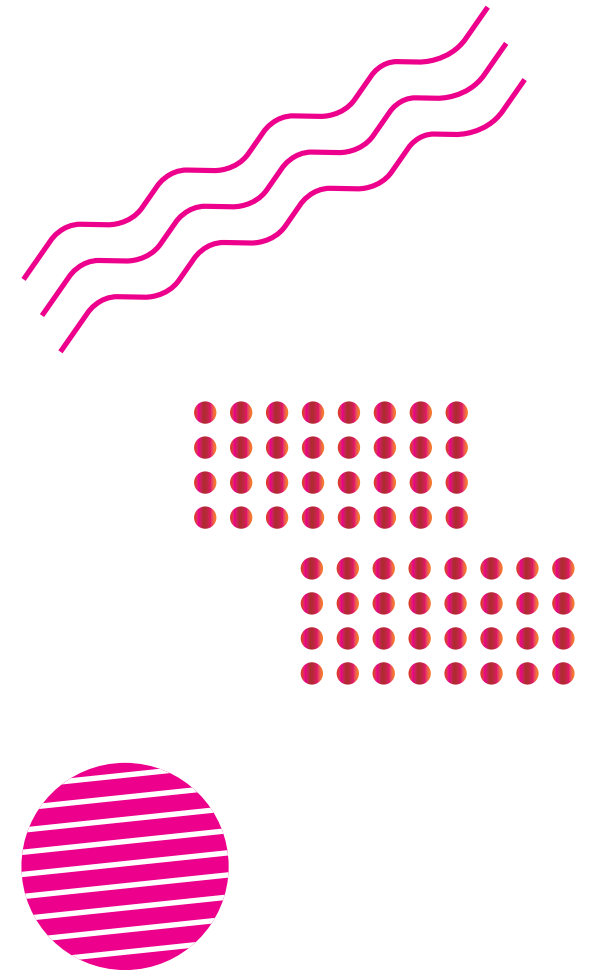
- Foundation Level - usually achieved by the end of sixth grade;
- Intermediate Level - usually achieved by the end of the ninth grade;
- Proficiency Level - usually achieved by the end of the twelfth grade.

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.

## **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.

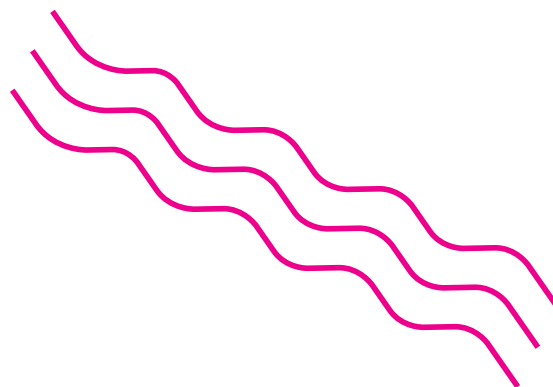


## Section Three: Higher-Order Thinking Skills

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 Four: Components of Language Teaching

**This section presents two components of linguistic knowledge: lexis and grammar. These play a central role in the development of language proficiency.**

## Lexis

The lists of lexical items to be taught at each level are based on the criteria of word frequency and expert judgment by academics and practicing teachers. The following corpora have been used: British National Corpus (BNC), Corpus of Contemporary American English (COCA), Lexical Syllabus for the Common European Framework for English (LexiCLIL), General Service List (GSL), and Academic Word List (AWL). Also included in the lists are frequent phrasal expressions and chunks based on the work done by Liu (2003) and Martinez & Schmitt (2012).

Lexical items in each level are presented in alphabetical order. Note that multi-word items ('chunks') are listed under their main key word; so 'What's the matter' for example will be listed in the alphabetical place of the word "matter". Past forms of verbs have been inserted after the base form

- only if these are irregular. Regular -ed past forms have not been inserted.
- Lexical items are presented using American spelling conventions; however British spelling conventions may also be introduced by the teacher or materials writer.
- Students at each level are required to learn a target number of lexical items, as shown in the 'Total for each level' line of the table below. In this way it can be ensured that students by the end of school will have mastered about 5,400 items, enabling them to comprehend a wide variety of spoken and written texts, and to use them when creating their own texts.
- The items are divided into core items, listed specifically in this vocabulary list, and expansion, chosen by the materials writers and/or teachers. Common prefixes and suffixes should also be taught as appropriate to the different levels.
- The table below displays the approximate numbers of lexical items in the core and expansion lists for each of the three levels.

	Foundation	Intermediate	Proficiency
Core	600	800	2200
Expansion	600	1200	
TOTAL for each level	1200	2000	2200
TOTAL		5400	

## Grammar

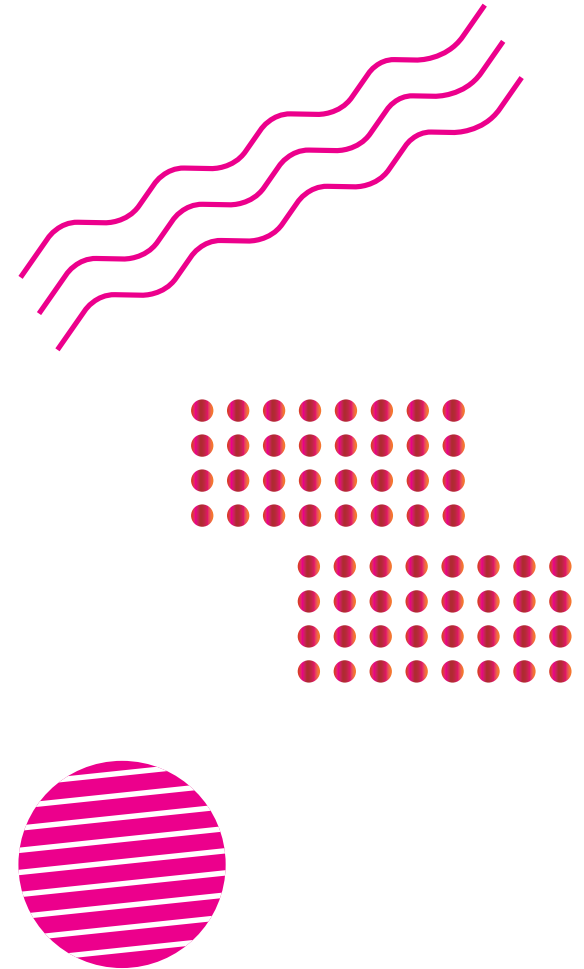
Grammar instruction is recognized as essential for efficient language acquisition in the context of the learning of an additional language in school. The learning of grammar includes learning the form, meaning and use of grammatical structures which promotes learners' understanding of what they hear or read, and enables them to convey meaning appropriately in speaking and writing. This grammatical knowledge helps learners to achieve the benchmarks in each of the four domains.

The lists of grammatical structures to be taught at each level are based on the criteria of frequency and expert judgment by academics and practicing teachers.

It is impossible to provide an exhaustive list of all grammatical structures. For each of the levels, grammatical structures were chosen for the Israeli EFL learner, as being those which are most essential for that level. The teaching of the grammar structures is cumulative i.e. all structures taught at the Foundation Level are included within the Intermediate Level, and all those taught at the Intermediate Level are included in the Proficiency Level.

Grammatical knowledge has been divided into the following components: syntax, verb, nouns, adjectives/adverbs and prepositions.

Conventions of print and prosody (rhythm, stress and intonation of speech) are included where appropriate.



# 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
<b>Learners will be able to</b>	
Aural / Oral Listening and Speaking Aural / Oral Phonemic Awareness, Segmentation and Blending	<ul style="list-style-type: none"> <li>• understand and use language to carry out basic communicative tasks and to engage in simple interactive activities.</li> <li>• identify different sounds of the English language, such as voiced / unvoiced sounds that are different phonemes.</li> <li>• manipulate sounds to play with words (add or remove from word).</li> <li>• segment word into:               <ol style="list-style-type: none"> <li>a. syllables;</li> <li>b. sounds.</li> </ol> </li> <li>• blend sounds together.</li> <li>• be aware of sound patterns.</li> <li>• be aware of the differences between sounds in their own language and similar sounds in English.</li> <li>• know and be able to pronounce common sound combinations.</li> </ul>

### Stage Two

Reading Readiness	Benchmark
<b>Learners will be able to</b>	
<b>Alphabetics</b>	<ul style="list-style-type: none"> <li>• identify the letters by their sounds, their names, and their shapes.</li> <li>• form letters by copying correctly in the right direction and producing letters upon hearing their sounds / names.</li> <li>• be aware of sound patterns, letter sequences and common letter combinations and be able to pronounce them</li> </ul>
<b>Basic Reading</b>	<ul style="list-style-type: none"> <li>• write letters and syllables according to sounds.</li> <li>• decode and encode phonetically-spelled lexical items.</li> <li>• read and understand lexical items they have learned orally.</li> </ul>

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

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

Domain	Standard
<b>Social Interaction</b>	Learners interact effectively in English in different social contexts with people from varied linguistic and cultural backgrounds, using informal spoken and written language.
<b>Access to Information</b>	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.
<b>Presentation</b>	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.
<b>Appreciation of Language, Literature and Culture</b>	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 develop sensitivity to a variety of cultures.

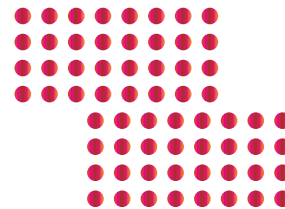
## Domain of Social Interaction

### 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 interact fluently using appropriate register for a limited range of social contexts.
	Learners use appropriate vocabulary and accurate grammar for this level.	





## Domain of Social Interaction Benchmarks

Benchmarks		
Foundation Level	Intermediate Level	Proficiency Level
<b>Learners meet the standard for the domain of Social Interaction when they:</b>		
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, school, and personal interests.	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.
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
<p>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.</p> <p>Learners obtain and use information by applying knowledge of vocabulary, grammar, punctuation, text structure, digital media, and frequently used discourse markers.</p>	<p>Learners obtain and use information from a variety of longer oral and written texts that deal with less familiar topics, in more complex language.</p> <p>Learners obtain and use information by applying knowledge of vocabulary, grammar, punctuation, text structure, digital media and a variety of discourse markers.</p>	<p>Learners obtain and use information from authentic or minimally adapted oral and written texts on a wide range of topics.</p> <p>Learners obtain and use information by applying knowledge of vocabulary, grammar, punctuation, text structure, digital media, and a wide variety of discourse markers.</p>

## Domain of Access to Information Benchmarks

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.	independently find and integrate information from multiple sources for a specific purpose.
locate relevant information for a specific purpose.	extract and integrate relevant information from a limited number of sources for a specific purpose.	transfer information extracted from visual data, such as diagrams.
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
<p>Learners organize and present ideas and information orally and in writing about personal topics.</p> <p>Learners use appropriate vocabulary and accurate grammar for this level.</p>	<p>Learners organize and present ideas and information orally and in writing about general topics, suiting register and text type to purpose and audience.</p> <p>Learners use appropriate vocabulary and accurate grammar for this level, incorporating discourse markers, following conventions of prosody/print.</p>	<p>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.</p> <p>Learners use appropriate vocabulary and accurate grammar for this level, incorporating a variety of discourse markers, following conventions of prosody/print.</p>

## Domain of Presentation Benchmarks

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.	present an argument for or against a particular point of view.	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.	

