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English Curriculum 2020

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Curriculum Sub-committee

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Introduction

A dynamic, fast changing world characterized by globalization, technologization, mobility and migration presents multiple challenges for teaching and learning English. Furthermore, insights from contemporary research in second language acquisition (SLA), learning additional languages, educational technology among other disciplines, invites practitioners to consider how to apply up-to-date thinking in classroom practice. The *English Curriculum 2020* is the outcome of a revision and revamping of the *Revised English Curriculum 2018*. In many respects it is an evolution from the previous curriculum, now aligned with international standards with the goal of raising the level of English language education in the country throughout the school years. In turn, achieving this goal will ensure a smooth transition from high school graduation to higher education.

David Crystal, in the *Cambridge Encyclopedia of the English Language* (2003), suggests six reasons for studying English: it is fascinating, important, fun, beautiful, useful and because it's there. Today, without question, English is important and useful as an international language, having taken on the global role of *lingua franca* in a plethora of work-related, social and cultural contexts (Ministry of Education, 2017) and is essential in the context of 21st century global competences. For example, it is the language of business and government, is used in international trade and tourism, in academia and research, in electronic media as well as in maritime communication and international traffic control (Kitao, 1996). Thus, a central aim of teaching English as an international language should be to equip students with the linguistic tools to effectively function in a global context (Alsagoff, 2012).

Learners are now required to develop a variety of language competences and to use English both orally and in writing in performing a wide range of tasks. With teacher facilitation they must master technological and intercultural skills and strategies in English through means of multimodal formats. The *English Curriculum 2020* is designed to address these needs by aligning with the *Common European Framework of Reference for Languages* (CEFR) (Council of Europe, 2011, 2018) now commonly used across the globe and which defines the competences necessary for language learners to function and communicate effectively in English.

Alignment with the Common European Framework of Reference for Languages (CEFR)

In 2001, the Council of Europe introduced the CEFR, designed to provide a set of clear and common standards and concepts for the teaching and assessment of foreign languages in Europe, including English. Since its introduction, it has been adopted in over 120 countries and translated into more than 40 languages including Hebrew (NITE, 2017) and Arabic. Furthermore, it is widely used in an ever-growing number of educational contexts and has become ‘a common language’ with which learners and teachers around the world are already familiar.

The CEFR, based on current language education research, emphasizes the multi-dimensional nature of language learning and promotes the adoption of cutting-edge teaching methods, materials and tools. As such it serves as a basis for the reconceptualization of English language education in Israel in line with internationally accepted standards. The reconceptualization of English teaching in higher education and the localization of the CEFR to suit the specific needs of Israeli learners recently culminated in the *CEFR-Aligned Framework for English in Higher Education in Israel*.¹ Similarly, the *English Curriculum 2020* is a product of the reconceptualization of English language education in schools. It is designed to create a continuum of progression from schools to higher education as well as a bridge between Israeli and global contexts of English worldwide.

The adoption and localization of the CEFR to the Israeli context ensures that the *English Curriculum 2020*:

- addresses the unique context of Israel taking its ethnically and linguistically heterogeneous population into consideration;
- provides a high level of specificity and resolution of what is required at each level of study;
- allows learners to develop meta-awareness of language (as language learning goals are transparent), to pursue self- and peer-assessment and even more importantly, set their own learning goals and take responsibility for their learning;
- promotes equity and fairness across diverse learner populations;
- ensures equal opportunities and enhances life chances for learners from different cultures, regions, and sectors;
- promotes instruction that can open doors to higher education, workplaces and social opportunities;
- promotes international recognition by organizations and institutions and enhances intercultural understanding;
- supports virtual and physical learner exchanges, participation in national and international projects, and critical and creative thinking through exchanges of ideas with people from diverse backgrounds;
- allows for the use of materials and tests aligned with the CEFR;
- facilitates the development of high-resolution materials and valid, reliable and fair tests aligned with the CEFR;

¹ *CEFR-Aligned Framework for English in Higher Education in Israel* (2017). Tempus ECOSTAR: Project number 543683-TEMPUS-1-2013-1-2013-1-IL-TEMPUS-JPCR. Downloadable from <https://tempus-ecostar.iucc.ac.il/wp-content/uploads/2016/04/Framework-ATAR-with-preface.pdf>

- serves as a blueprint for teachers as they create and prepare materials, set learning goals, review exemplars, and assess student work;
- fosters teacher cooperation in Professional Learning Communities (PLCs) as discussions and sharing revolve around a ‘common language’ and mutual understandings.

The *English Curriculum 2020*, in line with the CEFR, adopts an action-oriented approach to the description of communicative proficiency: it perceives the learners as language users with real-life needs. *Can-do statements* define what English language learners can actually do with language in varying situations, for different purposes, and formulated in positive terms at each level along the journey toward English language proficiency. Teaching is based on real world communicative contexts and organized around real-life tasks and teachers share the objectives with the learners. Teachers do not lose their pedagogic freedom; quite the opposite, they make the most of their professional competences while contextualizing teaching abilities.

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Curriculum Components

The description of what learners can do has two interdependent dimensions: language *activities* and *communicative competences*. The first comprises reception, production, interaction and mediation; and the second dimension refers to the linguistic, sociolinguistic and pragmatic aspects of language. The two dimensions are described below.

Activities: Reception, Production, Interaction, Mediation

Reception

In reception, the user/learner receives and processes language input from an oral or written text and builds up a representation of the meaning expressed. Reception includes oral reception (listening comprehension) and written reception (reading comprehension).

Production

In production, the user/learner produces language, orally and in writing. It may involve informal conversations or longer, more formal discourse contexts.

Interaction

Interaction involves at least two individuals participating in an oral, written and/or online exchange. In interaction, production and reception alternate and sometimes overlap.

Mediation²

In mediation, the user/learner serves as an intermediary for another person who may not have access due to linguistic, cultural, semantic or technical barriers. It may also involve mediating a text for oneself (for example in taking notes) or in expressing reactions to texts, particularly creative texts. Mediation involves reception and production plus, frequently, interaction.

Communicative strategies relevant to each activity (reception, production, interaction, mediation) are also included in the lists of *can-do statements*. Communicative strategies involve the application of metacognitive principles of pre-planning, execution, monitoring and repair in relation to each of the different activities. They reflect the adoption of a line of action to maximize effectiveness and understanding.

Communicative Competences

Communicative competences include linguistic, sociolinguistic and pragmatic aspects of language that enable a person to act using specifically linguistic means.

Linguistic competence relates to language usage (as in ‘correct usage’) and includes general linguistic range, vocabulary size and depth, grammatical accuracy as well as phonological and orthographic control.

² Though mediation was always included in the CEFR, it has recently been further developed. For details see: North, B. & Piccardo, E. (2016). *Developing illustrative descriptors of aspects of mediation for the CEFR*. Council of Europe.

Sociolinguistic competence defines the knowledge and skills required to deal with the social dimension of language use, i.e. sociolinguistic appropriateness.

Pragmatics describes actual language use in the (co-) construction of discourse and relates to how messages are organized, structured, arranged and used to perform communicative functions.

Can-do Statements

A differentiation is made between **global can-do statements** and **operative can-do statements**. A global *can-do statement* is a very general description of what a learner can do with language. Operative *can-do statements* are more specific in terms of the description of what the learner can do. The majority of global *can-do statements* are accompanied by a number of operative *can-do statements*.

Domains

Domains refer to a particular sector or sphere of life. The CEFR defines four domains as follows:

Educational domain covers the learning context, mainly formal and institutional frameworks.

Occupational domain refers to work-related contexts.

Public domain relates to social contexts, including public services, administrative bodies and leisure activities of a public nature.

Personal domain concerns an individual's immediate context, including family relations, home life, individual interests and leisure activities.

Domains, while not specified in the *English Curriculum 2020*, should be considered when designing materials and planning instruction. The personal domain is most relevant for learners in elementary school as, by definition, this domain refers to the immediate needs and surroundings of the learner. In junior high school learners widen their social circle and thus extend their contact with the public domain. Educational and occupational domains become most relevant for high school learners as they expand their academic, professional and vocational engagement with language.

Vocabulary

Vocabulary in the *English Curriculum 2020* consists of words and chunks divided into bands for elementary, junior high and high school. The bands comprise core foundational vocabulary necessary for spoken and written discourse.

Grammar

Grammar in the *English Curriculum 2020* comprises a lists of structures relevant for each grade level with detailed *can-do statements*. These provide context to highlight the importance of form in conveying intended meaning.

Principles to Guide Teaching Practice

The adoption and localization of the CEFR in the *English Curriculum 2020* can be viewed as an evolutionary process with certain aspects of the previous curriculum preserved or adapted, in particular the setting out of principles that guide teaching. The principles relate to: a. language learning and teaching, b. beginning language learning and teaching, c. selection of materials, d. design of tasks, e. classroom assessment and f. integration of Information and Communications Technology (ICT).

A. Principles underlying language learning and language teaching

Meaningful language learning is active, constructive, authentic and cooperative. Learners are motivated when they can engage in activities that are relevant to 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. This is particularly appropriate within the action-oriented approach that characterizes the CEFR.

The following principles underlie meaningful language learning and teaching:

Table 1

Principles of Language Learning and Language Teaching

Language Learning	Language Teaching
<i>Language learning is facilitated when learners:</i>	<i>Teachers promote learning when they:</i>
◆ have maximum exposure to the target language through encounter with a variety of spoken and written texts, allowing for incidental acquisition of English.	◆ provide learners with opportunities to acquire 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 use linguistic resources (L1 and other languages) when it helps them understand.	◆ recognize the importance of relating to learners' linguistic resources (L1, additional languages, English).
◆ are motivated and willing to invest time and effort.	◆ choose interesting, relevant and appropriate topics, materials and activities.
◆ develop self-efficacy and confidence in using the language.	◆ provide success-oriented tasks and constructive feedback.
◆ are willing to take risks.	◆ create a non-threatening and supportive learning environment that encourages risk taking.

