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

Revised English Curriculum Including Band III Lexis

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

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Acknowledgements

Introduction

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

One of the crucial implications of this development is the increased importance for all of a knowledge of English. Speakers of Hebrew or Arabic will need to be able to use both spoken and written English in order to progress in their professional, business or academic careers, as well as in order to travel, enjoy international entertainment, or take advantage of the opportunities

offered by the Internet. The effective teaching of English thus takes high priority, necessitating a larger number of teaching hours, well-trained teachers, a carefully planned curriculum, attractive and learning-rich materials, and the setting of high standards for assessment.

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

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

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

Rationale for Updating the Curriculum

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

The following new components have been integrated into the curriculum:

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

Goals of the Curriculum

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

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

Overview of Document

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

Finally, there is a list of references and background reading.

Section One: Principles

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

A. Principles underlying language learning and teaching;
B. Principles underlying teaching the beginning stages of language acquisition (Pre-Foundation Level);
C. Principles underlying the choice of materials;
D. Principles underlying the choice of tasks;
E. Principles underlying classroom assessment;
F. Principles underlying the integration of technology.

Principles underlying meaningful language learning and language teaching

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

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

The following principles underlie meaningful language learning and teaching:

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

Language Learning *Language learning is facilitated when learners:*	Language Teaching *Teachers promote learning when they:*
• understand underlying language rules.	• provide explanations that clarify problematic language points.
• practice grammar, vocabulary and other language points in focused meaningful tasks.	• give meaningful exercises that allow learners to practice grammar, vocabulary and specific language points.
• increase their vocabulary.	• teach a large number of lexical items and provide for frequent recycling of these in order to ensure learning.
• have opportunities to use the target language meaningfully and purposefully.	• provide tasks which require learners to use the target language for communication.
• understand the usefulness and significance of what they are learning.	• provide authentic, real-world tasks, and make learners aware of their usefulness.
• collaborate with each other by sharing information and exchanging ideas and opinions.	• provide opportunities for peer interactions by incorporating pair and group work into classroom activities.
• are conscious of how they learn the language, analyze and reflect on their learning.	• encourage reflection and metacognitive awareness before, during, and after learning.
• are aware of learning objectives.	• explain the objectives of the instructional unit, lesson, and specific tasks.
• develop language-learning strategies that enable autonomous learning.	• teach language-learning strategies and provide opportunities for applying them.
• take responsibility for their own language learning.	• encourage learners to set goals and evaluate their own progress.
• have opportunities for critical and creative thinking.	• provide challenging tasks that require the application of higher-order thinking skills.
• have opportunities sometimes to choose texts and tasks according to individual preferences.	• include procedures where students can choose between a variety of texts or tasks.
• read different text types that are appropriate to their level.	• set aside time for independent reading and provide a variety of texts that suit the learners' reading levels.
• read level-appropriate books regularly and develop independent reading habits.	• set aside time for extensive reading (reading for pleasure).
• are motivated to explore cultures and literature related to the language.	• encourage learners to relate to different cultures or literature.

Principles underlying teaching the beginning stages of language acquisition (Pre-Foundation Level – Stages One and Two)

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

Beginning Language Learning	Language Teaching
Beginning language learning is facilitated when learners:	*Teachers promote beginning language learning when they:*
• have developed literacy skills in their L1.	• work together with the homeroom teacher in order to ensure L1 literacy.
• encounter rich comprehensible language input.	• provide exposure to familiar and new comprehensible language from a wide variety of texts and contexts.
• are exposed to high-frequency vocabulary, lexical chunks and language patterns.	• focus on the most useful high-frequency words and conversational expressions.
• develop a basic oral vocabulary in English before starting to read and write.	• ensure an extensive period of meaningful listening and speaking (aural/oral) practice prior to the teaching of reading.
• reinforce their listening comprehension and speaking skills through extensive repetition.	• provide multiple opportunities for learners to listen to and recite rhymes, chants, songs, and simple dialogues.
• learn through age-appropriate activities and materials.	• use stories, games, visual materials and realia to motivate young learners.
• attend to the sounds and sound combinations of the language as preparation for reading.	• teach phonemic awareness.
• learn the letters and their corresponding sounds.	• teach learners to decode and encode letters and syllables.
• can automatically, accurately and rapidly recognize a range of high-frequency written words and expressions.	• make the acquisition of a sight reading vocabulary (automaticity) possible by providing extensive practice in simple, meaningful reading.