## *Levels of Progression*

<b>Foundation Level</b>	<b>Intermediate Level</b>	<b>Proficiency Level</b>
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 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

### 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.

### Domain of Appreciation of Language, Literature and Culture, Benchmarks Language

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

## Domain of Appreciation of Language, Literature and Culture, Benchmarks Literature and Culture

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](http://tlc.cet.ac.il) 



# **Section Seven:** ***Domains, Benchmarks, Text Characteristics, Higher-Order Thinking Skills, Lexis and Grammar for Each Level***

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

### Standard

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

### Level of Progression

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.

Domains			
Social Interaction	Access to Information	Presentation	Appreciation of Language, Literature and Culture
<b>Learners meet the standard when they</b>			
<ul style="list-style-type: none"> <li>• express feelings, likes and dislikes.</li> <li>• interact for a limited range of purposes, such as following basic instructions and directions, asking for and giving information, making and fulfilling simple requests.</li> <li>• engage in short conversations/ discussions by asking</li> <li>• and answering simple questions about familiar topics and everyday situations</li> <li>• create and respond to a limited range of written message types.</li> </ul>	<ul style="list-style-type: none"> <li>• understand the general meaning, main ideas, and the sequence of events in a text, and use this knowledge as needed.</li> <li>• identify different text types and use this knowledge as needed.</li> <li>• identify facts, feelings and explicit opinions in a text.</li> <li>• follow a short sequence of simple instructions/ directions in familiar contexts.</li> <li>• extract information from visual data, such as timetables, schedules.</li> <li>• locate relevant information for a specific purpose.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• present information on limited content, supported by visual aids.</li> <li>• express a personal reaction to the content of something read, seen or heard, using the appropriate higher-order thinking skills for this level.</li> <li>• describe people, places, things, events and personal experiences in familiar settings.</li> <li>• design a means for collecting information and list the results.</li> <li>• use given criteria, such as a checklist/ rubric to prepare presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• identify words that are the same in English and in their home language.</li> <li>• know how word order, sound and writing systems in English are organized and how these elements compare with their home language.</li> <li>• are aware that not all words can be translated on a one-on-one correspondence.</li> <li>• identify and describe events, setting and main characters in literary texts, using lower-order thinking skills.</li> <li>• analyze and interpret literary texts, using higher-order thinking skills.</li> <li>• recognize the use of basic literary techniques in a text.</li> <li>• understand the historical, social and/or cultural contexts of the text and its author.</li> <li>• provide an oral, written or visual response to a literary text.</li> <li>• reflect on the literary text.</li> <li>• are familiar with different cultural practices and traditions from reading literary texts.</li> </ul>

Domains				
Social Interaction	Access to Information	Presentation	Appreciation of Language, Literature and Culture	
<b>Learners meet the standard when they</b>				
<p><b>Conversation topics:</b></p> <ul style="list-style-type: none"> <li>• family</li> <li>• familiar topics</li> <li>• feelings</li> <li>• likes and dislikes</li> <li>• personal interests</li> <li>• school</li> </ul> <p><b>Written text types:</b></p> <ul style="list-style-type: none"> <li>• invitations</li> <li>• friendly letters</li> <li>• notes</li> </ul> <p><b>Digital media:</b></p> <ul style="list-style-type: none"> <li>• blogs</li> <li>• email</li> </ul>	<p><b>Spoken texts:</b></p> <ul style="list-style-type: none"> <li>• advertisement</li> <li>• announcement</li> <li>• conversation</li> <li>• description</li> <li>• interview</li> <li>• instructions</li> <li>• message</li> <li>• news/ weather report</li> <li>• story</li> </ul> <p><b>Written texts:</b></p> <ul style="list-style-type: none"> <li>• advertisement</li> <li>• book cover</li> <li>• cartoons</li> <li>• chart/table</li> <li>• comic strip</li> <li>• description</li> <li>• informative text</li> </ul>	<ul style="list-style-type: none"> <li>• invitation</li> <li>• friendly letter</li> <li>• list</li> <li>• menu</li> <li>• note</li> <li>• notice</li> <li>• poster</li> <li>• recipe</li> <li>• story</li> <li>• timetable/schedule</li> </ul> <p><b>Digital media:</b></p> <ul style="list-style-type: none"> <li>• computer-mediated written and spoken texts</li> <li>• email</li> <li>• web pages</li> </ul>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• descriptions of things/people/ events</li> <li>• stories</li> <li>• personal experiences</li> </ul> <p><b>Digital media:</b></p> <ul style="list-style-type: none"> <li>• online word processors such as WORD presentation creation tools such as PowerPoint</li> <li>• simple Web 2.0 tools such as blogs</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>• stories</li> <li>• poems</li> <li>• songs</li> <li>• simplified stories</li> <li>• proverbs</li> <li>• quotations</li> </ul>

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 יסודי: אנגלית



## 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 – Band I

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

a/an	am, I'm	back	black	by	class
about	and	<i>Give back the money!</i>	blue	<i>by the wall</i>	classroom
above	angry	bad	board	call	clean (v)
across	animal	bag	body	<i>Please call me at six!</i>	clean (adj)
action	another	baby	book	<i>They called him Tom.</i>	clear
address (n)	answer (n)	be	bored	can (v)	close (v)
afraid	answer (v)	beautiful	boring	capital	closed (adj)
after	any	because	bottle	<i>a capital letter</i>	coffee
afternoon	anyone	because of	box	car	cold
again	anything	bed	boy	Take care!	color
age	appear	before	bread	careful	come
ago	April	begin	break (v)	Be careful!	come back
agree	are	behind	breakfast	cat	computer
all	arrive	believe	bring	catch	cool
(not) at all	ask	beside	brother	center	copy (v)
almost	ask for	best	brown	chair	cost (v)
alone	at	better	build	change (v)	count
alphabet	at home	between	bus	cheap	country
already	August	big	busy	children	of course
also	autumn	birthday	but	(child)	cross the
always	away	a bit (of)	buy	chocolate	road/street

## Foundation Level: Lexis – Band I

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

cry (v)	<i>Don't go! Don't touch it!</i>	enjoy	family	first	funny
cut (v)	door	enough	far	five	game
dad	down	enter	fast	flower	garden
dark	draw	evening	<i>They run fast.</i>	fly (v)	get
date	dress (n)	every	father	food	girl
daughter	drink (v)	everybody	favorite	foot, feet	give
day	drive (v)	everyone	February	for	glad
<i>Have a good day!</i>	dry (adj)	everything	feel	forget	glass
Dear (as in	each	example	a few	four	go
email/letter)	early	for example	fifteen	fourteen	go on
<i>Dear Helen, ...</i>	ears	excuse me	fifth	fourth	going to
December	easy	exercise (n)	fifty	forty	good
decide	eat	expensive	film	free (adj)	good at
dictionary	eighteen	extra	find	<i>I'm free this afternoon.</i>	goodbye
different	eighty	eyes	find out	<i>It costs nothing. It's free.</i>	grade
difficult	eleven	face	fine	Friday	<i>I study in the sixth grade.</i>
doctor	email	in fact	<i>a fine day</i>	friend	grade
do	the end	fair	<i>Fine!</i>	from	<i>My final grade was 90.</i>
dog	in the end	<i>That's not fair!</i>	finish	in front of	great
don't!	English	fall (v)	fire (n)	full	green



## Foundation Level: Lexis – Band I

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

grow	help	immediately	kid	<i>I wrote a letter to my cousin.</i>	how many?
guess (n)	her	important	kind (n)	lie	March
guess (v)	herself	impossible	kind of	<i>It was wrong to lie to my friend.</i>	it doesn't matter
hair	here	in	know	lie down	What's the matter?
half	high	inside	large	life	May
half past	him	interested in	last (adj)	light (n)	maybe
hand	himself	interesting	last night	like (prep)	me
hang	his	into	late	like (v)	mean
happen	hold	invite	learn	listen	I mean
happy	home	is	at least	little	What do you mean?
hard (adj)	hope (v)	it	leave	<i>a little girl</i>	meaning
hard (adv)	hot	its	left	live (v)	meet
work hard	hour	itself	<i>I write with my left hand</i>	long look	meeting
hat	house	January	less	at lost	memory
have	how	job	lesson	a lot of	message
have to	How are you?	June	let's	lots of love	middle
he	hundred	July	letter	lunch	milk
head	hungry	just	<i>The last letter of the</i>	make	Do you mind?
hear	idea	<i>She's just a baby.</i>	<i>alphabet is Z</i>	man, men	minus
hello	if	keep	letter	many	minute (n)





## Foundation Level: Lexis – Band I

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

in a minute	How much?	nineteen	once upon a time	pay (v)	project
mistake	music	ninety	one	pen	pupil
mix	my	no	only	pencil	push
mom / mum	myself	nobody	open (v)	people	put
at the moment	name	no-one	open (adj)	perhaps	question
Monday	What's your	not	or	person	quick
money	name?	notebook	other	pick up	quiet
month	My name is ...	nothing	our	picture	Be quiet!
moon	near	November	ourselves	piece (of)	radio
more	need	now	out	place (n)	read
morning	neighbor	number (n)	over	plan (n)	ready
most	never	October	own	plan (v)	Are you ready?
mother	new	of	(my own, your own ...)	play	I'm ready
mouth	news	often	<i>He writes his own music.</i>	play a game	real
move	next	OK / okay	parents	please	really
movie	next to	old	page	poor	red
Mr	nice	How old are you?	paper	possible	remember
Mrs	night	I'm ... years old	part (n)	practice (v)	rest (v)
Ms	at night	on	past (n & adj)	problem	return
much	nine	once		no problem!	rich



## Foundation Level: Lexis – Band I

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

right <i>my right hand</i>	send	six	sometimes	sure	there
right <i>the right answer.</i>	sentence	sixteen	son	take	there is, there are
right now	September	sixty	soon	talk (v)	these
all right, alright	seven	size <i>What size...?</i>	song	tall	they
road	seventeen	sky	sorry	tea	thing
room	seventy	sleep	I'm sorry	teach	think
round	she	special	speak	telephone	third
rule	short <i>The movie was short.</i>	spring	spell (v)	television	thirteen
run	shout	summer	sport	tell	thirty
sad	show (v)	slow	start	tell a story	this
the same (as)	shut (adj)	small	still <i>They're still waiting.</i>	test	those
Saturday	shut (v)	smart <i>You look very smart!</i>	story	than	three
say	sick	smile (n)	straight	thank you	Thursday
school	side (n)	smile (v)	strong	thanks	time
second <i>I was happy with second place.</i>	sign (n)	so	student	that	What's the time?
see	simple	some	suddenly	the	The time is...
	sing	somebody	sun	their	to
	sister	something	Sunday	them	today
	sit		supper	themselves	together
				then	tomorrow



## Foundation Level: Lexis – Band I

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

tonight	under	way	what	world
too	understand	Which way...?	when	worse
<i>You can come too.</i>	until	we	where	worst
too	up	wear	while	write
<i>The question is too hard.</i>	us	Wednesday	white	wrong
too much	use (v)	week	who	year
town	usually	welcome	why	yellow
tree	vacation	you're welcome!	will	yes
go on a trip	very	well	window	yesterday
truck	wait (for) (v)	<i>I feel very well.</i>	winter	you
true	walk (v)	well	wish	young
try	wall	<i>He did the job well.</i>	with	your
Tuesday	want	as well	without	
turn (v)	was, were	as well as	woman, women	
turn left/right	wash	Well done!	wonderful	
twenty	watch	What a pity	word	
two	water	shame!	work	

## 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.

<b>Terminology</b>	<b>Examples</b>
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