Language Learning	Language Teaching
<i>Language learning is facilitated when learners:</i>	<i>Teachers promote learning when they:</i>
◆ build on their world knowledge and linguistic resources.	◆ choose content and language that will build on learners' prior knowledge.
◆ are aware of their own progress and have a sense of accomplishment.	◆ provide transparent and attainable goals.
◆ are challenged within the range of their zone of proximal development.	◆ provide differentiated instruction.
◆ understand language conventions.	◆ draw learners' attention to and clarify language conventions.
◆ practice grammar and vocabulary in focused tasks that are meaningful and contextualized.	◆ provide meaningful opportunities and focused tasks that require use of grammar and vocabulary in context.
◆ increase and expand their vocabulary size and depth.	◆ teach a large number of core high and mid-frequency items and provide for frequent recycling to ensure learning and language enrichment.
◆ make the transition from receptive knowledge of vocabulary to productive use.	◆ engage learners in tasks that encourage the productive use of new vocabulary.
◆ have opportunities to use the target language meaningfully and purposefully.	◆ provide tasks that require learners to use the target language for meaningful 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 interaction 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 opportunities.
◆ are aware of general and specific learning objectives.	◆ explain the objectives of the instructional unit, lesson and specific tasks.
◆ develop language learning strategies that facilitate autonomous learning.	◆ teach language learning strategies and provide opportunities for their application.
◆ take responsibility for their own language learning.	◆ encourage learners to set goals and evaluate their own progress.

Language Learning	Language Teaching
<i>Language learning is facilitated when learners:</i>	<i>Teachers promote learning when they:</i>
◆ have opportunities for critical and creative thinking.	◆ provide challenging tasks that require the application of critical and creative thinking.
◆ have opportunities 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.	◆ provide exposure to a wide range of text types appropriate to their level.
◆ read level-appropriate books regularly and develop independent reading habits.	◆ set aside time for extensive reading (reading for pleasure).
◆ are motivated to explore language and cultures through creative and multi-modal texts (including literature).	◆ encourage learners to relate to different languages and cultures through creative and multi-modal texts (including literature).

B. Principles underlying beginning language learning and teaching

Instruction for young learners at the Pre-Basic User (Pre-A1) 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 practice prior to the introduction of reading and writing.

Table 2

Principles of Beginning Language Learning and Language Teaching

Beginning Language Learning	Beginning Language Teaching
<i>Beginning language learning is facilitated when learners:</i>	<i>Teachers promote beginning language learning when they:</i>
◆ have developed literacy skills in their L1.	◆ work together with the homeroom teacher 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.

Beginning Language Learning	Beginning Language Teaching
<i>Beginning language learning is facilitated when learners:</i>	<i>Teachers promote beginning language learning when they:</i>
◆ 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 limited range of high frequency written words and expressions.	◆ provide extensive practice to ensure the acquisition of sight vocabulary (automaticity).

C. Principles underlying the selection of materials

Instructional materials need to include a course book approved by the Ministry of Education. Additional materials may be either print or digital.

The following principles underlie the selection of materials. Materials:

- ◆ cover the *can-do statements* (activities and communicative competences), lexical bands and grammar component of the *English Curriculum 2020*;
- ◆ are inclusive, unprejudiced, inoffensive and non-stereotypical;
- ◆ include a variety of text types and media;
- ◆ are targeted to meet a variety of purposes as well as different audiences;
- ◆ provide opportunities for action-oriented, contextualized language practice and use;
- ◆ are appropriate to the age and language proficiency level of the learner;
- ◆ build on learners' backgrounds, interests, experiences and prior knowledge;
- ◆ enrich learners' general world knowledge and encourage further exploration;
- ◆ provide opportunities for meaningful communication;
- ◆ promote independent and self-regulated learning;
- ◆ motivate learners to seek out further exposure to the language through reading, listening and viewing.

D. Principles underlying the design of tasks

The following principles underlie the design of tasks. Tasks:

- ◆ are meaningful;
- ◆ are transparent to the learner in terms of goals, on-going process and product;
- ◆ focus on form and meaning;
- ◆ afford opportunities for recycling and enrichment of linguistic and communicative competences;
- ◆ encourage convergent and divergent thinking;
- ◆ link to the learners' prior knowledge and experiences;
- ◆ provide opportunities for applying global competences including critical thinking, problem solving, metacognition, collaboration and creativity;
- ◆ allow learners to respond using multiple modes of expression (e.g. drawing, writing, singing);
- ◆ promote opportunities for peer interaction;
- ◆ provide learners with simulated or real-world issues to apply or adapt new knowledge;
- ◆ broaden learners' horizons and motivate them to find out about other cultures through creative texts (including literature);
- ◆ encourage learners to use English as a means for gaining information in other subject areas;
- ◆ promote learner reflection and self-evaluation.

E. Principles underlying classroom assessment

Assessment constitutes an integral part of the teaching-learning process. It involves collecting evidence of learning over time, using a variety of traditional and alternative assessment methods. Assessment may be formal or informal and includes formative assessment (to provide information to learners and teachers that will enable ongoing improvement) and summative (to provide a final grade). Traditional and alternative methods have advantages and disadvantages hence they form complementary components in the assessment process.

The following principles underlie classroom assessment.

- ◆ Assessment ensures that learners review what has been learned.
- ◆ Assessment tools are valid and reliable.
- ◆ Multiple methods of assessment are used for collecting information regarding students' progress and language development over time.
- ◆ Feedback is given in ways that benefit learners and other stakeholders (e.g., parents).
- ◆ Assessment should include tasks that promote learners' involvement and reflection on learning and require learners to use a variety of learning strategies and resources.
- ◆ Learners are familiar with assessment criteria.
- ◆ Learners take an active role in their assessment, evaluate their own progress and that of their peers 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.
- ◆ Teachers take measures to minimize test anxiety (e.g. explaining test layout, teaching test-taking strategies).

F. Principles underlying the integration of ICT

Rapid, on-going developments in ICT provide new means of communication and interaction as well as offer novel options and possibilities for accessing, using and creating information. These developments require specific skills learners need to function in an ever-changing digital world.

The following principles underlie the integration of ICT within language teaching and learning:

- ◆ Learners are encouraged to interact with digital media.
- ◆ Learners are provided with tools to access, manage, store, create, critically evaluate and use information media and technologies competently.
- ◆ Learners are encouraged to utilize different modes and channels of digital communication.
- ◆ Activities are provided to encourage learners to access online information, according to their language abilities.
- ◆ Teachers provide opportunities for learners to engage in collaborative language-learning and task-based activities based on Web environments, such as Google Docs, wikis, etc.
- ◆ Opportunities are provided for learners to communicate and collaborate with other local and/or global communities.
- ◆ Learners create and share original digital products online.
- ◆ Learners are aware of rules of acceptable online behavior (netiquette).
- ◆ Learners are aware of the possible dangers and ethical considerations involved in using the Internet (e.g., compliance with notions of intellectual property, confidentiality and e-safety).

Levels of Progression

The *English Curriculum 2020* provides a general frame of reference as it defines explicit, clear and transparent *can-do statements* that specify what a language learner can do with the language. It conforms to global standards and current views of language learning and use, while also satisfying the requirements of the Israeli Ministry of Education in terms of the competences, skills and strategies (i.e. benchmarks) required within each one of the *Revised English Curriculum 2018* domains (i.e. Social Interaction; Access to Information; Presentation; and Appreciation of Literature and Culture, and Language). Table 3 presents a comparison among the levels of development described in the *English Curriculum 2020*, the *CEFR Global Scale* and the *Revised English Curriculum 2018*.

Table 3
Comparison of Levels

English Curriculum 2020	CEFR Global Scale	Revised English Curriculum 2018
Pre-basic User	Pre-A1	Pre-foundation
Basic User I	A1	Foundation
Basic User II*	A2	Intermediate
Independent User I (4-point <i>Bagrut</i>)	B1	Proficiency
Independent User II (5-point <i>Bagrut</i>)	B2	

* Basic User II describes the level at the end of junior high school and the exit level for 3-point *Bagrut*.

Sources for *Can-do Statements* and Format of Presentation

As previously noted, the *English Curriculum 2020* is comprised of activities and communicative competences and presented in the form of global and operative *can-do statements*. Four sources served as a basis for formulating the *can-do statements*: the **CEFR**, the *Global Scale of English (GSE)* developed by Pearson, and the *Australian Curriculum (AUS)*. The *Guidelines for the Teaching of English at the Pre-Foundation Level (GEPF)* (forthcoming) served as an additional source for the *can-do statements* for the Pre-basic User (Pre-A1) level. Each *can-do statement* presented in the curriculum includes the source and whether it was adopted verbatim from the original source, adapted or newly created to suit the local context.

The format of the presentation of *can-do statements* appears in Figure 1.

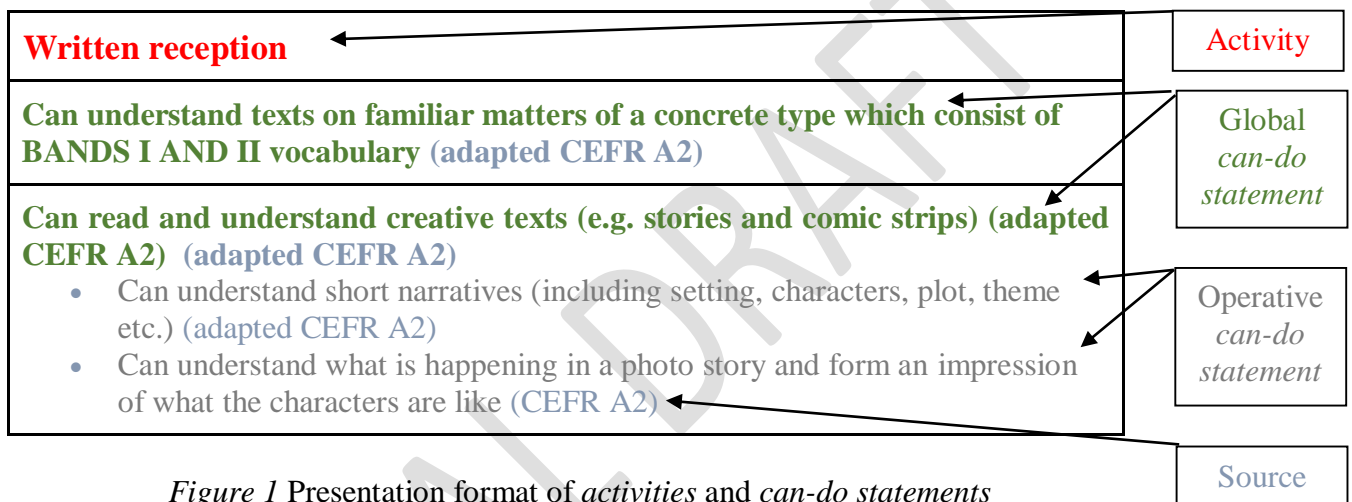


Figure 1 Presentation format of activities and *can-do statements*

Vocabulary

Foreword by Prof. Batia Laufer

“The real intrinsic difficulty of learning a foreign language lies in that of having to master its vocabulary” (Sweet, 1906, p. 6). More and more, language researchers and practitioners have come to realize the truth of Sweet’s statement. Unlike grammar, which is a system of a limited number of rules, vocabulary is an open set of many thousands of items.