Principles underlying the choice of materials

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

Materials:

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

Principles underlying the choice and design of tasks

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

The following principles underlie the design of all tasks.

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

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

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

Principles underlying classroom assessment

Assessment is an integral part of the teaching-learning process. It involves collecting evidence of learning over a period of time, using a variety of methods. These include both traditional test-based assessment tools and alternative assessment tools such as portfolio, projects, performance-based tasks; see the bulleted items below. For more information and practical guidelines on various tools for alternative assessment, see:
http://cms.education.gov.il/EducationCMS/Units/Mazkirut_Pedagogit/English/TeachersResource Materials/Publications/AssessmentGuidelines.htm

and:
http://cms.education.gov.il/EducationCMS/Units/Mazkirut_Pedagogit/English/TeachersResource Materials/Publications/Portfolio.htm

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

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

The following principles underlie classroom assessment.

- Assessment tools are valid and reliable.
- Multiple methods of assessment are used for collecting information regarding students' progress and language development over a period of time.
- Feedback is given in ways that are beneficial for the learners and other audiences e.g. parents.
- Different levels of progress in learners' language development need to be assessed in all of the four domains.
- Assessment will sometimes include evaluation of group processes and products.
- Assessment should include tasks, such as thematic projects and performance -based tasks that promote learners' involvement and reflection on learning and require learners to use a variety of learning strategies and resources.
- Criteria for assessment are known to the learners prior to the assessment.
- Learners take an active role in their assessment, evaluate their own progress and may collaborate in the determination of criteria.
- Rubrics, assessment lists and checklists can be used to evaluate learners' performance of oral and written tasks.
- Steps are taken to minimize test anxiety, such as preparing and explaining test layout, and teaching test-taking strategies.

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

It should be kept in mind that technology is only a means to an end and its integration in teaching should be informed by pedagogical considerations.

The following principles underlie the integration of information and communications technology within language teaching and learning:

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

Section Two: Overview of the Curriculum

Brief Overview

The following graphic representation depicts the organization of the curriculum.

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

Levels of Progression			
Pre -Foundation	Foundation	Intermediate	Proficiency

Benchmarks		HOTS
	⟷	HOTS
	⟷	Grammar
	⟷	Lexis
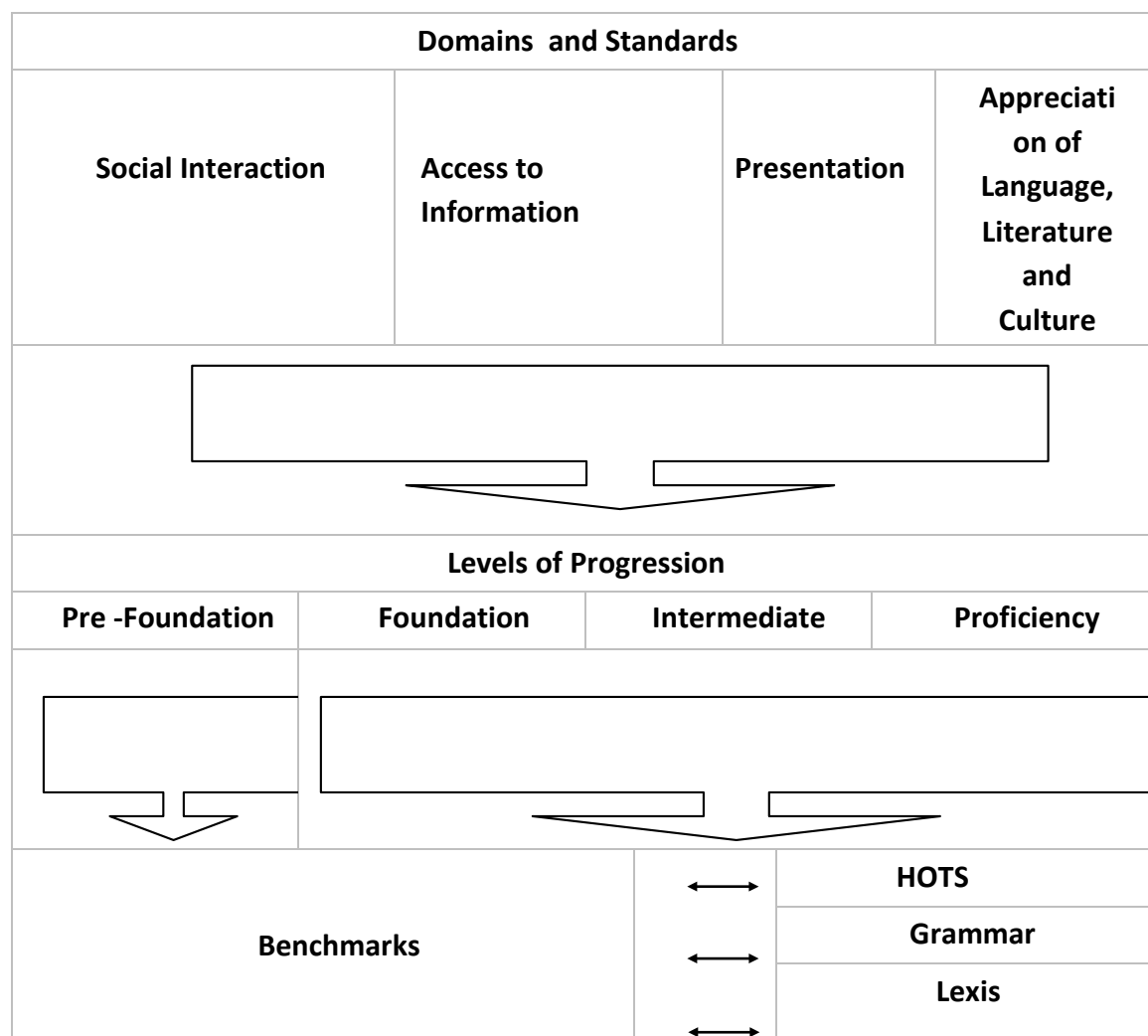
Standards