## Foundation Level: Grammar

### 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**

## Intermediate Level

### Standard

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

### Level of Progression

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

Domains			
Social Interaction	Access to Information	Presentation	Appreciation of Language, Literature and Culture
<b>Learners meet the standard when they:</b>			
<ul style="list-style-type: none"> <li>• express and elaborate on personal wishes and opinions.</li> <li>• interact for a variety of purposes, such as agreeing and disagreeing.</li> <li>• giving and following instructions and directions,</li> <li>• complimenting, and giving advice.</li> <li>• engage in conversations about general topics, such as current events, and future plans, using language to suit context, audience and purpose.</li> <li>• 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,</li> </ul>	<ul style="list-style-type: none"> <li>• understand the general meaning, main ideas and supporting details in a text, and use this knowledge as needed.</li> <li>• identify the features of different text types and use this knowledge as needed.</li> <li>• draw inferences in order to identify the points of view in a text, distinguishing fact from opinion.</li> <li>• follow directions and a sequence of complex instructions in a variety of contexts.</li> <li>• interpret information from visual data, such as graphs, diagrams, and maps.</li> <li>• extract and integrate relevant</li> </ul>	<ul style="list-style-type: none"> <li>• summarize and present information from a limited range of sources.</li> <li>• react to the content of something read, seen, or heard using the appropriate higher-order thinking skills for this level.</li> <li>• express ideas and opinions about general topics using main and supporting ideas.</li> <li>• 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.</li> <li>• use digital media tools, such as podcasts and Web 2.0 tools.</li> <li>• review and edit presentations based on feedback from peers-teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• distinguish between words that sound the same in both languages but have different meanings.</li> <li>• are aware of the way words are structured (morphology)</li> <li>• compare different elements of English, such as tense and gender, to their home language.</li> <li>• are aware that languages differ in syntax.</li> <li>• are aware of differences in cultural conventions in English and their home language, such as in greetings.</li> <li>• recognize the use of basic literary techniques, such as metaphor, and apply them in creative writing.</li> <li>• discuss themes and conflicts in literary texts.</li> </ul>






Domains			
Social Interaction	Access to Information	Presentation	Appreciation of Language, Literature and Culture
<b>Learners meet the standard when they:</b>			
discussion forums, and different Web 2.0 tools showing awareness of context, audience and purpose.	information from a limited number of sources for a specific purpose. <ul style="list-style-type: none"> <li>• use information tools, such as a dictionary, simplified Web 2.0 tools.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	express ideas and opinions about literary texts. <ul style="list-style-type: none"> <li>• are aware of the social and cultural framework within which the literary texts were written</li> <li>• compare different cultural practices, behaviors and traditions with their own.</li> </ul>



Domains				
Social Interaction	Access to Information		Presentation	Appreciation of Language, Literature and Culture
<p><b>Conversation Topics:</b></p> <ul style="list-style-type: none"> <li>• current events</li> <li>• feelings</li> <li>• future plans</li> <li>• likes and dislikes</li> <li>• opinions</li> <li>• personal experiences/ interests /wishes</li> </ul> <p><b>Written text types:</b></p> <ul style="list-style-type: none"> <li>• letters</li> <li>• notes</li> </ul> <p><b>Digital media:</b></p> <ul style="list-style-type: none"> <li>• computer-mediated communication (CMC) such as Skype, chat</li> <li>• email</li> <li>• Web2 tools such as forums, blogs, wikis</li> </ul>	<p><b>Spoken texts:</b></p> <ul style="list-style-type: none"> <li>• advertisement</li> <li>• announcement</li> <li>• article/report</li> <li>• conversation</li> <li>• description</li> <li>• interview</li> <li>• instructions</li> <li>• news/weather</li> <li>• radio program</li> <li>• story</li> </ul> <p><b>Written texts:</b></p> <ul style="list-style-type: none"> <li>• advertisement</li> <li>• article/report</li> <li>• biography</li> <li>• book/movie/film review</li> <li>• book cover</li> <li>• brochure</li> <li>• chart/table</li> </ul>	<ul style="list-style-type: none"> <li>• descriptive text</li> <li>• diary entry</li> <li>• form</li> <li>• graph/diagram</li> <li>• instructions</li> <li>• interview</li> <li>• letter</li> <li>• maps</li> <li>• questionnaire</li> <li>• surveys</li> <li>• text presenting argument</li> <li>• web page</li> </ul> <p><b>Digital media</b></p> <ul style="list-style-type: none"> <li>• computer mediated written and spoken texts</li> <li>• email</li> <li>• Internet sources</li> </ul>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• descriptions of things/people</li> <li>• events</li> <li>• stories</li> <li>• personal experiences/opinions</li> <li>• response to reading</li> </ul> <p><b>Digital media:</b></p> <ul style="list-style-type: none"> <li>• online word processors such as WORD</li> <li>• presentation creation tools such as PowerPoint</li> <li>• simple Web 2.0 tools, such as blogs, wikis</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>• biography</li> <li>• literary texts appropriate to this level</li> <li>• (simplified) novels, short stories</li> </ul>

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> 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](http://cms.education.gov.il/EducationCMS/Units/Rama/AarachaBeitSifrit/Erka_Safa_Dvora.htm) חט"ב אנגלית 

## 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 Band II

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

ability	advertise	amount	art	Beduin / Bedouin	bright
able	advertisement	announcement	article	behave	broad
absent	advice	another	<i>an article in a newspaper</i>	behavior	business
absolutely	advise	any time	as	belong to	calendar
accept	afford	anywhere / any place	as...as	below	camera
by accident	after all	apart from	as soon as	beyond	camp (n)
according to	against	apartment	as if	date of birth	cancel
account	ahead (of)	apologize	asleep	blame (v)	capital (city)
take into account	go ahead	appearance	assessment	blood	card
act (v)	aim (v)	apply to	available	blow (v)	take care of
<i>My dog is acting strangely.</i>	air	Arab	awake	boat	cash
to act in a play	alive	area	aware	border	in common (with)
active	along	argue	awful	was born	credit card
activity	along with	argument	base (v)	both... and	carry
actually	alphabet	<i>They had a loud argument.</i>	based on	bother (v)	carry out
add	in alphabetical order	army	basic	don't bother	case
in addition (to)	alternative	around	basis	bottom	<i>He was carrying a case.</i>
admit	although	arrange	beat	brain	case
adult	altogether	arrangement	<i>He beat me at tennis.</i>	branch (n)	<i>It was an interesting case.</i>
advantage	among	arrive (at)	become	bridge (n)	in any case



## Intermediate Level: Lexis Band II

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

cause	climb	on condition (that)	cover (v)	definitely	disappointed
celebrate	club	connect	crazy	definition	discover
celebration	clue	connection	cream	delete	discuss
century	clothes	consider	<i>There is cream on the cake.</i>	deliver	discussion
certain	cloud	contact (v)	<i>She put cream on her face.</i>	depend on	divide
chance	coast	contents	create	It depends...	to do with
by chance	coat	continue	crime	describe	doubt (n)
chapter	code (n)	control (n)	crowd	description	doubt (v)
character	collect	control (v)	culture	desk	no doubt
in charge of	comfortable	under control	cupboard	detail (n)	dramatic
check (v)	common	conversation	dance	difference	dream
choice	in common	cook	danger	make a difference	dress
choose	communication	corner	in danger	It makes no difference.	drop (v)
Christian	company	correct	dangerous	dig (v)	Druz / Druze
Circassian	compare	could	dead	digital	due to
circle (n)	complain	couple	deal (n)	dinner	during
city	complete (v)	course	deal with	direction	each other
clever	complete (adj)	I took a course	a good/great deal	director	earth
climate	condition	a couple of	death	disappear	east
			deep		



## Intermediate Level: Lexis Band II

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

education	ever	so far	fish (n)	<i>It costs nothing, it's free.</i>	go ahead
effect (n)	ever since	fat	fit (v)	frequently	go away
make an effort	exact	fear	fix (v)	fresh	go back
either...or	exactly	feed	flat (adj)	frightening	go down
electric	examination	feel like	floor	fruit	go out
else	exciting	festival	follow	fun	go up
What else?	excellent	few	the following	furniture	god
nothing else	except	<i>Few people came.</i>	force (to)	future	government
empty	expect	field	foreign	garbage	grammar
encourage	experience (n)	fight (n)	forest	gas	graph
energy	explain	fight (v)	forever	general	gray
engine	explanation	file (n)	forgive	in general	ground
enormous	expert	fill	form (n)	get back	guy
environment	express (v)	fill in / fill out	form (v)	get off	on the one hand
equal	extremely	final	fortunately	get on	on the other hand
especially	fail	finally	forward	get rid of	hardly
even	false	finger	free	get away	hate (v)
<i>We worked even harder.</i>	famous	at first	<i>The bird is free.</i>	get up	headache
even if/though	as far as	first of all	<i>I'm free this afternoon</i>	give up	health
			free.		



## Intermediate Level: Lexis Band II

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

healthy	identify	invitation	leader	look after	map
heart	identity	involved (with)	least	look for	mark (n)
heat	ill	island	let	look forward to	mark (v)
height	imagine	issue (n)	library	look like	market
heavy	improve	item	be likely to	look up	marry
hers	include	Jew, Jewish	line	lose	match (v)
hide	increase	join	limit	loud	material
history	indeed	joke (n)	limited to	low	math(s)
hit	independent	key	link	lucky	no matter
holiday	individual	kind (adj)	a little	machine	maximum
honest	information	knife	<i>We walked a little.</i>	magazine	may
horrible	for instance	label (n)	<i>A little sugar, please.</i>	mail (n)	meal
hospital	instead of	lady	load (n)	mail (v)	meat
hotel	intelligent	land (n)	local	main	member
however	international	at last	lock (v)	mainly	mention
huge	interview (n)	laugh (v)	long ago	mad	might
hurt (v)	interview (v)	lay	long before	<i>The movie was about a mad</i>	million
husband	introduce	lead (v)	as long as	<i>scientist.</i>	mind (v)
no idea	invent	lead to	no longer	manage to	Never mind!