Since many English second language learners operate with a limited vocabulary, the basic question for English syllabus designers and teachers is how many and which words these learners need to know in order to function in a language successfully.

Research shows that 3,000 most frequent word families suffice for comprehension of movies, TV and conversation, 5,000 for reading authentic argumentative texts and novels with support (of a dictionary or teacher) and 8,000 word families for reading without support. (A word family includes the base word, its inflections and most common derivations). Hence, word frequency in a language, as reflected in language corpora, was the main guiding principle for including words in the revised lexical syllabus. Some words may be infrequent in the language, but useful and relevant to learners in a particular language learning context. Such words were included in the syllabus as well. In addition to single words, numerous multiword units, or chunks, (e.g., as a matter of fact, take off, to say the least) appear on the lists. There is no consensus among researchers in criteria for deciding which chunks should be counted with the same status as single words, though some lists of multiword units have been suggested in recent years. It is the teaching experience of the list maker that provides the best guidance for deciding which chunks should be studied. The chunks that appear in the revised vocabulary syllabus were considered useful and important by the curriculum committee.

How do learners acquire lexical knowledge? Learning new vocabulary in a foreign language environment is determined by two major factors: how many times words are encountered in the language input and what learners do with these words. Furthermore, what is done with the word may have a more lasting effect on knowledge than exposure. There is no set number of word repetitions that will guarantee word retention. What all researchers emphasize is the importance of repetitions. There is also consensus and empirical evidence as to the efficacy of word-focused instruction – a variety of exercises that require learners to recognize, recall and use words in different contexts.

The principles that have guided my own word-focused teaching are variation in vocabulary activities, periodic recycling of words and a judicious exploitation of L1. The activities could be communicative and non-communicative, contextualized and decontextualized, related to textbook and to novel contexts, focused on comprehension and production. Such variation is particularly beneficial in the case of words that have different uses in different contexts.

Recycling words that have been introduced earlier in the course is of utmost importance because students are likely to forget words that are not repeatedly encountered or used. To prevent vocabulary loss, several minutes per lesson could be devoted to reviewing ‘vocabulary oldies’ in short activities or quizzes.

Earlier studies of errors and more recent analyses of learner corpora have shown that many lexical problems result from the influence of learners' first language. Students appreciate occasional translations of words, brief explanations of L1-L2 differences and practice of L1 induced difficulties, and research has provided evidence for the effectiveness of L1 related activities. Acquisition of functional and effective lexis is not an easy task, but the mission is not impossible.

Sweet, H. (1906). *The practical study of languages. A guide for teachers and learners*. NY: Henry Holt and Company.

The Lexical Bands

The target vocabulary in the *English Curriculum 2020* was selected on the basis of frequency and expert judgment, taking local context and learners' age into consideration. The target items for each level from Pre-A1 to B2 are presented in bands (see Table 4). For Basic Users I and II the bands have been further divided into two core lists, covering approximately one and a half years of study each. There is also a distinction between receptive and productive targets for each band.

Regarding high school, the *English Curriculum 2020* differentiates targets by *Bagrut* points (3, 4 and 5). In addition to the target lexis, the vocabulary includes expansion items for Bands I and II to be included at the teacher's discretion.

Table 4
Vocabulary Bands for Each Level

Level	Lexical Band	Grade Level
Pre-basic User (Pre-A1)	Pre Band I	Grade 3 and/or first months of Grade 4
Basic User I (A1)	Band I Core I	Grade 4 – Mid-Grade 5
	Band I Core II	Mid-Grade 5 – End Grade 6
Basic User II (A2)	Band II Core I	Grade 7 – Mid-Grade 8
	Band II Core II	Mid-Grade 8 – End Grade 9
Independent User I (B1)	Band III (4 points)	Grade 10 – Grade 12
Independent User II (B2)	Band III (5 points)	Grade 10 – Grade 12

The bands include nuclear word families³ and formulaic phrases and chunks. Each Band is presented on a separate tab in the Excel file labelled *English Curriculum 2020 Lexical Bands*. Each tab includes information regarding frequency based on a range of frequency frameworks (COCA, BNC, EVP, WFF⁴). Information is available regarding parts of speech, irregular past and plural, selected family members, compound nouns/chunks and inclusion in the Academic Word List.

³ A nuclear word family, in this context, comprises the base form, inflections (irregular) and common derivatives.

⁴ COCA – Corpus of Contemporary American English (<https://www.wordfrequency.info/top5000.asp>)
BNC – British National Corpus (<https://www.wordfrequency.info/top5000.asp>)

Table 5 presents the number of receptive and productive targets for each level as well as the cumulative receptive and productive targets by level. In addition, it displays the targets for 3, 4 and 5-point *Bagrut* learners. These lexical targets ensure that at minimum all learners will graduate knowing the core vocabulary of the language and learners at the 4 and 5-point *Bagrut* level will have knowledge of mid-frequency items that are essential for academic, professional and social purposes.

Table 5
Vocabulary Targets for Each Level

Level	Pre-basic User (Pre A1)	Basic User I (A1)	Basic User II (A2)	Independent User I (B1)	Independent User II (B2)
Grades		3-6	7-9, <i>Bagrut</i> 3 points	10-12, <i>Bagrut</i> 4 points	10-12 <i>Bagrut</i> 5 points
Receptive per level	200	1200	2000	900	1100
Productive per level	200	1000	800	500	500
Cumulative receptive	200	1400	3400	4300	5400
Cumulative productive	200	1200	2000	2500	3000

Grammar

Foreword by Prof. Elite Olshtain

The goal of grammar teaching and learning is to enable learners to communicate effectively in context (Celce-Murcia, 2016): they need to understand the language produced by others and they need to produce and communicate their own ideas to others. Context entails the situation within which the communicative interaction takes place, and the topic or purpose of that interaction. All these are relevant to the grammatical choices we make.

Grammatical constructions in English can be characterized by three dimensions: 1) structure or form, 2) meaning, and 3) use in terms of pragmatic appropriacy (politeness rules or sociocultural norms). For example, a question in the progressive entails the employment of **be** as an auxiliary and the inversion of elements of form as in “Are you limping?” The meaning of this question refers to the fact that the speaker wants to find out whether the listener, for some reason, is in a temporary condition of ‘limping’. With regards to politeness, you can ask a friend such a question; but when the listener is a stranger, this might be offensive.

Traditional grammar teaching has stressed **form** and as a result, learners often felt that they needed to remember a rule without understanding its meaning or use. Nowadays we want to place more emphasis on **meaning** and its relation to context. This is particularly important since very few grammatical structures in English are completely context-free. This means that their form does not depend on context, and in all situations, they function the same way like the **s** on third person singular, or agreement of subject predicate in “be” sentences. Thus, **s**, on third person singular, is always required irrespective of context or the intended purpose of communication.

Most English structures are context-dependent and therefore allow the language user to make choices like the one between present progressive and present simple – “I live in Tel Aviv” when this is a fact about me, but “I am living in Tel Aviv” when this is a temporary state which might change soon. It is therefore important that learners always use language in relevant contexts. Learners can use grammatical forms in given situations before possessing full understanding of these forms. The acquisition of grammar is gradual and enhanced by exposure and use. Grammar learning must entail constant recycling and reintroduction at all levels in order to allow this gradual acquisition.

With young language learners we try to keep explicit teaching of form to a minimum. Instead, we want to make sure that we expose them to large amounts of language in use. Rather than explain how present simple versus present progressive ‘works’, we engage learners in hearing and reading texts where progressive is used for descriptions of “here and now” and present simple for typical behavior and natural, stable and timeless phenomena. The following sentences illustrate these typical uses. “The boys are playing in the backyard” as opposed to “They always play football; They don’t play basketball”, and “The sun rises in the east.” In this way, learners will first begin to understand the difference between these two aspects and much later they will also be able to produce them appropriately and accurately. We should draw the learners’ attention to form and meaning so that they notice the differences, but always within a relevant context.

Following ample exposure to a grammatical construction, when learners seem to grasp the meaning, we begin to practice the form more consciously and to talk about it explicitly, yet we do

not expect fully accurate use by learners. The general sequence for a grammatical structure will be: 1) **massive exposure** of use in context; 2) learners show some, mostly receptive, understanding of the **meaning** of the new structure; 3) they begin to use the structure appropriately either as a chunk or memorized phrase (emerging production); 4) they use it accurately most of the time but may still have some issues with form (developing production) and therefore make some errors.

When teaching grammar to young children we want to arouse their interest in the ways English works, and we expect them to engage in activities that are meaningful without an emphasis on accuracy. The more learners engage in language use, the more they express their own ideas successfully, the more they will feel motivated and enjoy the learning process.

Celce-Murcia, M. (2016) The importance of the discourse level in understanding and teaching English grammar. In E. Hinkel (Ed.) *Teaching English grammar to speakers of other languages* (pp. 6-17). New York, Routledge.

Description of the grammar component

The grammar component of the *English Curriculum 2020* is aligned with the *English Grammar Profile*⁵ (EGP). Grammar is presented as *can-do statements* that focus on meaning and emphasize what learners can do with the language. All the grammar *can-do statements* support the four activities – reception, production, interaction and mediation.