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

Domains

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

Domain of Social Interaction

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

Domain of Access to Information

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

Domain of Presentation

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

Domain of Appreciation of Language, Literature and Culture

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

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

Levels

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

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

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

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

Benchmarks

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

Section Three: Higher-Order Thinking Skills

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

The following principles underlie the learning of HOTS.

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

Section Four: Components of Language Teaching

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

Lexis

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

Lexical items in each level are presented in alphabetical order. Note that multi-word items ('chunks') are listed under their main key word; so 'What's the matter' for example will be listed in the alphabetical place of matter. Past forms of verbs have been inserted after the base form only if these are irregular. Regular –ed past forms have not been inserted.

Lexical items are presented using American spelling conventions; however British spelling conventions may also be introduced by the teacher or materials writer.

Students at each level are required to learn a target number of lexical items, as shown in the 'Total for each level' line of the table below. In this way it can be ensured that students by the end of school will have mastered about 5,400 items, enabling them to comprehend a wide variety of spoken and written texts, and to use them when creating their own texts.

The items are divided into *core* items, listed specifically in this vocabulary list, and *expansion*, chosen by the materials writers and/or teachers. Common prefixes and suffixes should also be taught as appropriate to the different levels.

The table below displays the approximate numbers of lexical items in the core and expansion lists for each of the three levels.

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

Grammar

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

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

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

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

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

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

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

Stage One	
Reading Readiness	**Benchmark**
	Learners will be able to
Aural / Oral Listening and Speaking	• understand and use language to carry out basic communicative tasks and to engage in simple interactive activities.
Aural / Oral Phonemic Awareness, Segmentation and Blending	• identify different sounds of the English language, such as voiced / unvoiced sounds that are different phonemes. • manipulate sounds to play with words (add or remove from word). • segment word into: a. syllables; b. sounds. • blend sounds together. • be aware of sound patterns. • be aware of the differences between sounds in their own language and similar sounds in English. • know and be able to pronounce common sound combinations.
Stage Two	
Alphabetics	• identify the letters by their sounds, their names, and their shapes. • form letters by copying correctly in the right direction and producing letters upon hearing their sounds / names. • be aware of sound patterns, letter sequences and common letter combinations and be able to pronounce them
Basic Reading	• write letters and syllables according to sounds. • decode and encode phonetically-spelled lexical items. • read and understand lexical items they have learned orally.