## Intermediate Level: Lexis Band II

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

I don't mind.	newspaper	once again	on one's own	popular	process (n)
Do you mind...?	noise	once more	pair	position	program (n)
mine	none	at once	park (v)	possible	proper
<i>The car is mine.</i>	normal	one another	park (n)	power	protect
minimum	north	onto	take part in	powerful	proud
modern	not	operate	particular	predict	prove
moment	only	operation	in particular	prefer	provide
more and more	note	opinion	partner	present (n)	public
more or less	notice (n)	in my opinion	party	<i>a birthday present</i>	purpose
Moslem/ Muslim	notice (v)	opportunity	passenger	present (n, adj)	on purpose
mountain	a number of	opposite	pass	<i>past, present and future</i>	quarter
museum	object (n)	ordinary	past (prep)	at present	quite
must	occur	order (n)	perfect (adj)	pressure	quite a lot
nation	odd	order (v)	photo, photograph	previous	race (n)
nature	<i>Your behavior is odd.</i>	in order to	take place	price	railway / railroad
neat	offer (n)	ought to	plenty of	print	rain
necessary	offer (v)	ours	plus	private	raise
neither ...nor	office	organize	point of view	prize	rather
nervous	oil	original	police	probably	rather than





## Intermediate Level: Lexis Band II

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

would rather	report (v)	save	shoes	sort (n)	step (n)
reach	request (n)	<i>save money / time</i>	shop	sort (v)	stick (v)
realize	request (v)	schedule	shopping	sort of	stage
reason	respect (n)	science	go shopping	sort out	<i>the first stage of the game</i>
receive	respect (v)	score (n)	should	sound (n)	stay
recent	respect (v)	sea	shoot	sound (v)	store (n)
recognize	responsible (for)	search	silent	south	strange
record (v)	responsibility	season	silence	space	strike (v)
regular	the rest	seat (n)	silly	specific	go on strike
relate	result	second (n)	silver	speed	study (v)
relation	as a result of	secret	similar (to)	spend	stuff
relax	rice	seem	since	<i>spend money / time</i>	stupid
religion	ride (v)	self	singer	in spite of	subject
religious	ring (v)	sell	single	stage	<i>the subject of the article</i>
remind	rise	serious	site	standard	succeed (in)
repeat (v)	risk (n)	serve	smell (v)	star	suggest
reply (n)	river	service	smoke	state (v)	suggestion
reply (v)	role	set (n)	so that	state (n)	suit (v)
report (n)	safe	set (v)	and so on	<i>the State of Israel</i>	support (v)
	sale	set up	social	<i>the state of play</i>	suppose
	on sale	several	society	statement	make sure
	salt	shape (n)	soft	station	
		shirt	solve		



## Intermediate Level: Lexis Band II

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

surprise	thought (n)	toward / towards	up to	wave (v)	wonder (v)
sweet	through	tradition	used to	by the way	wood
switch off	throw	traffic	<i>We used to live in Eilat.</i>	on the way	<i>It's made of wood.</i>
switch on	throw away/out	train (n)	be used to	weather	in other words
taste (v)	thousand	translate	<i>I'm used to waiting.</i>	weight	at work
team	ticket	translation	useful	west	worth ...ing
technology	tidy	transport	usual	whatever	would
teenager (teen)	all the time	trash (n)	as usual	which	worried (about)
tend to	by the time	travel (v)	vacation	on the whole	worry
term	in time	treasure	vegetable	the whole	yet
terrible	on time	treat	view	whose	not yet
text	at the same time	trick	village	wide	yours
over there	title	trouble	visit (n)	wife	zero
-th (fifth, sixth...)	tool	trust (v)	visit (v)	win (v)	
theirs	top	tune	voice	wind (n)	
therefore	topic	type (n)	wake up	within	
thick	total	type (v)	warm (adj)		
thin	touch	ugly	warn		
	in touch with	unit	waste (v)		
	tour	unless			

## 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

## *Proficiency Level*

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

## Proficiency Level

### Standard

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

### Level of Progression

Domains			
Social Interaction	Access to Information	Presentation	Appreciation of Language, Literature and Culture
Learners maintain effective communication using appropriate register for a wide range of social contexts.  Learners use appropriate vocabulary and accurate grammar for this level.	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, and digital media.	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.	Learners gain insight into the complexities of languages.  Learners read age- and level-appropriate literary texts, such as novels, plays, and books for extensive reading.  Learners develop critical perspectives toward different cultural values and norms.

Domains			
Social Interaction	Access to Information	Presentation	Appreciation of Language, Literature and Culture
<p><b>Learners meet the standard when they:</b></p> <ul style="list-style-type: none"> <li>• express ideas and opinions, providing in-depth explanations.</li> <li>• interact for a wide variety of purposes, such as persuading, discussing and group decision making.</li> <li>• engage in conversations on a wide range of general topics, such as social and global issues, using language to suit context, audience, and purpose.</li> <li>• create, collaborate and respond to a variety of written texts in print or handwriting, as well as digital, such as Skype, discussion forums, and different Web.</li> <li>• 2.0 tools showing awareness of context, audience and purpose.</li> </ul>	<p><b>Learners meet the standard when they:</b></p> <ul style="list-style-type: none"> <li>• follow the development of an argument in a range of texts and use this knowledge as needed.</li> <li>• identify the features of different text.</li> <li>• types and use this knowledge as needed.</li> <li>• identify and infer the attitudes of the writer/ speaker and draw conclusions.</li> <li>• follow directions and a sequence of complex instructions in a variety of contexts.</li> <li>• transfer information extracted from visual data, such as diagrams.</li> </ul>	<p><b>Learners meet the standard when they:</b></p> <ul style="list-style-type: none"> <li>• synthesize and present information in depth from multiple sources.</li> <li>• react in depth to the content of something read, seen, or heard using the appropriate higher order thinking skills for this level.</li> <li>• present an argument for or against a particular point of view.</li> <li>• 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.</li> </ul>	<p><b>Learners meet the standard when they:</b></p> <ul style="list-style-type: none"> <li>• are aware of subtle meanings and connotations of words and expressions, differences between synonyms or translations, and word derivations.</li> <li>• are aware of the way words are structured (morphology)</li> <li>• are aware that words in English are borrowed from different languages.</li> <li>• compare different elements of English, such as tense and syntax, to their home language;</li> <li>• are aware that languages use different idiomatic expressions in order to convey the same idea.</li> <li>• 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.</li> </ul>



Domains			
Social Interaction	Access to Information	Presentation	Appreciation of Language, Literature and Culture
	<ul style="list-style-type: none"> <li>independently find and integrate information from multiple sources for a specific purpose.</li> <li>use information tools, such as online thesaurus Google, Web 2.0 tools.</li> </ul>	<ul style="list-style-type: none"> <li>use digital media tools, such as podcasts and Web 2.0 tools.</li> <li>review and edit presentations based on feedback from peers/teacher.</li> </ul>	<ul style="list-style-type: none"> <li>identify and describe events, setting and main characters in literary texts, using lower-order thinking skills.</li> <li>analyze and interpret literary texts, using higher-order thinking skills;</li> <li>recognize and explain the use of appropriate literary techniques in a text, such as imagery, irony, metaphor.</li> <li>understand the historical, social, cultural contexts of the text and its author and/or universal themes and explain how these are reflected in the text or how they have influenced the writing of the text.</li> <li>provide an oral, written or visual response to a literary text.</li> <li>reflect on the literary text and the process of integrating the higher-order thinking skills.</li> <li>are aware of the relationship between cultural practices, literature, and a variety of cultural products.</li> </ul>

*For practical information about the teaching of literature according to the curriculum, see [tlc.cet.ac.il](http://tlc.cet.ac.il)*

Domains			
Social Interaction	Access to Information	Presentation	Appreciation of Language, Literature and Culture
<p><b>Conversation topics:</b></p> <ul style="list-style-type: none"> <li>• books/movies</li> <li>• current events</li> <li>• future plans</li> <li>• personal wishes/ ideas/ experiences/ opinions</li> <li>• social and global issues</li> <li>• sport</li> <li>• television and entertainment</li> </ul> <p><b>Written text types:</b></p> <ul style="list-style-type: none"> <li>• notes</li> </ul> <p><b>Digital media:</b></p> <ul style="list-style-type: none"> <li>• computer- mediated communication (CMC) such as skype, chat</li> <li>• email</li> <li>• SMS</li> <li>• Web2 tools such as forums, blogs, wikis</li> </ul>	<p><b>Spoken texts:</b></p> <ul style="list-style-type: none"> <li>• article/report</li> <li>• radio program</li> </ul> <p><b>Written texts:</b></p> <ul style="list-style-type: none"> <li>• article/report</li> <li>• biography</li> <li>• book/movie review</li> <li>• brochure</li> <li>• discussion of controversial topic</li> <li>• graph/diagram</li> <li>• interview</li> <li>• survey</li> </ul> <p><b>Digital media</b></p> <ul style="list-style-type: none"> <li>• computer- mediated written and spoken texts</li> <li>• internet sources</li> <li>• web page</li> </ul>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• argument (for and/or against)</li> <li>• opinion</li> <li>• response to reading</li> <li>• topics of personal interest</li> </ul> <p><b>Digital media:</b></p> <ul style="list-style-type: none"> <li>• online word processors e.g. WORD</li> <li>• presentation creation tools such as PowerPoint</li> <li>• Web 2.0 tools</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>• literary texts</li> <li>• simplified novels, stories</li> <li>• texts about aspects of culture</li> <li>• texts that relate to the literature being studied</li> </ul>



## Proficiency Level: Higher-Order Thinking Skills and Strategies

Thinking Skill	Learners will be able to
Evaluating	make judgments about different aspects of the text and justify opinions and/or evaluate someone else's opinion.
Explaining patterns	identify and explain different patterns in the text and explain their significance.
Persuading	present well-organized arguments based on logical reasoning and relevant evidence with the aim of persuading others.
Synthesizing	integrate different aspects of/insights into the text.
Transferring	transfer information from one context to another

## Proficiency Level: Lexis

Learners have knowledge of at least 5,400 items, including the core items in Bands I, II.

### Band III - Introduction

The core list for proficiency level (Band III) consists of about 2,000 useful lexical items for this level, of which about 300 are frequently used chunks (phrases, expressions and phrasal verbs) that will be a continuation of the core vocabulary list for intermediate level. Note that in contrast to the previous Bands, single-word items are in a separate list from the chunks.

Our assumption is that a substantial number of the items on the core list will already be familiar

- to the students. The three core lists (Bands I, II and III) together with a similar number of items (extension vocabulary) chosen freely by teachers and textbook writers will hopefully bring the students to a lexical threshold of at least 5,400 items, which will enable them to cope with 5 point Bagrut texts targeting B2 reading level for Bagrut students according to the CEFR (Common European Framework of Reference) standards.



The list was created on the basis of the following:

- AVL (the Academic Vocabulary List)
- AWL (the Academic Word List)
- COCA (Corpus of Contemporary American English)
- BNC (British National Corpus)
- EVP (English Vocabulary Profile which is based on both British and American corpora)

Like previous bands, Band III is composed of actual words and expressions and not word families. We have excluded members of a word family which are relatively rare, and included only those that are frequently used, important and useful at this level. Some words may have one entry but represent two different parts of speech, and therefore are considered two separate items. For example; touch is entered once but will have n+v in the column for parts of speech. This means that both touch the verb and touch the noun should be taught. We have also added glosses to illustrate meanings of possibly ambiguous words.

Finally, it is important to stress that this is a core list, of items which in our opinion every student at Bagrut level should know. It is recommended that teachers and textbook writers add to the list. Such additions may come from reading or listening texts or the literature, or classroom interaction. We recommend also using the English Vocabulary Profile (<http://vocabulary.englishprofile.org/staticfiles/about.html>) (username is englishprofile and the password is vocabulary) as a useful source for the selection of further vocabulary. \*Note that this and previous vocabulary lists will be revised in due course, taking into account feedback from the field and developments in research and thinking.