The following quote sums up the approach of the CEFR to grammar:

“Since the primary evidence for second language acquisition (i.e. progress) is the *emergence* of new forms and not their mastery, the *Range* of language at the user/learner’s disposal is a primary concern. Secondly, attempting to use more complex language, taking risks and moving beyond one’s comfort zone, is an essential part of the learning process. When learners are tackling more complex tasks, their control of their language naturally suffers, and this is a healthy process. Learners will tend to have less control over more difficult, more recently learnt morphology and syntax than when they stay within their linguistic comfort zone and this needs to be taken into consideration when viewing (lack of) accuracy. Key concepts operationalized in the scale include the following:

- range of settings – from A1 to B2, then unrestricted;
- type of language: from memorized phrases to a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity;
- limitations: from frequent breakdown/misunderstanding in non-routine situations to no signs of having to restrict what he/she wants to say.”

(Council of Europe, 2018, p. 131)

⁵ The EGP is a free access searchable database containing the grammar suitable for each level of the CEFR (<https://www.englishprofile.org/english-grammar-profile>)

Mastery of grammar, similar to vocabulary, develops from receptive knowledge to productive use. Every stage is inclusive, re-entering and building on previous introduced structures. As learners progress over time, they become more aware of the structure, its form and usage(s), developing receptive understanding and the ability to use it in appropriate contexts, creatively and with greater accuracy. The terms used to describe this development are as follows:

Mostly receptive

Learners understand the message conveyed by the structure and produce mostly memorized formulaic lexical chunks in routine and known contexts.

Emerging production

Learners understand the message conveyed by the structure, attempt to use the structure in known and novel contexts, and production begins to be ‘creative’ (novel utterances) with errors that may interfere with intelligibility.

Evolving usage and accuracy

Learners understand the message conveyed by the structure; usage appears in a greater variety of relevant contexts and focuses on communication; production may be accurate or with errors that do not interfere with intelligibility.

Format of the grammar component

The format of the presentation of the grammar *can-do statements* is similar to the format for all other *can-do statements*. The presentation format of the grammar component appears in Figure 2.

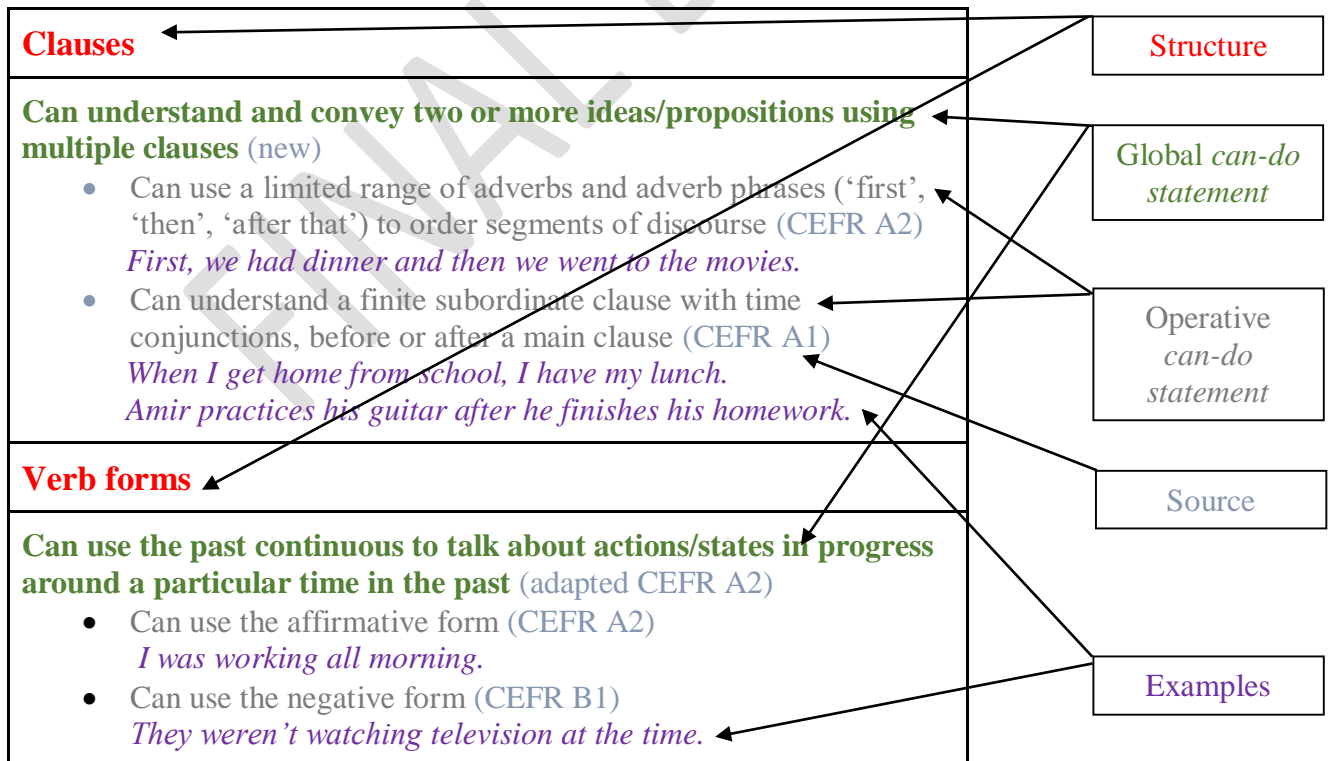


Figure 2 Presentation format of grammatical structures and *can-do statements*

Basic User II – A2 (Intermediate)

Activities

Reception

<p>Spoken reception</p>
<p>Can understand enough to be able to meet needs of a concrete type especially if speech is clearly articulated (adapted CEFR A2)</p> <ul style="list-style-type: none"> • Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography), especially if speech is clearly articulated (adapted CEFR A2) • Can understand straightforward announcements (e.g. a telephone recording or radio announcement of a cinema program or sports event, an announcement that a train has been delayed, or messages announced by loudspeaker in a supermarket), if the delivery is articulated clearly (CEFR A2)
<p>Can follow and understand conversations, discussions and dialogues (new A2)</p> <ul style="list-style-type: none"> • Can understand the main information in dialogues about familiar activities, especially if articulated clearly (adapted GSE) • Can understand basic personal information (e.g. someone’s hobbies and interests) in dialogues, especially if spoken clearly and guided by written prompts (adapted GSE) • Can identify the context in which an everyday conversation/dialogue is taking place (GSE) • Can generally identify the topic of discussion around him/her that is conducted clearly (adapted CEFR A2) • Can recognize when speakers agree and disagree in a conversation conducted clearly (adapted CEFR A2)
<p>Can follow a very simple, well-structured presentation or demonstration, provided that it is illustrated with visual support (e.g. slides, concrete examples or diagrams), especially if it is delivered clearly with repetition and the topic is familiar (adapted CEFR A2)</p> <ul style="list-style-type: none"> • Can understand the outline of simple information given in a predictable situation, such as on a guided tour (e.g. ‘This is where the President lives.’) (CEFR A2) • Can recognize simple examples used to support the speaker’s points in short talks on familiar topics, if clearly introduced by linking words/phrases (GSE A2)
<p>Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters especially if clearly articulated (adapted CEFR A2)</p> <ul style="list-style-type: none"> • Can understand the most important information contained in short radio commercials concerning goods and services of interest (e.g. CDs, video games, travel, etc.) (CEFR A2)

<ul style="list-style-type: none"> • Can understand in a radio interview what people say they do in their free time, what they particularly like doing and what they do not like doing, especially if clearly articulated (adapted CEFR A2) • Can extract important information from short radio broadcasts, such as the weather forecast, concert announcements or sports results, provided that people talk clearly (CEFR A2)
<p>Can understand basic and key information and questions on familiar, everyday activities such as classroom activities, sports, cooking, especially if they are articulated clearly (adapted CEFR A2)</p> <ul style="list-style-type: none"> • Can understand teacher questions (AUS-FL) • Can understand simple directions relating to how to get from X to Y, by foot or public transport (CEFR A2) • Can understand basic instructions on times, dates and numbers, etc., and on routine tasks and assignments to be carried out (CEFR A2) • Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing (CEFR A2) • Can understand basic information about someone's house or flat (e.g., rooms, furniture), especially if articulated clearly and supported by pictures (adapted CEFR A2) • Can understand basic information about common occupations, especially if articulated clearly and supported by pictures (adapted GSE) • Can understand a simple instruction containing a qualifying condition (e.g., 'If your birthday is in March, stand here.') • Can identify key information such as height, weight, length, prices, times and dates in a short description, if supported by prompts or questions (adapted GSE)
<p>Can follow and understand short, simple stories (new)</p> <ul style="list-style-type: none"> • Can understand the important points of a story and follow the plot (adapted CEFR A2) • Can follow the sequence of events in a simple story or narrative (adapted-GSE A2)
<p>Can follow a TV commercial or a trailer of a scene from a film, and understand what the actors are talking about (adapted CEFR A2)</p>
<p>Written reception</p>
<p>Can understand texts on familiar matters of a concrete type which consist of BANDS I AND II vocabulary (adapted CEFR A2)</p> <ul style="list-style-type: none"> • Can understand texts describing people, places, everyday life, and culture (adapted CEFR A2) • Can understand a simple personal letter, email or post in which the person writing is talking about familiar subjects (such as friends or family) or asking questions on these subjects (CEFR A2) • Can locate specific information in lists and isolate the information required (CEFR A2) • Can find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes, menus) (adapted CEFR A2)

Can understand and follow a series of instructions and directions especially if they are illustrated (adapted CEFR A2)

- Can understand regulations, for example safety (adapted CEFR A2)
- Can understand short written instructions illustrated step by step (e.g. for installing new technology) (CEFR A2)
- Can understand simple instructions on equipment encountered in everyday life (CEFR A2)
- Can follow a recipe, especially if there are pictures to illustrate the most important steps (CEFR A2)

Can read and understand creative texts (e.g. stories and comic strips) (adapted CEFR A2)

- Can understand short narratives (including setting, characters, plot, theme etc.) (adapted CEFR A2)
- Can understand what is happening in a photo story and form an impression of what the characters are like (CEFR A2)
- Can follow creative texts that include both dialogue and narrative (GSE)
- Can identify the overall theme of a story, if guided by questions or prompts (GSE)