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

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

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

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

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

Benchmarks		
Foundation Level	**Intermediate Level**	**Proficiency Level**
Learners meet the standard for the domain of Social Interaction when they:		
express feelings, likes and dislikes.	express and elaborate on personal wishes and opinions.	express ideas and opinions, providing in-depth explanations.
interact for a limited range of purposes, such as following basic instructions and directions, asking for and giving information, making and fulfilling simple requests.	interact for a variety of purposes, such as agreeing and disagreeing, giving and following instructions and directions, complimenting, and giving advice.	interact for a wide variety of purposes, such as persuading, discussing and group decision making.
engage in short conversations/discussions by asking and answering simple questions about familiar topics and everyday situations, such as family, school, and personal interests.	engage in conversations about general topics, such as current events, and future plans, using language to suit context, audience and purpose.	engage in conversations on a wide range of general topics, such as social and global issues, using language to suit context, audience, and purpose.
create and respond to a limited range of written message types, such as notes, email, blogs, invitations, personal letters, greeting cards.	create, collaborate and respond to a variety of written texts in print or handwriting, as well as digital media, such as web-based conferencing tools, discussion forums, and different Web 2.0 tools showing awareness of context, audience and purpose.	

Domain of Access to Information

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

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

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

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

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

Benchmarks for the Domain of Presentation		
Foundation Level	**Intermediate Level**	**Proficiency Level**
Learners meet the standard for the domain of Presentation when they:		
present information on limited content, supported by visual aids.	summarize and present information from a limited range of sources.	synthesize and present information in depth from multiple sources.
express a personal reaction to the content of something read, seen, or heard, using the appropriate higher-order thinking skills for this level.	react to the content of something read, seen, or heard using the appropriate higher-order thinking skills for this level.	react in depth to the content of something read, seen, or heard using the appropriate higher-order thinking skills for this level.
describe people, places, things, events, and personal experiences in familiar settings.	express ideas and opinions about general topics using main and supporting ideas.	present an argument for or against a particular point of view.
design a means for collecting information, such as a simple questionnaire and list the results.	design different means for collecting information, such as surveys and interviews, and report on the results and conclusions using appropriate higher-order thinking skills for this level.	
use digital media tools, such as online word processors, presentation creation tools, and simple Web 2.0 tools.	use digital media tools, such as podcasts and Web 2.0 tools.	
use given criteria, such as a checklist/rubric to prepare presentations.	review and edit presentations based on feedback from peers/teacher.	

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

Domain OF Appreciation of Language, Literature and Culture

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

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

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

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

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

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

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

Foundation   Level

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

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

Domains			
Social Interaction	**Access to Information**	**Presentation**	**Appreciation of Language , Literature and Culture**
Learners interact and convey simple messages.

Learners interact using appropriate vocabulary and comprehensibl e grammar for this level. | Learners obtain and use information from short oral and written texts that deal with familiar topics, in simple language that may include occasional unfamiliar grammatical structures and vocabulary.

Learners obtain and use information by applying knowledge of vocabulary, grammar, punctuation, text structure, digital media, and frequently used discourse markers. | Learners organize and present ideas and information orally and in writing about personal topics.

Learners use appropriate vocabulary and accurate grammar for this level. | Learners appreciate that languages are different.
Learners read or listen to age- and level-appropriate literary texts,
Learners are aware that their culture is different from other cultures. |

Level of Progression

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

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

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

http://cms.education.gov.il/EducationCMS/Units/Rama/AarachaBeitSifrit/MaagariMesimot.htm
under **אנגלית:יסודי**

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

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

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

a/an

about

above

across

action

address (n)

afraid

after

afternoon

again

age

ago

agree

all

(not) at all

almost alone

alphabet

already also

always

am, I'm

and

angry

animal

another

answer (n)

answer (v)

any

anyone

anything

appear

April

are

arrive

at

ask

ask for

at

at home

August

autumn

away

back

Give back the money!

bad

bag

baby

be

beautiful

because

because of

bed

before

begin

behind

believe

beside

best

better

between

big

birthday

a bit (of)

black

blue

board

body

book

bored

boring

bottle

box

boy

bread

break (v)

breakfast

bring

brother

brown

build

bus

busy

but

buy

by

by the wall

call

Please call me at six!