Professor Penny Ur,  
Dr. Elisheva Barkon,  
Sharon Fayerberger

## Band III core word list

lexical item	PoS	Example
a.m		
absence	v	
absolute	adj	
abstract	adj	
abuse	n+v	
acceptable acceptance	adj,n	
access	v+n	
accompany	v	
accordingly	adv	
accurate, inaccurate, accuracy, accurately	adj, adj,n,adv	
achieve, achievement	v,n	
acknowledge, acknowledgment, acknowledged	v,n,adj	
acquire,acquisition	v,n	
act,inactive,actor	v,adj,n	
actual	adj	The actual facts

lexical item	PoS	Example
adapt,adapted, adaptation	v,adj,n	
additional, additionally	adj,adv	
address	v	We need to address the problem.
adequate,adequately, inadequate	adj, adv,adj	
administration	n	
adopt,adoption	v,n	
adjust, adjustment	adv,v,n	
advance, advanced	v,adj,	
advocate	n+v	
affair	adjn	
affect	v	
afford, affordable	v	
afterwards	adv	
agent, agency	n,n	
aggression, aggressive behavior	n	
agreement, in agreement	n	

## Band III core word list

lexical item	PoS	Example
agriculture, agricultural	n,adj	
aid	n+v	
airport	n	
allow	v	
alter, alteration	v,n	
amongst	prep	
analogy	n	
analyze, analysis	v,n	
ancient	adj	
announce, announcement	v,n	
annual	adj	
anxious, anxiety	adj,n	
anybody	p	
anymore	adv	
anyway	adv	
apparent,apparently	adj,adv	
application	n	
appreciate, appreciation	v,n	

lexical item	PoS	Example
approach	v+n	
appropriate	adj	
approve, approval	v,n	
approximately	adv	
Asian	adj	
aspect	n	
aspire,aspiration	v,n	
assignment	n	
assist, assistance	v,n	
associate, association	v,n	
assume,assumption	v,n	
attachment,attach	n,v	
attack	v+n	
attempt	n+v	
attend, attendance	v,n	
attitude	n	
attract, attraction, attractive	v,n,adj	A tourist attraction. Magnetic attraction
audience	n	
authentic	adj	

## Band III core word list

lexical item	PoS	Example
author	n	
authority	n	A boss has authority over the workers. She is an authority on sociology. The Palestinian Authority.
autonomy, autonomous	n,adj	
average	n+adj	
avoid	v	
award	n+v	
back	adv	
back up	v	He backed up his friend. Make sure you back up your work on the computer.
background	n+adj	
balance	n+v	
ball	n	
ban	n+v	
band	n	The band played some music.
bank	n	Put your money in the bank.
bar	n	A bar of chocolate. A bar of a cage. We bought some orange juice at the bar.
barely	adj	

lexical item	PoS	Example
barrier	n	
basically	n	
battle	n	
beach	n	
bear	v	I can't bear it!
beauty	n	
beginning	n	At the beginning
belief	n	
beneath	prep	
benefit, beneficial	v,adj	
bias	n	
bill	n	Pay the bill. A dollar bill.
billion	n	
bind	v	
biology, biological	n,adj	
bird	n,adj	
block	v+n	
bold	adj	
bond	n	

## Band III core word list

lexical item	PoS	Example
bone	n	
boundary	n	
break	n	Take a short break! A break in relations.
breath, breathe	n,v	
brief, briefly	adj,adv	
British	adj+n	The British people. Do you like the British?
budget	n	
building	n	
burn	v	
cabinet	n	
calculate, calculation	v,n	
campaign	n+v	The political party's campaign was successful: they were elected. We were campaigning for equal rights.
cancer	n	
candidate	n	
capable, capability	adj, n	
capacity	n	This student has great capacity for hard work. The hall has a seating capacity of 1000.

lexical item	PoS	Example
capture	n	
career	n	She had a very successful career.
carefully	adj	
category	n	
Catholic	n+adj	
cell	n	Our body is made up of cells. A prison cell.
cellphone	n	Turn off your cell (phone).
census	n	
central, centrally	adj,adv	
certainly	adv	
chain	n	
chair (man, woman, person)	n	She was chair of the committee.
challenge	n+v	
change (n)	n	
channel	n	
characteristic	n+adj	
charge (v)	v	They charged too much money. Charge a battery.

## Band III core word list

lexical item	PoS	Example
checklist	n	
chemistry, chemical	n,adj	
chicken	n	
chief	n+adj	
chief of staff	n	
Chinese	n+adj	Chinese food. The Chinese are an oriental nation.
Christmas	n+adj	
church	n	
circumstance(s)	n	
cite	v	
citizen, citizenship	n	
civil, civilian	adj,adj	
civilized, civilization	adj,n	
claim	n+v	
clarify, clarification	v,n	
classify	v	
clearly	adj	
client	n	
colleague	n	

lexical item	PoS	Example
collection	n	
college	n	
combine, combina- tion	v,n	
commander	n	
comment	n+v	
commerce, commercial	n,adj	
commit, commitment	v	Commit a crime. They committed themselves. They were committed to helping the poor: it was a serious commitment.
committee	n	
community	n	
comparison, comparative	n,adj	
compete, competition, competitive	v,n,adj	
completely	adv	
complex	adj	

## Band III core word list

lexical item	PoS	Example
component	n	
compose, composition	v, n	
comprehend, comprehension	v, n	
comprehensive	adj	
comprise, comprised of	v, adj	
concentrate, concentration	v, n	Please concentrate on the assignment! The population was concentrated in the cities.
concept	n	
concern, concerned	n, adj	As far as I'm concerned. It's no concern of yours. I'm concerned about these problems.
conclusion, conclude	n, v	in conclusion. We may conclude that the answer is wrong.
conduct	n, v	He conducted a study. She conducted the band.
conference	n	
confident, confidence	adj, n	She has a lot of self-confidence.

lexical item	PoS	Example
confirm, confirmation	v, n	Please confirm the arrangements. The research confirms my hypothesis.
conflict	n	
consensus	n	
consequence, consequently	n, adv	
considerable, considerably	adj, adv	
consideration	n	Take into consideration.
considered (as)	adj	
consist	v	
consistent, consistently	adj, adv	
constant, constantly		in constant contact. We're constantly hearing about this event.
constitution	n	the American constitution is a list of laws.
construct, construction	v, n	
consume, consumer	n	
contain, container	v, n	
contemporary	adj	



## Band III core word list

lexical item	PoS	Example
context	n	
continuous, continuously	adj,adv	
contradict	v	-
contrast	n+v	In contrast.
contribute, contribution	v,n	
convention, conventional	n,adj	
convert	v	
convey	v	
cooperate, cooperation	v,n	
coordinate, coordination	v,n	
core	n+adj	
correspond	v	
council	n	
count	v	That doesn't count, it's not relevant.
cover	v,n	Your essay covers all the main points. The book has a nice cover.
creative, creation	adj,n	

lexical item	PoS	Example
criminal	n+adj	
crisis	n	
criterion (pl: criteria)	n	
criticize, criticism, critical	adj	
crucial	adj	
current,currently	adj	
curriculum	n	
customer	n	
cut	v	Cut the cost of production.
cycle	n	
daily	adj	
damage	n+v	
data	n	
debate	n+v	
debt	n	In debt (to)
decade	n	
decision	n	
declare, declaration	v,n	
decline	n	

## Band III core word list

lexical item	PoS	Example
decline	v	To decline an invitation. Decline and fall.
decrease	v+n	
defend, defense	v+n	
define	v	
degree	n	100 degrees. An academic degree.
delegation	n	
demand	v+n	
democracy, democratic	n,adj	
demonstrate, demonstration	v,n	
deny, denial	v,n	
depart, departure	v,n	
department	n	
depress, depressed, depression, depressing	v,adj,n,adj	
derive	v	
desert	n	
design	n+v	
desire	n+v	

lexical item	PoS	Example
despite	prep	
destroy, destruction	v,n	
detail, detailed	n,adj	
detect, detective, detection	v, n,n	
determine, determination	v,n	
develop, development	v,n	
device	n	
devise	v	
diagram	n	
dialogue	n	
die, death	v,n	
difference	n	
differentiate, differentiation	v,n	
difficulty	n	
dilemma	n	
dimension	n	
diminish	v	
direct, directly	v+adj,adv	

## Band III core word list

lexical item	PoS	Example
discipline	n	Science is a discipline. Classroom discipline.
discovery	n	
discriminate, discrimination	v,n	
disease	n	
dish(es)	n	
display	v+n	
dispose, disposal	v,n	
dissatisfied	adj	
distance, distant	n,adj	
distinction, distinguish	n,v	
distribute,distribution	v,n	
district	n	
disturb, disturbance	v,n	
diverse,diversity	adj,n	
division	n	
document	v	
domain	n	
domestic	adj	

lexical item	PoS	Example
dominant, dominate, domination	adj,v,n	
double	adj	
dozen	adj+n	
draft	n+adj	
drawing	n	
driver	n	
drug	n	
dual	adj	
duty	n	
dynamic(s)	adj	
e.g		
earn	v	
easily	adj	
Easter	n+adj	
eastern	adj	
economic economically, economics,economy	adj,adv,n,n	
edge	n	
edit, editor	v,n	

## Band III core word list

lexical item	PoS	Example
educate, educational	v,adj	
effective	adj	
efficient,efficiently, efficiency	adj,adv,n	
egg	n	
elect, election	v,n	
electronic	adj	
element	n	
elementary	adj	
eliminate, elimination	v,adj	
elsewhere	adv	
emerge, emergence, emerging	v,n,adj	
emergency	n	
emotion, emotional	n,adj	
emphasize, emphasis	v,n	
employ, employee, employer, employ- ment	v,n,n,n	
enable	v	
encounter	v+n	

lexical item	PoS	Example
end	n	Do the means justify the end?
end	v	
enemy	n	
engage, engagement	v,n	They engaged in the task. The couple became engaged.
engineer, engineering	n,n	
enhance	v	
ensure	v	
enterprise	n	
entire, entirely	adj,adv	
entitled	adj	You are entitled to a promotion.
entrance	n	
entry	n	
environmental	adj	
equally, equality	adv,n	
equip, equipment	v,n	
equivalent	adj+n	
era	n	
error	n	
escape	v,n	

## Band III core word list

lexical item	PoS	Example
essential, essentially	adj,adv	
establish, established, establishment	v,adj,n	
estimate, estimation	v,n, n	
etc.	adv	
ethical	adj	
ethnic	adj	
European	adj	
evaluate, evaluation	v,n	
even	adj	Even numbers
event	n	
eventually	adv	
everywhere	adv	
evidence	n	
evident, evidently	adj,adv	
evolve, evolution	v,n	
exceed, excessive	v,adj	
except	prep	Except for
exchange	n+v	
exclude, exclusion	v,n	

lexical item	PoS	Example
exclusive, exclusively	adj,adv	
executive	n+adj	
exercise	v	
exhibit, exhibition	v,n	
exist, existing, existence	v,adj,n	
exit	n+v	
expand, expansion	v,n	
expectation(s)	n	
expense(s), expensive	n,v	
experience	v	
experiment	n+v	
expert, expertise	n,n	
explicit, explicitly	adj,adv	
exploit, exploitation	v,n	
explore, exploration	v,n	
export	n+v	
expose, exposed	n,adj	
expression	n	An idiomatic expression. She had a sad expression on her face.