Can understand the main points made in informational texts that deal with concrete everyday topics (e.g. hobbies, sports, leisure activities, animals) (adapted CEFR A2)

- Can understand the information provided in a short description of a person (e.g. a celebrity) (CEFR A2)
- Can understand the main points of a short article reporting an event that follows a given text structure (e.g. sporting event, Oscars) (adapted CEFR A2)
- Can differentiate between main ideas and supporting details in factual texts (new)
- Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets) (GSE)
- Can identify the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text (CEFR A2)

Can identify and exploit text type and rhetorical structures, such as discourse and transition markers, in written texts to support comprehension (adapted CEFR A2)

Production

Spoken production
<p>Can describe everyday aspects of his/her environment (e.g. people, places, a job or study experience) events and activities (adapted CEFR A2)</p> <ul style="list-style-type: none"> • Can give a description of family, people, school, living or working conditions, daily routines, likes/dislikes, etc. as a series of simple phrases and sentences (adapted CEFR A2) • Can tell a story or describe something in a list of points (adapted CEFR A2) • Can describe plans and arrangements, habits and routines, past activities and personal experiences (CEFR A2) • Can use descriptive language to make statements about and compare objects and possessions (adapted CEFR A2) • Can say what he/she is good at and not so good at (e.g. sports, games, skills, subjects) (CEFR A2) • Can briefly talk about what he/she plans to do at the weekend or during the holidays (CEFR A2)
<p>Can present a sustained monologue, putting a case (e.g. in a debate) (adapted CEFR A2)</p> <ul style="list-style-type: none"> • Can present his/her opinion in a structured, coherent manner (adapted CEFR A2) • Can explain likes, dislikes and/or preferences making simple, direct comparisons (adapted CEFR A2)
<p>Can ask about the location of places, and ask for and give directions on how to get somewhere on foot or by public transport (adapted GSE)</p>
<p>Can read aloud a short, simple text (e.g. story, poem, dialogue, play) in a way that can be understood (adapted GSE)</p>
<p>Can give a short, rehearsed, basic presentation on a familiar subject (CEFR A2)</p> <ul style="list-style-type: none"> • Can give a short, rehearsed presentation on a topic pertinent to everyday life, giving reasons and explanations for opinions, plans and actions (CEFR A2) • Can answer straightforward follow-up questions during and/or after a presentation (adapted CEFR A2)
<p>Can contribute information and express ideas in group tasks and classroom discussions using politeness conventions (adapted AUS-FL)</p> <ul style="list-style-type: none"> • Can give simple instructions to a classmate to complete a task (GSE) • Can agree to simple requests using a few informal fixed expressions (GSE) • Can make simple requests to have or do something in relation to common everyday and classroom activities (adapted GSE) • Can express agreement or disagreement using simple fixed expressions (adapted GSE)
<p>Can use basic English features including intonation, and combine and manipulate learned speech patterns, although errors are still apparent (e.g. ‘I don’t know where is it.’) (AUS)</p>

Can speak with greater fluency, fewer hesitations, and appropriate prosody structuring utterances through correct word order (adapted AUS)

Written production

Can plan and write conventional texts, for example informative and descriptive texts, showing an awareness of established text conventions, sequencing information for specific text types, and using vocabulary from BANDS I and II (adapted AUS-FL)

- Can write simple texts on familiar subjects of interest, linking sentences with appropriate connectors (CEFR A2)
- Can write about everyday aspects of his/her environment (e.g., family, people, places, or study experience) in linked sentences (adapted CEFR A2)
- Can write basic descriptions of events, past activities and personal experiences (adapted CEFR A2)
- Can give his/her impressions and opinions in writing about topics of personal interest (e.g. lifestyles and culture, stories) (adapted CEFR A2)

Can plan and write creative texts, for example biographies and diary entries, following basic features of the genre and using vocabulary from BANDS I and II (adapted CEFR A2)

- Can write a simple story (e.g. about events on a holiday or about life in the distant future) (adapted CEFR A2)
- Can write short, simple, imaginary biographies and/or simple poems about people (adapted CEFR A2)
- Can write diary entries that describe activities (e.g. daily routine, outings, sports, hobbies), people and places (adapted CEFR A2)
- Can write an introduction to a story or continue a story (adapted CEFR A2)

Interaction

Spoken interaction
<p>Can interact with reasonable ease in structured situations, short social exchanges and conversations using vocabulary from BANDS I and II. Can generally understand clear, standard speech provided he/she can ask for repetition, reformulation or clarification from time to time (adapted CEFR A2)</p> <ul style="list-style-type: none"> • Can initiate, maintain and close simple, face-to-face conversations, and indicate whether he/she needs further clarification (adapted CEFR A2) • Can communicate in simple and routine tasks using simple and/or formulaic phrases to ask for and provide information (adapted CEFR-2) • Can extend and respond to invitations, make and respond to suggestions, pay compliments, and offer apologies (adapted CEFR A2) • Can establish social contact: greetings and farewells; introductions; giving thanks (CEFR A2) • Can interact in predictable everyday situations (e.g. a post office, a station, a shop) (adapted CEFR A2) • Can deal with practical everyday demands: finding out and passing on straightforward factual information (CEFR A2)
<p>Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations (CEFR A2)</p> <ul style="list-style-type: none"> • Can ask for and provide personal information (CEFR A2) • Can ask and answer questions about habits, routines, pastimes and past activities (adapted CEFR A2) • Can ask and answer questions about plans and intentions (e.g. what to do and where to go) (adapted CEFR A2) • Can exchange opinions, agree and disagree with others, and compare things and people (adapted CEFR A2)
<p>Can use telecommunications (telephone and internet-based apps) to exchange information, news, make plans and arrangements (adapted CEFR A2)</p> <ul style="list-style-type: none"> • Can participate in a phone or online conversation in real time with a known person on a predictable topic (e.g. arrival times, arrangements to meet) asking for clarification if necessary (adapted CEFR A2) • Can understand a simple phone or online message (e.g. ‘My flight is late. I will arrive at ten o’clock.’) and confirm details of the message (adapted CEFR A2)
Written interaction
<p>Can engage in basic social communication online (adapted CEFR A2)</p> <ul style="list-style-type: none"> • Can write a variety of short simple messages on familiar topics and of an interpersonal nature (adapted CEFR A2) • Can exchange information by text message or e-mail, initiating and responding to questions (adapted CEFR A2)

- Can write short, simple notes, emails and text messages (e.g. to send or reply to an invitation, to confirm or change an arrangement, to express thanks or apology) (adapted CEFR A2)
- Can convey personal information of a routine nature, for example in a short email introducing him/herself (adapted CEFR A2)
- Can make short descriptive online postings about everyday matters, social activities and feelings on social media (adapted CEFR A2)

Can interact online with a partner in a simple collaborative task, following basic instructions and seeking clarification if necessary (adapted CEFR A2)

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Mediation

Language A = communication source

Language B = communication output

Can convey, in speech, the main point(s) involved in simple, clearly structured spoken and written texts (adapted CEFR A2)

- Can relay in speech (in Language B) the point made in a clear, spoken instructions or announcements (made in Language A) concerning familiar everyday subjects (adapted CEFR A2)
- Can relay in speech (in Language B) specific, relevant information contained in short, simple texts, labels and notices (written in Language A) on familiar subjects (CEFR A2)

Can convey, in writing, the main point(s) involved in simple, clearly structured spoken and written texts (adapted CEFR A2)

- Can relay in writing (in Language B) specific information contained in simple informational texts (written in Language A) (adapted CEFR A2)
- Can list (in Language B) specific information contained in simple texts (written in Language A) on everyday subjects of immediate interest or need (adapted CEFR A2)
- Can list (in Language B) the main points of clear, simple spoken messages and announcements (given in Language A) (adapted CEFR A2)
- Can summarize (in Language B) the main point(s) in simple, short informational texts (in Language A) on familiar topics (CEFR A2)

Can express a personal response to creative texts (including literature), and analyze creative texts (adapted CEFR A2)

- Can express a personal response to a work, reporting feelings, ideas, and aspects of a work that especially interested him/her (adapted CEFR A2)
- Can say whether he/she liked a work or not and explain why (adapted CEFR A2)
- Can describe a character's feelings and explain the reasons for them (CEFR A2)
- Can identify and briefly describe the main elements of a simple story (adapted CEFR A2)

Can collaborate with others to construct meaning and facilitate collaborative interaction (adapted A2)

- Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, including the opportunity to ask for repetition, reformulation and or clarification from time to time (CEFR A2)
- Can make suggestions to move the group discussion forward (adapted CEFR A2)

Communicative competences

Linguistic (Band II Vocabulary and Grammatical Elements)
<ul style="list-style-type: none"> • Has a linguistic repertoire to deal with a variety of familiar and unfamiliar situations and content (adapted CEFR A2) • Has a sufficient vocabulary for the expression of basic communicative needs (CEFR A2) • Can use a variety of grammatical structures to fulfill communicative needs, demonstrating evolving accuracy (adapted CEFR A2) • Has receptive and productive knowledge of the target lexical items in BANDS I and II (adapted CEFR A2)
Phonological control
<ul style="list-style-type: none"> • Pronunciation is generally intelligible and mispronunciation of certain phonemes does not necessarily hinder intelligibility (adapted CEFR A2) • Appropriate use of prosodic features (stress, intonation and/or rhythm) enhances intelligibility (adapted CEFR A2)
Orthographic control
<ul style="list-style-type: none"> • Can use basic punctuation appropriately (full stops, commas, question marks, and exclamation marks and apostrophes) (new) • Spelling of most productive vocabulary (from BANDS I and II) is accurate (new A2) • Layout (e.g., block paragraph, email, essay) follows the appropriate conventions for the text type (new A2)
Sociolinguistic
<ul style="list-style-type: none"> • Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes (adapted CEFR A2) • Can socialize effectively using common expressions and basic routines (adapted CEFR A2) • Can participate in social exchanges, using everyday polite forms of greeting and address (CEFR A2)
Pragmatic
<ul style="list-style-type: none"> • Can select appropriate vocabulary and grammar to convey intended meaning to suit the context/situation (new A2) • Can adapt and expand learned phrases through substitution and re-combinations of their elements (adapted CEFR A2) • Can use frequently occurring connectors to create a mostly coherent and cohesive text (new) • Can use simple techniques to start, maintain or end a short conversation, allowing for turn-taking of interlocutors (adapted CEFR A2)
Spoken fluency