They called him Tom.

can (v)

capital

a capital letter

car

Take care!

careful

Be careful!

cat

catch

center

chair

change (v)

cheap

children (child)

chocolate

class

classroom

clean (v)

clean (adj)

clear

close (v)

closed (adj)

coffee

cold

color

come

come back

computer

cool

copy (v)

cost (v)

count

country

of course

cross the road/street cry (v)

cut (v)

dad

dark

date

daughter

day
    Have a good day!

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

December

decide

dictionary

different

difficult

doctor

do

dog

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

door

down

draw

dress (n)

drink (v)

drive (v)

dry (adj)

each

early

ears

easy

eat

eighteen

eighty

eleven

email

the end

in the end

English

enjoy

enough

enter

evening

every

everybody

everyone

everything

example

for example

excuse me

exercise (n)

expensive

extra

eyes

face

in fact

fair
    That's not fair!

fall (v)

family

far

fast
    They run fast.

father

favorite

February

feel

a few

fifteen

fifth

fifty

film

find

find out

fine
    a fine day
    Fine!

finish

fire (n)

first

five

flower

fly (v)

food

foot, feet

for

forget

four

fourteen

fourth

forty

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

Friday

friend

from

in front of

full

funny

game

garden

get

girl

give

glad

glass

go

go on

going to

good

good at

goodbye

grade
    I study in the sixth grade.

grade
    My final grade was 90.

great

green

grow

guess (n)

guess (v)

hair

half

half past

hand

hang

happen

happy

hard (adj)

hard (adv)
   work hard

hat

have
 have to he

head

hear

hello

help

her

herself

here

high

him

himself

his

hold

home

hope (v)

hot

hour

house

how

How are you?

hundred

hungry

idea

if

immediately

important

impossible

in

inside

interested in

interesting

into

invite

is

it

its

itself

January

job

June

July

just
   She's just a baby.

keep

kid

kind (n)

kind of

know

large

last (adj)

last night

late

learn

at least

leave

left
   I write with my left
   hand

less

lesson

let's

letter
   The last letter of the
   alphabet is Z

letter
   I wrote a letter to my
   cousin.

lie
   It was wrong to lie to
   my friend.

lie down

life

light (n)

like (prep)

like (v)

listen

little
   a little girl

live (v)

long look

at lost

a lot of

lots of love

lunch

make

man, men

many

how many?

March

it doesn't matter

What's the matter?

May

maybe

me

mean

I mean

What do you mean?

meaning

meet

meeting

memory

message

middle

milk

Do you mind?

minus

minute (n)

in a minute

mistake

mix

mom / mum

at the moment

Monday

money

month

moon

more

morning

most

mother

mouth

move

movie

Mr

Mrs

Ms

much

How much?

music

my

myself

name

What's your name?

My name is …

near

need

neighbor

never

new

news

next

next to

nice

night

at night

nine

nineteen

ninety

no

nobody

no-one

not

notebook

nothing

November

now

number (n)

October

of

often

OK / okay

old

How old are you?

I'm … years old

on

once

once upon a time

one

only

open (v)

open (adj)

or

other

our

ourselves

out

over

own (my own, your own …)

   He writes his own music.

parents

page

paper

part (n)

past (n & adj)

pay (v)

pen

pencil

people

perhaps

person

pick up

picture

piece (of)

place (n)

plan (n)

plan (v)

play

play a game

please

poor

possible

practice (v)

problem

no problem!

project

pupil

push

put

question

quick

quiet

Be quiet!

radio

read

ready

Are you ready?

I'm ready

real

really

red

remember

rest (v)

return

rich

right

   my right hand

right

   the right answer.

right now

all right, alright

road

room

round

rule

run

sad

the same (as)

Saturday

say

school

second

   I was happy with second place.

see

send

sentence

September

seven

seventeen

seventy

she

short
  The movie was short.

shout

show (v)

shut (adj)

shut (v)

sick

side (n)

sign (n)

simple

sing

sister

sit

six

sixteen

sixty

size

What size…?

sky

sleep

special

spring

summer

slow

small

smart
  You look very smart!

smile (n)

smile (v)

so

some

somebody

something

sometimes

son

soon

song

sorry

I'm sorry

speak

spell (v)

sport

start

still
  They're still waiting.

story

straight

strong

student suddenly

sun

Sunday

supper

sure

take

talk (v)

tall

tea

teach

telephone

television

tell

tell a story

test

than

thank you thanks

that

the

their

them

themselves

then

there

there is,

there are

these

they

thing

think

third

thirteen

thirty

this

those

three

Thursday

time

What's the time?