## Band III core word list

lexical item	PoS	Example
extend, extended, extension, extent	v,adj,n,n	
external	adj	
face	v	
facilitate	v	
facility	n	
fact	n	
factor	n	
factory	n	
failure	n	
fairly	adv	
faith, faithful, faithfully	n,adj,adv	
fall (= autumn)	n	
familiar	adj	
fan	n	She's a great fan of classical music.
farm, farmer	n,n	
fashion, fashionable	n,adj	
favor, favorable	n,adj	
feature	n	
fee	n	
feel, feeling	v,n	

lexical item	PoS	Example
female, feminine	adj,adj	
figure	n,v	The figure '2'. She has a slim figure. The figures on this survey show a population increase. I can't figure it out.
file	v	
financial, finance	adj,n	
findings	n	
fire	v	
firm	adj	
firm	n	I work for an international firm.
fit	adj	We keep fit by having regular exercise. We don't think you are fit for the job.
flexible, flexibility	adj,n	
flight	n	The flight to New York is late.
flow	n+v	
focus	n+v	
folk	n+adj	Folk music. They are nice folk.
forest	n	
formal, formally, formality	adj,adv,n	
format	n+adj	

## Band III core word list

lexical item	PoS	Example
former	adj	She is a former president of the company. The former / the latter.
formulate, formula	v,n	
forum	n	
fraction	n	
frame	n	
framework	n	
France, French	n,n+adj	
free, freedom	adj,n	
frequent, frequently, frequency	adj,adv,n	
fuel	n	
fully	adv	
function , functional	n+v, adj	
fund	n+v	They set up a fund to build a school. The rich man funded the institution.
fundamental, fundamentally	adj,adv	
further	adj+adv	Further research is needed. We don't need to look further.

lexical item	PoS	Example
furthermore	adv	
gain	n+v	
gate	n	
gender	n	
generally	adv	
generate	v	
generation	n	
gentle	adj	
gentleman	n	
geography, geographic	n,adj	
German, Germany	adj+n,n	
global, globally, globalization	adj,adv,n	
goal	n	
god	n	
gold, golden	n+adj, adj	
goods	n	
govern	v	

## Band III core word list

lexical item	PoS	Example
grant	n+v	She got a grant to go to University. I was granted an extension to finish my assignment.
graph	n	
greatly	adv	
group	n+v	
growth	n	
guard	n+v	
guess	v+n	
guest	n	
guide (n & v), guidance, guidelines	v	
gun	n	
hand	v	He handed her the book.
handle	n	
hardware	n	
head	n+v	She is the head of the company. He headed the investigation. We headed home.
hearing	n	My hearing is not too good.
heaven	n	

lexical item	PoS	Example
hell	n	
hence	adv	
hero, heroine	n,n	
hierarchy	n	
highlight	n+v	That was the highlight of our trip! I highlighted the most important words in the text.
highly	adv	
hill	n	
hire	v+n	We hired a car. The car was for hire.
historical, historically	adj,adv	
hole	n	
homemaker	n	Housewife or househusband
hopeful, hopefully	n,adv	
horizontal	adj	
horse	n	
host	n+v	
human being	n	
human, humanity (= mankind)	n+adj, n	
humanities	n	



## Band III core word list

lexical item	PoS	Example
hypothesis	n	
i.e.	adv	
ice	n	
ideal, ideally, idealism, idealist	n+adj,adv,n,n	
identical	adj	
identification	n	
ignore, ignorant, ignorance	v,adj,n	
illegal	adj	
illness	n	
illustrate, illustration	v,n	
image, imagery	n	
imagination	n	
immediate	adj	
immigrate, immigrant, immigration	v,n,n	
immoral	adj	
impact	n	
implementation, implement	n,v	

lexical item	PoS	Example
implication, imply	n,v	
implicit	adj	
import	n+v	
importance	n	
impose	v	
impress, impressive, impression	v,adj,n	
improvement	n	
incentive	n	
incident, incidentally	n,adv	
including	adj	
income	n	
increasingly	adv	
independence	n	
index	n	
India, Indian	n, n+adj	
indicate, indication, indicator	v,n,n	
indirect	adj	
individually	adv	
industry, industrial	n,adj	

## Band III core word list

lexical item	PoS	Example
inevitable, inevitably	adj,adv	
inferior	adj	
influence	n+v	
inform	v	
informal	adj	
infrastructure	n	
inherent, inherently	adj,adv	
initial, initially	adj,adv	
initiative	n	
injury, injured	n,adj	
innovation	n	
input	n	
inquire, inquiry (enquire, enquiry)	n	
insight	n	
insist		
instant, instantly	adj,adv	
institute, institution	n,n	
instruction	n	
instrument	n	

lexical item	PoS	Example
insurance, insure	n,v	
integrate, integration	v,n	
integrity	n	
intellectual	adj+n	
intelligence (military)	n	
intend, intention	v,n	
intense, intensive	adj,adj	
interact, interaction, interactive	v,n,adj	
interest	n	This topic raises a lot of interest. I invested the money in order to earn interest.
internal	adj	
interpret, interpreta- tion	v	
intervention	n	
introduce, introduc- tion	v,n	
invention	n	
invest, investment	v,n	

## Band III core word list

lexical item	PoS	Example
investigate, investigation	v,n	
invisible	adj	
involvement	n	
iron	n+adj	This tool is made of iron.
irresponsible		
Islam	n	
Japan, Japanese	n, adj+n	
joint	adj	We worked together; it was a joint project.
journal	n	
journalist, journalism	n,n	
Judaism	n	
judgment, judge	n,n+v	
jump	n+v	
just,justice	adj,n	
justify	v	
key (adj)	adj	
kill	v	
king, kingdom	n,n	

lexical item	PoS	Example
kit	n	
kitchen	n	
knee	n	
knowledge	n	
label		
labor	n	
lack	n	
land	v	
landscape	n	
language	n	
largely	adv	
last	v,adj	
late	adj	The late Shimon Peres.
latter	n,adj	former / latter
laughter	n	
law, lawyer,	n,n	
leadership	n	
leaf	n	The leaf on a tree.
lean	v	
leg	n	

## Band III core word list

lexical item	PoS	Example
legal, legally	adj,adv	
length	n,v	
level	n	
lift	n	I need a lift to Jerusalem.
lift	v	
light	adj	
lips	n	
list	n+v	
literature, literary	n	
local	adj	
locate, location	v	
logic, logical	n,adj	
long-term	adj	
look(s)	n	
loss	n	
lovely	adj	
lower	v	
luckily	adv	
madam	n	

lexical item	PoS	Example
maintain, maintenance	v,n	
major, majority	adj,n	
male, masculine	adj,adj	
manage ,manager, management,	v,n,n	
manner	n	
manners	n	
manufacture	n	
market, marketing	v,n	
marriage, married	n,adj	
mass, massive	n,adj	
master	n+v	
mean	n+adj, n	A statistical mean; the mean result. He's really mean, I don't like him.
measure, measure-ment	v+b, n	
mechanism	n	
media	n	
medical, medicine	adj,n	A medical student. You have to take your medicine every day. She's studying medicine.

## Band III core word list

lexical item	PoS	Example
membership	n	
mental, mentally	adj,adv	
merely, mere	adv,adj	
metal	n+adj	
method	n	
mile	n	
military	adj	
minimal, minimize	adj,v	
minister, ministry	n,n	
minority, minor	n,adj	
mirror	n	
miss	v	I missed the train. I miss my mother very much.
mission	n	
mobile	adj,n	I have a new mobile (phone). (British English for American 'cellphone')
mode	n	
model	n+v	
modify, modification	v,n	
monitor	v	

lexical item	PoS	Example
moral, morality	adj,n	
moreover	adv	
mostly	adv	
motive, motivate, motivation	n,v,n	
motor	n	
movement	n	
multiple, multiply	adj,v	
municipal, municipal-ity	adj,n	
murder	v+n	
mutual, mutually	adj,adv	
myth	n	
name	v	
natural, naturally	adj	
nearly	adv	
necessarily, necessity	adj	
neck	n	
need	n	
negative	adj	

## Band III core word list

lexical item	PoS	Example
negotiate, negotiation	v,n	
net	adj	Net income
network	n	
neutral	adj	
nevertheless, nonetheless	adv	
norm	n	
normally	adv	
northern	adj	
nose	n	
notion	n	
novel	n	
nuclear	adj	
numerous	adj	
nurse	n+v	
object, objection	v,n	
objective	n	
objective	adj	
oblige, obligation	n	I was obliged to agree.
observe, observation	v,n	

lexical item	PoS	Example
obtain	v	
obvious, obviously	adj,adv	
occasion	n	
occasionally	adv	
occupy, occupation	v,n	Is this chair occupied? The occupied territories.
occur	v	
ocean	n	
offend, offence, offender	v,n,n	I was offended by his remark. The offender was fined ten thousand shekels.
offense	n	
officer, official, officially	n,adj,adv	
ongoing	adj	
opening	n	The opening of the new theatre.
oppose, opposition	v,n	
option, optional, optionally	n,adj,adv	
organization	n	
origin, original, originally	v	

## Band III core word list

lexical item	PoS	Example
otherwise	adv	
outcome	n	
outline	n+v	
output	n	
overall	adj,adv	
own, owner	v,n	
p.m.	adv	
package	n	
pain, painful	n,adj	
paint, painting, painter	v,n,n	
parliament	n	
part, partial	n	
participate, participation	v	
particularly	adv	
partly	adv	
passage	n	A passage between two houses. A passage of prose.
passive	n,adj	
pattern	n	

lexical item	PoS	Example
pay, payment	n,n	
peace, peaceful, peacefully	n,adj,adv	
pepper	n	
per	prep	
perceive, perception	v	
percent, percentage	adv,n	
perform, performance	v,n	
period	n	
permanent, permanently	adj,adv	
permit, permission	v,n	
personal, personally	adj,adv	Personally, I don't agree. Personal taste.
personality	n	
perspective	n	
persuade		
phase	n	
phenomenon, phenomena	n	
physical	adj	
physics	adj	

## Band III core word list

lexical item	PoS	Example
pilot	n	
place	v	
planet	n	
planning	n	
plant	n+v	
plastic	n+adj	
play, player	n,n	
pleasure	n	It's a pleasure! (response to thanks)
pocket	n	
point	n	
point	v	
policy	n	
politics, politician, political	n,n,adj	
pool	n	A pool of water. A pool of resources.
population	n	
positive, positively	adj,adv	
possess, possession, possessive	v, n,v	
possibly, possibility	adv,n	

lexical item	PoS	Example
post	v	We posted our responses on the forum. I posted my letter. (British)
potential	n,adj	
pour	v	
poverty	n	
practical	adj	
practically	adv	
precise, precisely	n	
predict, prediction		
prepare, preparation	v,n	
present, presence	adj,n	
presentation	n	
president	n	
press	n	The main headlines in the press.
press, pressure	v,n	
pretty	adj	
pretty	adv	
prevent, prevention	v,n	
previous, previously	adj,adv	
pride	n	



## Band III core word list

lexical item	PoS	Example
primary	adj	
principal	adj,n	
principle	n	
prior, priority	adj,n	
prison, prisoner	n,n	
probable, probability	adj,n	
problematic	adj	
proceed, procedure	v,n	
process	v	
produce, product, production	v,n,n	
profession, professional	n,adj	
profile	n	
profit, profitable	n+v,adj	
progress, progressive	n+v, adj	
project	n	
project	v	
promise	v+n	
promote, promotion	v+n	

lexical item	PoS	Example
properly	adv	
property	n	
proportion	n	
propose, proposal	v,n	
prospect	n	
protection	n	
protest	n+v	
provision	n	The provision of essential supplies.
psychology, psychological	n, adj	
publish, publication	v,n	
pull	v	
pursue	v	
quality	n	
quantity	n	
race, racial, racism	n,adj,n	
radical	adj	
random	adj	
range	n	
rapid, rapidly	adj, adv	

## Band III core word list

lexical item	PoS	Example
rate	n	
rating	n	
ratio	n	
rational	adj	
rationale	n	
react, reaction	v,n	
readily	adv	
reality	n	
reasonable	adj	
recall	v	
receipt	n	
reception	n	Please go to the reception at the hotel. The President had a warm reception.
recognition	n	
recommend, recommendation	v,n	
recover, recovery	v,n	
recruit, recruitment	v,n	
reduce, reduction	v,n	
refer, reference	v,n	

lexical item	PoS	Example
reflect, reflection	v,n	
reform	v+n	
refugee	n	
refuse, refusal	v,n	
regard	v+n	
regarding	prep	
regime	n	
region, regional	n,adj	
regulation	n	
reinforce	n,v	
reject, rejection	v,n	
relationship	n	
relative, relatively	adj, adv	
release	v+n	
relevant, relevance	adj,n	
relief, relieved	n,adj	
rely, reliable	v,adj	
represent, representative, representation	v,n+adj,n	