- Can construct utterances and retrieve formulaic language with sufficient ease to handle short exchanges, possibly with some hesitation and false starts (CEFR A2)
- Can produce utterances and formulaic language with appropriate prosody (new)

Plurilingual and pluricultural competence

- Can recognize when difficulties occur in interaction with members of other backgrounds/cultures, even though he/she may not be sure how to behave in the situation (adapted CEFR A2)
- Can recognize that his/her behavior in social exchanges may convey a message different to the one he/she intends, and can try to explain this simply (adapted CEFR A2)
- Can use a word from another language in his/her plurilingual repertoire to make him/herself understood in a routine everyday situation, when he/she cannot think of an adequate expression in the language being spoken (CEFR A2)

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Grammar

Table 1 describes the structures introduced at the Basic User II (A2) level. The choice of target structures at each stage is based on the EGP (English Grammar Profile), mostly at the A2 level, and the Revised English Curriculum 2018. Every stage is inclusive, re-entering and building on previously introduced structures. Note that in the EGP, the level at which a particular grammar can-do statement was set, was determined at which level (A1-C2), the structure began to appear as accurate in both form and usage in the CEFR learner corpora. Since the English Curriculum 2020 views grammar development on a continuum from *mostly receptive* through *emerging production* to *evolving usage and accuracy* (described below). Some forms of a structure (e.g., negative or interrogative forms) that were classified at the B1 level in the EGP, were included. In these cases, learners are expected to be able to recognize and understand the structure in context but errors in usage and form are likely.

Learners should be exposed to the target structures in context to become aware of their meaning and discourse usage. At the junior high level, as learners are older, there can be greater explicit teaching of the form and the discourse usage of target grammatical structures. It is recommended that learners understand the meaning and usage of the target structure, as accuracy in form develops over time, making the transition from receptive understanding to productive use in relevant and novel contexts with greater accuracy.

The grammar for Basic User II begins with a review of the structures introduced at the Basic User I level, with the intention of consolidation, leading to more accurate use and form of the target structures. Furthermore, there may be more explicit teaching of the rules of usage and form, since the learners should be familiar with them from the previous level.

- ***Mostly receptive:*** Learners understand the message conveyed by the structure and produce mostly memorized formulaic lexical chunks in routine and known contexts.
- ***Emerging production:*** Learners understand the message conveyed by the structure, attempt to use the structure in known and novel contexts, and production begins to be ‘creative’ (novel utterances) with errors that may interfere with intelligibility.
- ***Evolving usage and accuracy:*** Learners understand the message conveyed by the structure; usage appears in a greater variety of relevant contexts and focuses on communication; production may be accurate or with errors that do not interfere with intelligibility.

Table 6
Grammatical Structures for Grades 7, 8 and 9

7 th Grade	8 th Grade	9 th Grade
7th Grade: Previously introduced structures from Basic User 1		
<ul style="list-style-type: none"> • Verb “to be” as main verb (present) – affirmative, negative, Yes/No questions. → <i>Evolving usage and accuracy</i> 	→ <i>Evolving usage and accuracy</i>	→ <i>Evolving usage and accuracy</i>
<ul style="list-style-type: none"> • Wh-question inversion → <i>Emerging production</i> 	→ <i>Evolving usage and accuracy</i>	→ <i>Evolving usage and accuracy</i>
<ul style="list-style-type: none"> • ** “Who” to ask about subject → <i>Evolving usage and accuracy</i> 	→ <i>Evolving usage and accuracy</i>	→ <i>Evolving usage and accuracy</i>
<ul style="list-style-type: none"> • Wh-question inversion → <i>Evolving usage and accuracy</i> 	→ <i>Evolving usage and accuracy</i>	→ <i>Evolving usage and accuracy</i>
<ul style="list-style-type: none"> • There is/There are with a + noun and plural nouns – affirmative, negative and interrogative forms. → <i>Evolving usage and accuracy</i> 	→ <i>Evolving usage and accuracy</i>	→ <i>Evolving usage and accuracy</i>
<ul style="list-style-type: none"> • Adjectives – pre-noun position → <i>Evolving usage and accuracy</i> 	→ <i>Evolving usage and accuracy</i>	→ <i>Evolving usage and accuracy</i>
<ul style="list-style-type: none"> • Imperatives (affirmative, negative) → <i>Evolving usage and accuracy</i> 	→ <i>Evolving usage and accuracy</i>	→ <i>Evolving usage and accuracy</i>
<ul style="list-style-type: none"> • Let’s + Verb → <i>Evolving usage and accuracy</i> 	→ <i>Evolving usage and accuracy</i>	→ <i>Evolving usage and accuracy</i>
<ul style="list-style-type: none"> • Can + Verb (for ability) negative + interrogative (Yes/No and Wh-questions) → <i>Evolving usage and accuracy</i> 	→ <i>Evolving usage and accuracy</i>	→ <i>Evolving usage and accuracy</i>

7 th Grade	8 th Grade	9 th Grade
<ul style="list-style-type: none"> • Can + Verb (for ability) negative + interrogative (Yes/No and Wh-questions) → <i>Evolving usage and accuracy</i> 	→ <i>Evolving usage and accuracy</i>	→ <i>Evolving usage accuracy</i>
<ul style="list-style-type: none"> • Wh-questions + verb “to be” AS MAIN VERB (past) with complement/object and/or preps of location. → <i>Evolving usage and accuracy</i> • Wh-Qs with inversion → <i>Evolving usage and accuracy</i> • “Who” (Who was that?) → <i>Emerging production</i> 	→ <i>Evolving usage and accuracy</i> → <i>Evolving usage and accuracy</i> → <i>Evolving usage and accuracy</i>	→ <i>Evolving usage and accuracy</i> → <i>Evolving usage and accuracy</i> → <i>Evolving usage and accuracy</i>
<ul style="list-style-type: none"> • Articles (definite and indefinite) → <i>Evolving usage and accuracy</i> 	→ <i>Evolving usage and accuracy</i>	→ <i>Evolving usage and accuracy</i>
<ul style="list-style-type: none"> • Present progressive – affirmative, negative → <i>Evolving usage and accuracy</i> • Present progressive interrogative (Yes/No and Wh-Qs) → <i>Evolving usage and accuracy</i> 	→ <i>Evolving usage and accuracy</i> → <i>Evolving usage and accuracy</i>	→ <i>Evolving usage and accuracy</i> → <i>Evolving usage and accuracy</i>
<ul style="list-style-type: none"> • Past simple irregular forms (see lexical bands) and regular forms in affirmative form → <i>Evolving usage and accuracy</i> 	→ <i>Evolving usage and accuracy</i>	→ <i>Evolving usage and accuracy</i>
<ul style="list-style-type: none"> • Ownership – possessive forms (nouns, proper nouns, and pronouns) → <i>Evolving usage and accuracy</i> 	→ <i>Evolving usage and accuracy</i>	→ <i>Evolving usage and accuracy</i>

7 th Grade	8 th Grade	9 th Grade
7th Grade: New structures or new function for previously introduced structures		
<ul style="list-style-type: none"> Present simple vs Present progressive – (focus on meaning contextual usage) →<i>Emerging production</i> 	→ <i>Evolving usage and accuracy</i>	→ <i>Evolving usage and accuracy</i>
<ul style="list-style-type: none"> Past simple – negative and interrogative (Yes/No + Wh-questions) – regular and irregular →<i>Emerging production</i> 	→ <i>Evolving usage and accuracy</i>	→ <i>Evolving usage and accuracy</i>
<ul style="list-style-type: none"> “Going to” for future intentions - affirmative, negative + interrogative →<i>Evolving usage and accuracy</i> 	→ <i>Evolving usage and accuracy</i>	→ <i>Evolving usage and accuracy</i>
<ul style="list-style-type: none"> “Going to” interrogative forms (Yes/No and Wh-Qs) →<i>Evolving usage and accuracy</i> 	→ <i>Evolving usage and accuracy</i>	→ <i>Evolving usage and accuracy</i>
<ul style="list-style-type: none"> Modal verbs (request and obligation) + Verb →<i>Emerging production</i> 	→ <i>Evolving usage and accuracy</i>	→ <i>Evolving usage and accuracy</i>
<ul style="list-style-type: none"> Comparative and Superlative adjectives (-er; -est) →<i>Mostly receptive</i> 	→ <i>Emerging production</i>	→ <i>Evolving usage and accuracy</i>
<ul style="list-style-type: none"> Comparative and Superlative adjectives (more; most + Adj) →<i>Mostly receptive</i> 	→ <i>Emerging production</i>	→ <i>Evolving usage and accuracy</i>
<ul style="list-style-type: none"> Mental process verbs (stative verbs) as lexical chunks →<i>Mostly receptive</i> 	→ <i>Emerging production</i>	→ <i>Evolving usage and accuracy</i>
<ul style="list-style-type: none"> Quantifying –count/non-count nouns →<i>Emerging production</i> 	→ <i>Emerging production</i>	→ <i>Evolving usage and accuracy</i>