The time is…

to

today

together tomorrow

tonight

too
  You can come too.

too
  The question is too hard.

too much

town

tree

go on a trip

truck

true

try

Tuesday

turn (v)

turn left/right

twenty

two

under

understand

until

up

us

use (v)

usually

vacation

very

wait (for) (v)

walk (v)

wall

want

was, were

wash

watch

water

way

Which way…?

we

wear

your

Wednesday

week

welcome

you're
welcome!

well

   I feel very well.

well

   He did the job
   well.

as well

as well as

Well done!

What a pity /
shame! what

when

where

while

white

who

why

will

window

winter

wish

with

without

woman, women

wonderful

word

work

world

worse

worst

write

wrong

year

yellow

yes

yesterday

you

young

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

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

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

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

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

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

Nouns

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

Adjectives/Adverbs

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

Prepositions (according to Band I)

Writing Conventions

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

Conventions of Prosody

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

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

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

	Domains			
	Social Interaction	Access to Information	Presentation	Appreciation of Language, Literature and Culture
Level of Progression	Learners interact fluently using appropriate register for a limited range of social contexts.

Learners use appropriate vocabulary and accurate grammar for this level. | Learners obtain and use information from a variety of longer oral and written texts that deal with less familiar topics, in more complex language.

Learners obtain and use information by applying knowledge of vocabulary, grammar, punctuation, text structure, digital media. | Learners organize and present ideas and information orally and in writing, about general topics, suiting register and text type to purpose and audience.

Learners use appropriate vocabulary and accurate grammar for this level, incorporating discourse markers, following conventions of prosody/print. | Learners are aware of various ways in which English differs from their home language.

Pupils respond to literary texts.

Pupils become acquainted with norms and behaviors in a variety of cultures. |

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

Benchmarks

audience and purpose.	•use information tools, such as a dictionary, simplified Web 2.0 tools.	•review and edit presentations based on feedback from peers/teacher.	as metaphor, and apply them in creative writing •discuss themes and conflicts in literary texts •express ideas and opinions about literary texts •are aware of the social and cultural framework within which the literary texts were written •compare different cultural practices, behaviors and traditions with their own

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

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

found on the website:
http://cms.education.gov.il/EducationCMS/Units/Rama/AarachaBeitSifrit/MaagariMesimot.htm under
אנגלית: חט"ב

Some ideas for the teaching and assessment of oral social interaction and presentation can be
found at:
http://cms.education.gov.il/EducationCMS/Units/Rama/AarachaBeitSifrit/Erka_Safa_Dvora.htm

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

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

Intermediate Level: Lexis Band II

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

ability

able

absent

absolutely

accept

by accident

according to

account

take into account

act (v)

   My dog is acting strangely.

to act in a play active

activity

actually

add

in addition (to)

admit

adult

advantage

advertise

advertisement

advice

advise

afford

after all

against

ahead (of)

go ahead

aim (v)

air

alive

along

along with

alphabet

in alphabetical order

alternative

although

altogether

among

amount

announcement

another

any time

anywhere / any place

apart from

apartment

apologize

appearance

apply to

Arab

area

argue

argument

   They had a loud argument.

army

around

arrange

arrangement

arrive (at)

art

article

   an article in a newspaper

as

as…as

as soon as

as if

asleep

assessment

available

awake

aware

awful

base (v)

based on

basic

basis

beat

   He beat me at tennis.

become

Beduin / Bedouin

behave

behavior

belong to

below

beyond

date of birth

blame (v) blood

blow (v)

boat

border

was born

both… and

bother (v)

don't bother

bottom

brain

branch (n)

bridge (n)

bright

broad

business

calendar

camera

camp (n)

cancel

capital (city)

card

take care of

cash

in common (with)

credit card

carry

carry out

case

   He was carrying a case.

case

   It was an interesting case.

in any case

cause

celebrate

celebration

century

certain

chance

by chance

chapter

character

in charge of

check (v)

choice

choose

Christian

Circassian

circle (n)

city

clever

climate

climb

club

clue

clothes

cloud

coast

coat

code (n)

collect

comfortable

common

in common

communication

company

compare

complain

complete (v)

complete (adj)

condition

on condition (that)

connect

connection

consider

contact (v)

contents

continue

control (n)

control (v)

under control

conversation

cook

corner

correct

could

couple

course

   I took a course

a couple of

cover (v)

crazy

cream

   T here is cream on the cake.