## Band III core word list

lexical item	PoS	Example
require,required, requirement	v,adj,n	
research	n+v+adj	
resident, reside, residential	n+adj,v,adj	
resist, resistance	n+v	
resolve,resolution	v,n	She resolved to leave. We resolved the problem. The UN approved the resolution.
resource	adv	
respectively	adv	
respond, response	v,n	
restaurant	n	
restrict, restriction	v,n	
retain	v	
reveal	v	
review	n+v	
revise, revision	v,n	The author was asked to revise the article. We revised the material before the test. (British)

lexical item	PoS	Example
revolution, revolutionary	n,adj	
ring	n,v	She wore a ring. I heard a ring. Please ring me when you have time.
ritual	n	
rock	n	We climbed up to the rock at the top of the mountain.
roll	v+n	The ball rolled into a corner. A bread roll.
roof	n	
root	n	
route	n	
row	n	We stood in a row.
rural	adj	
rush	v+n	
Russia, Russian	n,adj+n	
safety	n	
salary	n	
sample	n	
sanctions	n	
satisfy, satisfaction	v,n	
scale	n	Large-scale, small-scale

## Band III core word list

lexical item	PoS	Example
scenario	n	
scene	n	
scenery	n	
scheme	n	
science, scientific, scientist	n,adj,n	
score	n	The score was 2-1.
screen	n+v	
secondly	adv	She was introduced first of all as a brilliant scientist, and secondly as a composer.
section	n	
sector	n	
secure, security	adj, n	
seek	v	
select, selection	v,n	
senior	adj	
sensitive, sensitivity	adj,n	
separate, separation	adj+v,n	
sequence	n	

lexical item	PoS	Example
series	n	
seriously	adv	
servant	n	
setting	n	
settle, settlement	v,n	
severe, severely	adj,adv	
shadow	n	
shake	v	Shake hands.
share	v	
ship	n	
short-term	adj	
shot	n	
shoulder	n	
sight	n	
signal	n	
significant, significantly, significance	adj,adv,n	
sir	n	
skill, skilled	n,adj	

## Band III core word list

lexical item	PoS	Example
slight, slightly	adj,adv	
slip	v+n	He slipped and fell. I made a slip in spelling.
snow	n	
software	n	
soldier	n	
sole,solely	adj,adv	
solution	n	
somehow	adv	
somewhat	adv	
somewhere	adv	
soul	n	
source	n	
southern	adj	
spatial	adj	
specialize	v	
specify, specific, specifically	v,adj,adv	
speech	n	
spirit, spiritual	n,adj	
spot	n	

lexical item	PoS	Example
spread	n+v	
stable	adj	
stairs	n	
stand	v	Where do you stand on this issue?
stare	n	
statistics	n	
status	v	
steal	v	
steel	n	
stereotype	n,v	
stimulate	v	
stock	n	
stone	n	
storm	n	
strategy, strategic	n,adj	
strength, strengthen	n,v	
stress, stressful	n,adj	
stretch	v	
strongly	adv	
structure	n	

## Band III core word list

lexical item	PoS	Example
struggle	n+v	
studio	n	
subjective	adj	
subsequent, subsequently	adj,adv	
substance	n	
substantial	adj	
success, successful, successfully	n,adj,adv	
suffer, suffering	v,n	
sufficient, sufficiently	adj,adv	
sugar	n	
suit	n	
suit, suitable	v,adj	
sum	n	
summarize, summary	v,n	
supply	v+n	
surely	adj	
surface	n,adj	

lexical item	PoS	Example
surgery		He had surgery, but is recovering well. I went to the surgery to consult the doctor.
surround, surroundings	v,n	
survey	v+n	
survive, survival	v,n	
suspect	v	
sustain	v	
symbol	n	
system	n	The education system. We have a new system of grading exams.
table	n	The figures are shown in a table.
talk	n	
target	n	
task	n	
taste	n	It's a question of taste.
teaching(s)	v+n	The teachings of Socrates.
tear	v	To tear a piece of paper.
tear	n	He had tears in his eyes.
technical	adj	

## Band III core word list

lexical item	PoS	Example
technique	n	
technology, technological	n,adj	
temperature	n	
temporary, temporarily	adj, adv	
tendency	n	
term	n	
terms	n	The terms of the agreement.
territory	n	
theater	n	
theme	n	
theory	n	
thereby	adv	
threat, threaten	n,v	
thus	adv	
tie	v	
tiny	adj	
tip	n	Give a good tip. The tip of an iceberg. Give the waiter a tip.
tired	adj	

lexical item	PoS	Example
tone	n	A tone of voice A telephone ring-tone.
tooth	n	
totally	adv	
touch	n+v	He was touched by her kind words. A touch screen.
tough	adj	
track	n	We walked along the track. Please play the first track on the disk.
tradition, traditional, traditionally	n, adj,adv	
transfer	v	
transform	v	
transmit	v	
transport, transportation	n,n	
travel	n	
trek	v+n	
trend	n	
trial	n	
troops	n	
truly	adv	

## Band III core word list

lexical item	PoS	Example
trust	n+v	
truth	n	
twice	adv	
typical, typically	adj, adv	
unable	adj	
unemployed unemployment	adj, n	
unfortunately	adv	
union	n	
unique	adj	
unite, united	v, adj	
universe, universal	n, adj	
university	n	
unlikely	adj	
upper	adj	
urban	adj	
use, user	n, n	
valid	adj, n	
value, valuable	n, adj	
variety, variation	n, n	

lexical item	PoS	Example
vary, various, varied	v, adj, adj	
vehicle	n	
version	n	
vertical	n	
via	prep	
victim	n	
victory	n	
video	n+adj	
violent, violence	adj, n	
virtual, virtually	adj, adv	Virtual reality. I understood virtually all of what they said.
virtue	n	
visible	adj	
vision	n	He is a man of vision. Her vision is poor.
visitor	n	
vital	adj	
volume	n	The volume was very loud. What is the volume of a cube?



## Band III core word list

lexical item	PoS	Example
voluntary	adj	
volunteer	n+v	
vote, voter	n,n	
wave	n	
way	n	
weak, weakness	n,n	
weapon	n	
weekend	n,adj	
welfare	n	
western	adj	
whereas	conj	
whom	pron	
wicked	adj	
widely	adv	
width	n	
wild	n	
will	n	Where there's a will there's a way.
willing	adj	
wine	n	

lexical item	PoS	Example
wing	n	The wing of a bird.
winner	n	
withdraw	n+v	
witness	n	
workshop	n	
writer	n	
yard	n	The yard behind a house.
youth	n	I remember my youth. The youth of today.
zone	n	

## Band III chunks

Chunk	Example sentences
a degree of	You need a degree of confidence to succeed.
a handful of	
about to do sth	I was about to call you when you rang.
aimed at	These activities are aimed at senior citizens.
all in all	
all sorts of sth	
all the way	
among other things	
as a matter of fact	
as a whole	
as follows	
as for	
as though	
at a time	two at a time
at first sight	
at risk	
at the expense of	
at times	

Chunk	Example sentences
attached to sb or sth	
back up sb / sth / back sb / sth up	
be able to do sth	
be no good / be not any/much good	
be the case	That is not the case, it's not true
be to blame	
bear in mind	
bear/keep in mind	
better off	-
blow up	The children blew up the balloons for the birthday party. They blew up the old building with dynamite
bound to	It's bound to happen, inevitable.
break down	The old car broke down
break off	We broke off the discussion to have coffee
break out	a disease broke out and many people died
break up	They broke up the meeting.

## Band III core word list

Chunk	Example sentences
bring up	The chairperson brought up a new issue. The parents bring up their children.
by / in contrast (to)	
by far	They are by far the best team in the country
by means of	
by means of sth	
by no means	
by now	
call for	I'll come by and call for you at eight o'clock at your home.
can tell	I can tell by your smile that you are satisfied.
care for	She cares for her old mother.
carry on sth / carry sth on	
catch up (with)	Let's meet and catch up! I was walking faster than he was, so I soon caught up with him.
check out	Check out of the hotel by 12 o'clock.
check out sth / check sth out	We checked out the area: it's safe.
clean up	Please clean up after you've finished working here.

Chunk	Example sentences
close down sth / close sth down	
come across sth/ sb	I came across this idea as I was reading.
come down with sth	He came down with the flu
come on!	
come out	The books comes out next month.
come over	Please come over when you're in town!
come true	
come up (to)	A stranger came up (to me) to ask for directions
come up with sth	She came up with an amazing idea.
common sense	
concerned with sth	The article is concerned with matters of health.
consist of	
contrary to	
cope with	-
cut off	We talked on the telephone until we were cut off.
do so	

## Band III core word list

Chunk	Example sentences
during/in/over the course of	
end up	She studied medicine but ended up being a teacher.
even so	
except that/for	
fail to do sth	I failed to complete the assignment on time. He failed to turn up.
figure out sth/sb, figure sth/sb out	
fond of	
for good	
for life	
for long	
for some time	
for the moment	
for the sake of	
free from	
from time to time	
full-time	
get away with	He cheated and got away with it.
get into	He got into University.

Chunk	Example sentences
get it	I just don't get it.
get on sb nerves	
get on with	She gets on well with her neighbors.
get out	Don't get out before I park the car.
get over	She couldn't get over her disappointment.
get rid of	
get through	
get to	I'm worried where they got to, they're very late.
give back sth / give sth back	
give in	I finally gave in to his persuasion, and agreed to do it.
give out sth / give sth out	Please give out the books to the students.
go for it!	
go for sth	You should go for the auditions as you are good at singing.
go into	We'll go into details later.
go off	They stayed for a while, and then went off. The milk wasn't fresh and went off quickly.
go over	Please go over your work before you submit it.
go through	

## Band III core word list

Chunk	Example sentences
good for you!	
grow up	
hand out sth / hand sth out	
hand over sth/sb / hand sth/sb over	
hang on	Hang on, it won't take long!
hold back sth / hold sth back	He held back his tears.
hold on	hold on a minute, I am not ready!
hold up sb/sth / hold sb/sth up	
how come	
How/What about ...?	
I suppose (so)	
I/you/he etc. had better do sth	You'd better see a doctor.
if only	
if so	
if you like	

Chunk	Example sentences
I'm afraid	I'm afraid you're wrong
in a way	
in advance	
in case of sth	
in detail	
in favor of	
in full	
in itself	The book wasn't interesting in itself but the illustrations were good.
in need of	
in part	
in practice	In practice, the rules have had a positive effect.
in public	
in relation to	Buying a house is expensive in relation to income. We have questions in relation to your decision.
in return (for)	
in short	
in sth terms / in terms of sth	In political terms, the move was a failure.
in that case	
in the first place	Why didn't you say so in the first place.

## Band III core word list

Chunk	Example sentences
in the first place	There are various reasons for this. In the first place....
in the form of sth	
in the light of sth	In light of the new information....
in the long run	
in the meantime	
in this respect / in many respects	
in view of	
in/by contrast	
in/with regard to	
it would appear (that)	
it's a good thing	
just about	
just as	Just as I was leaving.... Her painting was just as good as his.
(just) in case	
keep on doing sth	
keep up sth / keep sth up	
let alone	He can't take care of his pet dog let alone a baby!