7 th Grade	8 th Grade	9 th Grade
<ul style="list-style-type: none"> Reporting what someone has said – reported speech (without the grammatical backshift) → <i>Mostly receptive</i>	→ <i>Emerging production</i>	→ <i>Evolving usage and accuracy</i>
<ul style="list-style-type: none"> Adverbs of manner → <i>Emerging production</i>	→ <i>Evolving usage and accuracy</i>	→ <i>Evolving usage and accuracy</i>
<ul style="list-style-type: none"> Will + Verb → <i>Emerging production</i>	→ <i>Evolving usage and accuracy</i>	→ <i>Evolving usage and accuracy</i>
<ul style="list-style-type: none"> Can + Verb (permission/prohibition) affirmative, negative and interrogative (Yes/No and Wh-questions) → <i>Emerging production</i>	→ <i>Evolving usage and accuracy</i>	→ <i>Evolving usage and accuracy</i>
<ul style="list-style-type: none"> Should + Verb (advice) affirmative, negative, interrogative → <i>Mostly receptive</i>	→ <i>Emerging production</i>	→ <i>Evolving usage and accuracy</i>
8th Grade: New structures or new function for previously introduced structures		
	<ul style="list-style-type: none"> Past continuous to talk about an action or state at a particular time in the past Affirmative form → <i>Emerging production</i> Negative and interrogative → <i>Mostly receptive</i> 	→ <i>Evolving usage and accuracy</i> → <i>Emerging production</i>
	<ul style="list-style-type: none"> Past progressive to talk about past simultaneous actions or states Affirmative form → <i>Emerging production</i> Negative and interrogative → <i>Mostly receptive</i> 	→ <i>Evolving usage and accuracy</i> → <i>Emerging production</i>
	<ul style="list-style-type: none"> Past progressive to show an event 	→ <i>Emerging production</i>

7 th Grade	8 th Grade	9 th Grade
	<p>happening in the background of a main event (past progressive + past simple) Affirmative → <i>Mostly receptive</i></p> <ul style="list-style-type: none"> • Past progressive to show an event happening in the background of a main event (past progressive + past simple), Negative and interrogative → <i>Mostly receptive</i> 	→ <i>Emerging production</i>
	<ul style="list-style-type: none"> • Present progressive to talk about future arrangements. → <i>Evolving usage and accuracy</i> 	→ <i>Evolving usage and accuracy</i>
	<ul style="list-style-type: none"> • Gerund as subject or object → <i>Mostly receptive</i> 	→ <i>Emerging production</i>
	<ul style="list-style-type: none"> • Present perfect to talk about experiences up to now Affirmative, negative and interrogative → <i>Mostly receptive</i> 	→ <i>Emerging production</i>
	<ul style="list-style-type: none"> • Present perfect to talk about the duration of events → <i>Mostly receptive</i> 	→ <i>Emerging production</i>
	<ul style="list-style-type: none"> • Past simple for past habitual states or actions → <i>Emerging production</i> 	→ <i>Evolving usage and accuracy</i>
	<ul style="list-style-type: none"> • Active and passive voice (present simple and past simple) <i>Mostly receptive</i> 	→ <i>Emerging production</i>
	<ul style="list-style-type: none"> • Nouns as modifiers → <i>Emerging production</i> 	→ <i>Evolving usage and accuracy</i>

7 th Grade	8 th Grade	9 th Grade
9th Grade: New structures or new function for previously introduced structures		
		<ul style="list-style-type: none"> • Present simple for timetabled future events (Affirmative, negative, interrogative) → <i>Evolving usage and accuracy</i>
		<ul style="list-style-type: none"> • Active and passive voice (present perfect) → <i>Mostly receptive</i>
		<ul style="list-style-type: none"> • Real conditions → <i>Emerging production</i>
		<ul style="list-style-type: none"> • ‘Used to’ for past habitual states or actions → <i>Emerging production</i>
		<ul style="list-style-type: none"> • Second condition → <i>Mostly receptive</i>

Can-do descriptors

The following can-do descriptors are divided according to general grammatical structures. The format follows that by which the can-do descriptors for the activities are presented, including global and operative can-do descriptors.

Note: The examples provided for the various can-do statements appear in italics.

Clauses
<p>Can understand and convey two or more ideas/propositions using multiple clauses (new)</p> <ul style="list-style-type: none"> • Can use a defining relative clause with ‘that’ as the object (CEFR A2) <i>I bought a hat that I need for the school trip.</i> • Can use a defining relative clause with ‘who’ as the subject (CEFR A2) <i>I have a friend who lives in Eilat.</i> • Can use a limited range of adverbs and adverb phrases (‘first’, ‘then’, ‘after that’) to order segments of discourse (CEFR A2) <i>First, we had dinner and then we went to the movies.</i> • Can understand a finite subordinate clause with time conjunctions, before or after a main clause (CEFR A1) <i>When I get home from school, I have my lunch.</i> <i>Amir practices his guitar after he finishes his homework.</i> • Can understand ‘when’ + past simple in subordinate clauses (CEFR A2) <i>When I arrived in New York, the weather was rainy and cold.</i> <i>I think I lost my pen when I went into the library.</i>
<p>Can report what someone has said (new)</p>

<ul style="list-style-type: none"> • Can make statements using a reporting clause with ‘say’ + ‘that-clause’, with pronoun shift but not verb backshift (adapted CEFR A2) <i>The teacher said that the test is tomorrow.</i> <i>My mother said that she made a cake.</i> • Can make statements using a reporting clause with ‘tell + direct object + that-clause’ with a pronoun shift where relevant but no verb backshift (adapted CEFR A2) <i>My father told me to do my homework.</i> <i>My sister told me that she was hungry.</i>
Verb forms
<p>Can use the past continuous to talk about actions/states in progress around a particular time in the past (adapted CEFR A2)</p> <ul style="list-style-type: none"> • Can use the affirmative form (CEFR A2) <i>I was working all morning.</i> • Can use the negative form (CEFR B1) <i>They weren’t watching television at the time.</i> • Can use the question form (CEFR B1) <i>What were you doing yesterday afternoon?</i>
<p>Can use the past continuous to talk about more than one action/state in progress around a particular time or simultaneous time in the past (adapted CEFR A2)</p> <ul style="list-style-type: none"> • Can use the affirmative form (CEFR A2) <i>We were sitting and reading on the porch in the afternoon.</i> <i>Yesterday morning, Yasmin was playing basketball and/while Dan was kicking the soccer ball in the park.</i> • Can use the negative form (CEFR B1) <i>Ilan and Jad weren’t sitting quietly and paying attention to the movie.</i> • Can use the question form (CEFR B1) <i>Where was Rania going and why was Lina following her?</i>
<p>Can use the past continuous to show that an event was happening in the background to the main event (CEFR A2)</p> <ul style="list-style-type: none"> • Can use the affirmative form (CEFR A2) <i>Mano was playing basketball when his friends arrived.</i> <i>Gal and Amit were sitting on the porch when it began to rain.</i> • Can use the negative form (CEFR B1) <i>It wasn’t raining anymore when we left the mall.</i> <i>Gal and Tal weren’t jogging when it began to rain.</i> • Can use the question form (CEFR B1) <i>What was Danielle doing when you saw her?</i>
<p>Can use the present simple to talk about timetabled events in the future (CEFR A2) <i>The train from Tel Aviv to Jerusalem leaves 10:07.</i> <i>My Spanish class begins at 13:00 so I can’t meet you for lunch tomorrow.</i></p>
Can use the present continuous to talk about future arrangements (adapted CEFR A2)

*We're planning a party next weekend.
Adi flies to New York tomorrow.*

Can understand and use 'can' or 'could' or 'would' to make a polite request (adapted CEFR A1)

- Can use 'can' to make requests (adapted CEFR A1)
*Can you please open the door?
Can you please call me this evening?*
- Can use 'could' to make requests (CEFR A2)
*Could you pass the salt, please?
Could you take the dog for a walk?*
- Can use 'would like' to make requests (adapted CEFR B1)
*I would like a glass of water.
Would you like to go to the movies with me?*

Can request permission and understand a request for permission (adapted A2)

- Can use 'can' to give and refuse permission or talk about what is forbidden (CEFR A2)
*Can I please leave the room now? Yes, you can.
I'm sorry but you can't/cannot leave during the test.*
- Can use 'may I' to ask for permission (CEFR B1)
May I use your computer, please? Yes, you may.

Can understand and express a prohibition (new)

- Can use 'can't' / 'cannot' to talk about what is forbidden (adapted CEFR A2)
*You can't/cannot go out tonight.
You can't/cannot buy the dress because it is too expensive.*
- Can use 'mustn't' / 'must not' forms (CEFR A2)
*The dogs mustn't/must not run on the grass.
You mustn't/must not ride your bike without a helmet.*

Can use 'should' to give advice (CEFR A2)

- Can use the affirmative (CEFR A2)
You should study for the English test.
- Can use the negative form (CEFR A2)
You shouldn't go to sleep so late.
- Can use the question form (CEFR A2)
What should I do?

Can use 'will' to make predictions using the full and contracted forms (adapted CEFR B1)

- Can use affirmative forms (CEFR A1)
*I think it will rain this afternoon.
Moshe thinks that he'll join the football team next year.
Luria doesn't think she'll pass the math exam.*
- Can use negative forms (CEFR A2)
We probably won't arrive on time because of the heavy traffic.

Can use the present perfect simple with ‘since’ and ‘for’ to talk about duration (adapted CEFR B1)

- Can use the affirmative form with regular BAND 1 and BAND 2 verbs (‘have’ + ‘-ed’) (adapted CEFR A2)
They have lived in Ramat Gan since 2015.
Maya has played the guitar for three years.
- Can use the negative form with regular BAND 1 and BAND 2 verbs (‘haven’t’ + ‘-ed’) (adapted CEFR A2).
Rafi hasn’t eaten meat since 2016.
Tali hasn’t seen a movie for two months.
- Can use the question form with regular BAND 1 and BAND 2 verbs (How long + ‘have + you + ‘-ed’) (adapted CEFR A2)
How long have you lived in Haifa?
- Can use the affirmative, negative and question forms with BAND 1 and BAND 2 irregular verbs (adapted CEFR B1)
Bar has known Nitzan for three years.
Sam hasn’t been at school since Monday.
How long have you been married?

Can use the present perfect simple to talk about experiences up to now (CEFR A2)

- Can use the affirmative form with regular BAND 1 and BAND 2 verbs (‘have’ + ‘-ed’) (adapted CEFR A2)
Miriam has decided to learn Spanish.
Abby has read three books this month so far.
- Can use the negative form with regular BAND 1 and BAND 2 verbs (‘haven’t’ + ‘-ed’) (adapted CEFR A2)
Harry hasn’t visited New York City.
- Can use the question form with regular BAND 1 and BAND 2 verbs (‘Have + you [ever]+ ‘-ed’) (adapted CEFR A2)
Have you ever washed a car?
- Can use the affirmative, negative and question forms with BAND 1 and BAND 2 irregular verbs (adapted CEFR B1)
Daisy has ridden a bike.
Sami hasn’t gone hiking since he broke his leg.
How long have you been married?