   She put cream on her face.

create

crime

crowd

culture

cupboard

dance

danger

in danger

dangerous

dead

deal (n)

deal with

a good/great deal

death

deep

definitely

definition

delete

deliver

depend on

It depends…

describe

description

desk

detail (n)

difference

make a difference

It makes no difference.

dig (v)

digital

dinner

direction

director

disappear

disappointed

discover

discuss

discussion

divide

to do with

doubt (n)

doubt (v)

no doubt

dramatic

dream

dress

drop (v)

Druz / Druze

due to

during

each other

earth

east

education

effect (n)

make an effort

either…or electric

else

What else?

nothing else

empty

encourage

energy

engine

enormous

environment

equal

especially

even

   We worked even harder.

even if/though

ever

ever since

exact

exactly

examination

exciting

excellent

except

expect

experience (n)

explain

explanation

expert

express (v)

extremely

fail

false

famous

as far as

so far

fat

fear

feed

feel like

festival

few

   Few people came.

field

fight (n)

fight (v)

file (n)

fill

fill in / fill out

final

finally

finger

at first

first of all

fish   (n)

fit (v)

fix (v)

flat (adj)

floor

follow

the following

force (to)

foreign

forest

forever

forgive

form (n)

form (v)

fortunately

forward

free

   T he bird is free.
   I'm free this afternoon

free.

   It costs nothing, it's free.

frequently

fresh

frightening

fruit

fun

furniture

future

garbage

gas

general

in general

get back

get off

get on

get rid of

get away

get up

give up

go ahead

go away

go back

go down

go out

go up

god

government

grammar

graph

gray

ground

guy

on the one hand

on the other hand

hardly

hate (v)

headache

health

healthy

heart

heat

height

heavy

hers

hide

history

hit
holiday
honest
horrible
hospital
hotel
however
huge
hurt (v)
husband
no idea
identify
identity
ill
imagine
improve
include
increase
indeed
independent
individual
information
for instance
instead of
intelligent
international
interview (n)
interview (v)
introduce
invent
invitation
involved (with)
island
issue (n)
item
Jew, Jewish
join
joke (n)
key
kind (adj)
knife

label (n)
lady
land (n)
at last
laugh (v)
lay
lead (v)
lead to
leader
least
let
library
be likely to
line
limit
limited to
link
a little

We walked a little.
A little sugar, please.

load (n)
local lock (v)
long ago
long before
as long as
no longer
look after
look for
look forward to
look like
look up
lose
loud
low
lucky
machine
magazine
mail (n)
mail (v)
main
mainly

mad

The movie was about a mad scientist.

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

nervous

newspaper

noise

normal

north

not

only

note

notice (n)

notice (v)

a number of

object (n)

occur

odd

   Your behavior is odd.

offer (n)

offer (v)

office

oil

once again

once more

at once

one another

onto

operate

operation

opinion

in my opinion

opportunity

opposite

ordinary

order (n)

order (v)

in order to

ought to

ours

organize

original

on one's own

pair

park (v)

park (n)

take part in

particular

in particular

partner

party

passenger

pass

past (prep)

perfect (adj)

photo, photograph

take place

plenty of

plus

point of view

police

popular

position

possible

power

powerful

predict

prefer

present (n)

  a birthday present

present (n, adj)

  past, present and future

at present

pressure

previous

price

print

private

prize

probably

process (n)

program (n)

proper

protect

proud

prove

provide

public

purpose

on purpose

quarter

quite

quite a lot

race (n)

railway / railroad

rain

raise

rather

rather than

would rather

reach

realize

reason

receive

recent

recognize

record (v)

regular

relate

relation

relax

religion

religious

remind

repeat (v)

reply (n)

reply (v)

report (n)

report (v)

request (n)

request (v)

respect (n)

respect (v)

responsible (for)

responsibility

the rest

result

as a result of

rice

ride (v)

ring (v)

rise

risk (n)

river

role

safe

sale

on sale salt save

save money / time

schedule

science

score (n)

sea

search

season

seat (n)

second (n)

secret

seem

self

sell

serious

serve

service

set (n)

set (v)

set up

several

shape (n)