Chunk	Example sentences
line up (sb/sth) / line (sb/sth) up	Please line up to get your certificates.
long-term	
look down on sb	
look out for sb/sth	
Look out!	
made up of	
make a (big) difference, make no difference	
make no difference/not make any difference Make up one's / your mind	
make out sth / make sth out	Could you make out his meaning?
make up one's your mind / make your mind up	
make up sth / make sth up	I made up a story

## Band III core word list

Chunk	Example sentences
make use of	
make-up, make up	She made up her face with new make-up
more or less	
move on	
never heard of sb/ sth	
next-door (adj) next door (adv)	next-door neighbor, the flat next door
no such thing	
no wonder	
nothing but	
now and then	
old fashioned	
on and off	-
on average	
on behalf of	
on board	There were 500 passengers on board.
on the contrary	

Chunk	Example sentences
on the grounds (that/of)	I declined the offer on the grounds of my health.
open up sth / open sth up	
or so	ten or so
or something (like that)	
other than	
out of	The table is made out of wood. Out of all the people I saw today, I enjoyed seeing the most!
out of date	
owing to	
part-time	
pass away	
pass on sth / pass sth on	Please pass on this message as soon as you can.
pay attention (to sth)	
pay off sth / pay sth off, pay off	We paid off our debts at last! His efforts paid off.

## Band III core word list

Chunk	Example sentences
point out sth / point sth out	
prior to	
provided that	
put down sth / put sth down	Put down your bags and come in.
put forward sth / put sth forward	The students have put forward a proposal to shorten the term.
put off sth / put sth off	
put on sth / put sth on	
put sth together / put together sth	
put up sb / put sb up	Can you put me up overnight?
put up with	I won't put up with this nonsense!
refer to	He referred to his parents as "my folks".
regardless (of)	
relate(d) to sb/sth	Many youngsters can't relate to old people.
rely on/upon	

Chunk	Example sentences
result in	
run into	I ran into him the other day which was a nice surprise.
run out (of)	.We ran out of paper
run over	The car ran over the dog.
set off	They set off on their journey.
set out	They set out at sunrise
set out / set out sth / set sth out	The teacher set out the rules on the first day of class.
settle down	
shake hands	
shake your head	He shook his head in disagreement.
short of sth	He was short of time.
short term / in the short term / long term/ in the long term	
show up	She showed up earlier than expected.
shut down (sth) / shut down (sth)	We shut down the computer.
shut (sb) up	You're talking too much: shut up!



## Band III core word list

Chunk	Example sentences
slow down	
so as to	
so-called	His so-called friends didn't help him.
stand for	UN stands for United Nations
stand out	
stand up for sb/ sth	
stand up to sb/sth	
start out	
straight away	
such as	
sum up sth/sb/ sum sth/sb up	
supposed to do/ be sth	You were supposed to be ready at six o'clock.
take advantage of sth/sbd	I took advantage of my free time to catch up on work. You shouldn't take advantage of someone's weakness.
take back sth/ take sth back	
take for granted	
take off	The plane took off (fly). I took off my hat (remove).

Chunk	Example sentences
take on sb/take sb on / take on sth/ take sth on	We took on too much work. We took too much work on ourselves.
take over sth/take sth over	
take turns	
take up sth/take sth up	It takes up too much time. She took up dancing.
that sort of thing	
that's it	
the idea of	
the main thing	
the other day/ week	
the other way round/around	
the thing is...	
these days	
things like that	
think over sth or think sth over	
throw up	If you eat too much chocolate you might throw up.

## Band III core word list

Chunk	Example sentences
to date	
to some extent/to a certain extent	
turn (sth) back	
turn down sb/sth / turn sb/sth down	She proposed marriage and he turned her down.
turn down sth / turn sth down	Please turn down the volume. Please turn it down.
turn off sth / turn sth off	
turn on sth / turn sth on	
turn out	Everything turned out well. We were turned out of our house.
turn sb/sth into sb/sth	The frog turned into a prince. The witch turned the prince into a frog.
turn to	She had nobody to turn to for help.
turn up	He turned up unexpectedly.
turn up sth / turn sth up , turn up (somewhere)	Please turn up the volume. Please turn it up.
up and down	The children were running up and down the hall.

Chunk	Example sentences
up to date	
up to date, out of date	
well-being	
Who cares?!	
with respect to	
with a view to doing sth	
work out	I work out at the gym three times a week.
work sth out / work out sth	
worth sth/doing sth	
Would you like ...?	
write sth down or write down sth	

## Proficiency Level: Grammar

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

The lists below, alphabetically ordered, refer to grammatical components to be taught explicitly: 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 exposed to in the teaching/learning process in the classroom.

### Syntax

- use complex sentence structure using connectors, such as: however, in spite of, nonetheless
- use complex sentence structure in order to express, for example, conditions, wishes
- use complex sentence structure that includes the use of a variety of grammatical structures
- second conditional
- third conditional
- wish clauses
- zero conditional

### Verbs

- future perfect
- modal perfect
- passive – all tenses
- past perfect progressive
- present perfect progressive

### Writing Conventions

- uses of italicization
- use of a comma to separate introductory or independent clauses

# Section Eight:

## Key Components in the Teaching of Literature

- ***Pre-Reading Activity***

Pre-reading activities motivate the learners and encourage involvement in the topic and theme of the text.

- ***Basic Understanding of Text***

Activities for Basic Understanding ensure that all learners have understood the basic story line or literal meaning of a story, play, or poem. Questions should be used that relate to the literal meaning of the text. This component also includes the teaching and review of relevant lexical items and grammatical structures. When necessary, background knowledge should be taught.

- ***Analysis and Interpretation***

Analysis and interpretation activities encourage learners to probe beyond the literal meaning of the text, and may employ relevant literary terms. In addition, activities should include tasks that induce learners to use HOTS. Some specific HOTS should be taught explicitly: this may be done before, during or after reading a text. Decisions about when to teach them are driven by the following considerations:

1. the text being studied: length of text, theme, setting, characters;
2. the level of the class;
3. the choice of HOTS being introduced: Some HOTS cannot be taught after a text has been read (such as prediction) while others cannot be taught before the class has finished reading the text (such as synthesis);
4. teacher preference.

- ***Bridging Text and Context***

Activities for Bridging Text and Context encourage learners to understand connections between the text, universal themes and relevant information and ideas from other sources. These sources may include the biography and personality of the author, and aspects of the historical, social and cultural contexts of the text. This component may be taught at any stage in the teaching of the unit.

# Section Eight:

## Key Components in the Teaching of Literature

- **Post-reading Activity**

Post-reading activities offer learners the opportunity to make connections between the text(s) and their own experiences. They allow for self-expression and creative responses to the text, and enable learners to apply a more global understanding and interpretation of the text and integrate information from different parts of the text.

- **Reflection**

Activities for Reflection encourage learners to articulate their thoughts about what they have learned and their thinking process. The reflection should be personal and relate to the following aspects of studying the text:

1. reflection on the piece of literature;
2. reflection on the process of learning and applying HOTS;
3. reflection on how this process has influenced their reading of the text, giving specific examples.

- **Summative Assessment**

The Summative Assessment provides the learners with the opportunity to demonstrate their knowledge, understanding and interpretation of the text, including the specific HOTS studied.

*For more information about the teaching of literature according to the curriculum, see:*

**[tlc.cet.ac.il](http://tlc.cet.ac.il)** 



## Section Nine: Learner Diversity

As a result of the diversity existing in the classroom, there are groups of learners who, for various reasons, will reach the Foundation, Intermediate and Proficiency Levels at different times and not necessarily at the grade levels mentioned in Section Two. Therefore, the implementation of the curriculum for these learners is different and requires special attention.

- *These populations include:*

Learners who are native speakers of English, or have grown up in a bilingual home or have lived or studied in an English-speaking environment;

Learners who are native speakers of Arabic, whose school language learning load includes Modern Standard Arabic as well as Hebrew and English;

Learners who are new immigrants, and need to learn Hebrew as a second language as well as English as a foreign language;

Learners who, as a result of socio-economic circumstances, are inadequately prepared for schooling;

Learners who have special needs, such as learners with hearing and vision problems, dyslexia, attention disorders, and emotional and cognitive impairments.

*More detailed guidelines about teaching learners with special needs can be found in the document, "Adapting the English Curriculum for Students with Disabilities" which can be accessed at:*

**[http://cms.education.gov.il/educationcms/units/tochniyot\\_limudim/special/tochniyot/english.htm](http://cms.education.gov.il/educationcms/units/tochniyot_limudim/special/tochniyot/english.htm)**



*Guidelines on the teaching of native speakers of English can be found at:*

**[http://cms.education.gov.il/EducationCMS/Units/Mazkirut\\_Pedagogit/English/NativeSpeakers/Objectives+and+Behaviors.htm](http://cms.education.gov.il/EducationCMS/Units/Mazkirut_Pedagogit/English/NativeSpeakers/Objectives+and+Behaviors.htm)**



# Section Ten:

## Recommendations for Implementing the Curriculum

The following are recommendations to schools for implementing the curriculum.

- Hours for English studies should be spread out during the week. Double hours should take place no more than once a week, if at all. In elementary school, there should be no double hours.
- The assessment of learners' progress as indicated on report cards should reflect performance in the four domains of language learning.
- Extensive reading (Reading for Pleasure) should be an integral part of English studies. Extensive reading enhances world knowledge, builds vocabulary, promotes reading as a lifelong activity, builds structural awareness, improves comprehension skills, encourages pupils to progress through different levels of text and monitor their own progress, and provides pupils with an enjoyable reading experience. Details about the implementation of Reading for Pleasure can be found on the site of the English Inspectorate.
- The use of technology needs to be an integral part of the teaching learning process in the classroom and homework assignments.
- Schools should encourage extra-curricular activities in English, such as drama groups, writing a newspaper, chorus, debating, English days
- Staff meetings of the English teachers should be held regularly within the teachers' time schedule so that teachers can plan instruction and assessment together, coordinate language programs, develop appropriate teaching materials and discuss relevant issues regarding the teaching of English. It is recommended that there be an English teachers' resource room with professional literature.

*For detailed information how the Curriculum is reflected in the Bagrut examinations, see:*  
[http://cms.education.gov.il/EducationCMS/Units/Mazkirut\\_Pedagogit/English/Bagrut/TableSpecs.htm](http://cms.education.gov.il/EducationCMS/Units/Mazkirut_Pedagogit/English/Bagrut/TableSpecs.htm)

*Teachers should keep themselves informed by regularly visiting the site of the English Inspectorate:*

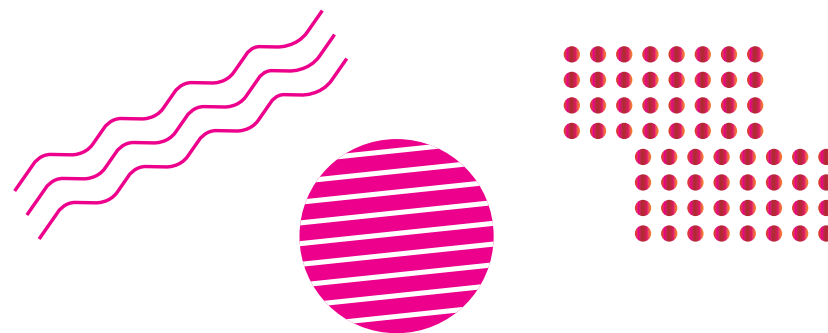
[www.edu.gov.il/english](http://www.edu.gov.il/english)

# Section Ten:

## *Recommendations for Implementing the Curriculum*

computers and additional resource materials.

- Recommended sites related to the teaching of English can be found on the site of the English Inspectorate.
- Teachers should be encouraged to be members of professional development organizations, such as the English Teachers' Association in Israel (ETAI).
- Teachers should find ways of integrating the use of English with other curriculum areas. English teachers, together with teachers of other subjects, such as science and history, may seek ways to coordinate their lessons and develop learning and assessment materials that are interdisciplinary. English teachers should also seek ways of cooperation with teachers of the other languages taught at the school.





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