Can use the present perfect simple to refer to a finished event or state in the recent past, that has relevance to the present, often with ‘just’ or ‘yet’ (adapted CEFR B1)

- Can use the affirmative form with regular BAND 1 and BAND 2 verbs (‘have’ + ‘-ed’) (adapted CEFR A2)
Ahmed has started working for a new company.
Sheri has just finished running a marathon.
- Can use the negative form with regular BAND 1 and BAND 2 verbs (‘haven’t’ + ‘-ed’) (adapted CEFR A2)
Tom hasn’t finished the project yet.
Galit and Shiri haven’t seen the movie yet.

<ul style="list-style-type: none"> • Can use the question form with regular BAND 1 and BAND 2 verbs ('Have + you [ever]+ '-ed') (adapted CEFR A2) <i>Have you called the doctor yet?</i> <i>Has Rina decided to go to Paris yet?</i> • Can use the affirmative, negative and question forms with BAND 1 and BAND 2 irregular verbs (adapted CEFR B1) <i>Debbie has just broken her leg.</i> <i>Karen hasn't left the office.</i> <i>Have you heard the latest news?</i>
<p>Can use 'if' / 'when' + present simple with present simple, 'can' or imperative in the main clause to refer to things that are true now or very likely to happen (real condition) (adapted CEFR A2)</p> <ul style="list-style-type: none"> • Can form conditional subordinate clause with 'if' + present simple (CEFR A2) <i>If babies are tired, they cry.</i> <i>When I have free time, I go to the beach.</i> • Can use 'if' + present simple, with an imperative in the main clause (CEFR A2) <i>If you find the book, call me. If you fail the exam, try again.</i>
<p>Can use the past simple to talk about past habitual states or actions (adapted CEFR A2)</p> <ul style="list-style-type: none"> • Can use the affirmative form with BAND 1 and BAND 2 verbs (adapted CEFR A1) <i>We often went swimming in the sea.</i> <i>My father always read me bedtime stories.</i> • Can use the negative form with BAND 1 and BAND 2 verbs (adapted CEFR A2) <i>We didn't eat in restaurants when I was child.</i>
<p>Can use the affirmative form of 'could' to talk about past ability (adapted CEFR B1) <i>When I was a child, I could speak Spanish.</i></p>
<p>Can use 'used to' to talk about repeated actions or states in the past that are no longer true. (CEFR B1)</p> <ul style="list-style-type: none"> • Can use the affirmative form (CEFR B1) <i>Yemi used to live in Eilat.</i> <i>Amir used to go horseback riding.</i> • Can use the negative forms 'didn't use to' (CEFR B1) <i>It didn't use to be so crowded at this beach.</i>
<p>Can identify the focus of the action – agent or recipient (new)</p> <ul style="list-style-type: none"> • Can use the present simple passive affirmative with a singular subject (CEFR A2) <i>The chair is made of wood.</i> <i>The apples are picked freshly every morning.</i> • Can use the past simple passive affirmative after a singular subject (CEFR A2) <i>The house was built in 2015.</i> <i>Gold was discovered in California in 1848.</i>

<ul style="list-style-type: none"> • Can use the present simple passive and past simple passive with ‘by’ to give focus or add information (adapted CEFR B1) <i>The prize is given by the school to the best athlete.</i> <i>Radium was discovered by Marie Curie in 1898.</i>
Noun Forms
<p>Can differentiate between new and known information (new)</p> <ul style="list-style-type: none"> • Can use ‘the’ + [adjectives] in a noun phrase, to specify new information (CEFR A2) The red book you were looking for is on the table, next to the sofa. Is there a park in the neighborhood? Yes, there is. The park is near the supermarket.
<p>Can form noun phrases by pre-modifying a limited range of nouns with another noun (CEFR A1) <i>English teacher</i> <i>city center</i> Note: In some cases, the order of the nouns determines meaning. <i>horse race / race horse</i> <i>race car / car race</i> <i>tile floor / floor tile</i></p>
Adjective / adverb forms
<p>Can describe multiple qualities of a person, place or thing (new)</p> <ul style="list-style-type: none"> • Can modify a noun phrase with more than one modifier from BAND 1 AND BAND 2. (adapted CEFR A2) <i>big, blue eyes</i> <i>long-sleeved, green shirt</i> <i>blue cotton dress</i>
<p>Can refer to things in general without using an article before singular, plural and uncountable nouns (adapted CEFR A1) <i>In my free time, I like to play football.</i> <i>I like to eat sandwiches for lunch.</i> <i>Koala bears and kangaroos live in Australia.</i></p>

Can understand and express a contrast or comparison of people, places or things (new)

- Can use a comparative adjective (BAND 1 and BAND 2) with ‘than’ to compare two nouns or noun phrases (adapted CEFR A2)
An elephant is bigger than a zebra.
A car is faster than an electric bicycle.
- Can use comparative adjective (BAND 1 and BAND 2) phrases using ‘more’ + longer adjectives (usually three or more syllables) (adapted CEFR A2)
A sofa is more comfortable than a chair.
The movie is more exciting than the play.
- Can use a noun phrase with ‘the’ + superlative adjective (BAND 1 and BAND 2) + noun (adapted CEFR A2)
Peter is the fastest runner in the school.
The whale is the largest mammal in the sea.
- Can use superlative adjective (BAND 1 and BAND 2) phrases using ‘the most’, with longer adjectives of two or more syllables (adapted CEFR A2)
The peacock is the most colorful bird.
Falafel is the most popular street food in Israel.
- Can use comparative adjectives attributively, before nouns (adapted CEFR A2)
I helped my younger brother fill out a form.
I bought a birthday present for my older sister.
- Can form complex noun phrases with a superlative adjective (BAND 1 and BAND 2) + prepositional phrase, to talk about something unique (adapted CEFR A2)
It’s the biggest zoo in the world.
Those were the happiest days of my life.

Global *Can-do Statements*

The *English Curriculum 2020*, in keeping with the spirit of the CEFR, takes a more descriptive rather than prescriptive approach to language teaching. As such, many of the *can-do statements* are presented in a general, open-ended format (global) that allows for interpretation. Thus, teachers and material writers are invited to implement the *can-do statements* in ways that tailor lesson planning and instructional activities to varied educational contexts and diverse language learners. For easy access, the global *can-do statements* are presented here without the operational *can-do statements*.

Basic User II- A2 (Intermediate)

Reception

Spoken reception
Can understand enough to be able to meet needs of a concrete type especially if speech is clearly articulated (adapted CEFR A2)
Can follow and understand conversations, discussions and dialogues (new A2)
Can follow a very simple, well-structured presentation or demonstration, provided that it is illustrated with visual support (e.g. slides, concrete examples or diagrams), especially if it is delivered clearly with repetition and the topic is familiar (adapted CEFR A2)
Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters especially if clearly articulated (adapted CEFR A2)
Can understand basic and key information and questions on familiar, everyday activities such as classroom activities, sports, cooking, especially if they are articulated clearly (adapted CEFR A2)
Can follow and understand short, simple stories (new)
Can follow a TV commercial or a trailer of a scene from a film, and understand what the actors are talking about (adapted CEFR A2)
Written reception
Can understand texts on familiar matters of a concrete type which consist of BANDS I AND II vocabulary (adapted CEFR A2)
Can understand and follow a series of instructions and directions especially if they are illustrated (adapted CEFR A2)

Can read and understand creative texts (e.g. stories and comic strips) (adapted CEFR A2)

Can understand the main points made in informational texts that deal with concrete everyday topics (e.g. hobbies, sports, leisure activities, animals) (adapted CEFR A2)

Can identify and exploit text type and rhetorical structures, such as discourse and transition markers, in written texts to support comprehension (adapted CEFR A2)

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Production

Spoken production
Can describe everyday aspects of his/her environment (e.g. people, places, a job or study experience) events and activities (adapted CEFR A2)
Can present a sustained monologue, putting a case (e.g. in a debate) (adapted CEFR A2)
Can ask about the location of places, and ask for and give directions on how to get somewhere on foot or by public transport (adapted GSE)
Can read aloud a short, simple text (e.g. story, poem, dialogue, play) in a way that can be understood (adapted GSE)
Can give a short, rehearsed, basic presentation on a familiar subject (CEFR A2)
Can contribute information and express ideas in group tasks and classroom discussions using politeness conventions (adapted AUS-FL)
Can use basic English features including intonation, and combine and manipulate learned speech patterns, although errors resulting in ungrammatical sentences are still apparent (e.g. 'I don't know where is it.') (AUS)
Can speak with greater fluency, fewer hesitations, and appropriate prosody structuring utterances through correct word order (adapted AUS)
Written production
Can plan and write conventional texts, for example informative and descriptive texts, showing an awareness of established text conventions, sequencing information for specific text types, and using vocabulary from BANDS I and II (adapted AUS-FL)
Can plan and write creative texts, for example biographies and diary entries, following basic features of the genre and using vocabulary from BANDS I and II (adapted CEFR A2)

Interaction

Spoken interaction
Can interact with reasonable ease in structured situations, short social exchanges and conversations using vocabulary from BANDS I and II. Can generally understand clear, standard speech provided he/she can ask for repetition, reformulation or clarification from time to time (adapted CEFR A2)
Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations (CEFR A2)
Can use telecommunications (telephone and internet-based apps) to exchange information, news, make plans and arrangements (adapted CEFR A2)
Written interaction
Can engage in basic social communication online (adapted CEFR A2)
Can interact online with a partner in a simple collaborative task, following basic instructions and seeking clarification if necessary (adapted CEFR A2)

Mediation

Language A = communication source

Language B = communication output

Can convey, in speech, the main point(s) involved in simple, clearly structured spoken and written texts (adapted CEFR A2)

Can convey, in writing, the main point(s) involved in simple, clearly structured spoken and written texts (adapted CEFR A2)
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Can express a personal response to creative texts (including literature), and analyze creative texts (adapted CEFR A2)

Can collaborate with others to construct meaning and facilitate collaborative interaction (adapted A2)

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