shirt

shoes

shop

shopping

go shopping

should

shoot

silent

silence

silly

silver

similar (to)

since

singer

single

site

smell (v)

smoke

so that

and so on

social

society

soft

solve

sort (n)

sort (v)

sort of

sort out

sound (n)

sound (v)

south

space

specific

speed

spend

spend money / time

in spite of

stage

standard

star

state (v)

state (n)

the State of Israel

state

the state of play

statement

station

step (n)

stick (v)

stage

the first stage of the game

stay

store (n)

strange

strike (v)

go on strike

study (v)

stuff

stupid

subject

the subject of the article

succeed (in)

suggest

suggestion

suit (v)

support (v)

suppose

make sure

surprise

sweet

switch off

switch on

taste (v)

team

technology

teenager (teen)

tend to

term

terrible

text

over there

-th (fifth, sixth...)

theirs

therefore

thick

thin

thought (n)

through

throw

throw away/out

thousand

ticket

tidy

all the time

by the time

in time

on time

at the same time

title

tool

top

topic

total

touch

in touch with

tour

toward / towards

tradition

traffic

train (n)

translate

translation

transport

trash (n)

travel (v)

treasure

treat

trick

trouble

trust (v)

tune

type (n)

type (v)

ugly

unit

unless

up to

used to

We used to live in Eilat.

be used to

I'm used to waiting.

useful

usual

as usual

vacation

vegetable

view

village

visit (n)

visit (v)

voice

wake up

warm (adj)

warn

waste (v)

wave (v)

by the way

on the way

weather

weight

west

whatever

which

on the whole

the whole

whose

wide

wife

win (v)

wind (n)

within

wonder (v)

wood

It's made of wood.

in other words

at work

worth ...ing

would

worried (about)

worry

yet

not yet

yours

zero

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

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

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

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

Nouns
- relative pronouns

Adjectives/Adverbs
- as…as
- less and least
- relative adverbs (*where, when, why*)

Prepositions
  (according to Band II)

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

Proficiency Level

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

Proficiency Level

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

	Domains			
	Social Interaction	**Access to Information**	**Presentation**	**Appreciation of Language, Literature and Culture**
Level of Progression	Learners maintain effective communication using appropriate register for a wide range of social contexts. Learners use appropriate vocabulary and accurate grammar for this level.	Learners obtain and use information from authentic or minimally adapted oral and written texts on a wide range of topics. Learners obtain and use information by applying knowledge of vocabulary, grammar, punctuation, text structure, and digital media.	Learners organize and present ideas and information in depth, orally and in writing, on a wide range of topics, suiting register and text type to purpose and audience. Learners use appropriate vocabulary and accurate grammar for this level, incorporating a variety of discourse markers, following conventions of prosody/print.	Learners gain insight into the complexities of languages. Learners read age- and level-appropriate literary texts, such as novels, plays, and books for extensive reading. Learners develop critical perspectives toward different cultural values and norms.

	Domains			
	Social Interaction	**Access to Information**	**Presentation**	**Appreciation of Language, Literature and Culture**
Benchmarks	*Learners meet the standard when they:* • express ideas and opinions, providing in-depth explanations. • interact for a wide variety of purposes, such as persuading, discussing and group decision making. • engage in conversations on a wide range of general topics, such as social and global issues, using language to suit context, audience, and purpose. • create, collaborate and respond to a variety of written texts	*Learners meet the standard when they:* • follow the development of an argument in a range of texts and use this knowledge as needed. • identify the features of different text • types and use this knowledge as needed. • identify and infer • the attitudes of the writer/ speaker and draw conclusions. • follow directions and a sequence of complex • instructions in a variety of contexts. • transfer information extracted from visual data, such as diagrams.	*Learners meet the standard when they:* • synthesize and present information in depth from • multiple sources. • react in depth to the content of something read, seen, or heard using the appropriate higher-order • thinking skills for this level. • present an argument for or against a • particular point of view. • design different means for collecting • information, such as surveys and interviews, and report on	• Learners meet the standard when they: • are aware of subtle meanings and connotations of words and expressions, differences between synonyms or translations, and word derivations. • are aware of the way words are structured (morphology) • are aware that words in English are borrowed from different languages. • compare different elements of English, such as tense and syntax, to their home language; • are aware that languages use different idiomatic expressions in order to convey the same idea. • are aware of the differences between languages in communicative function and use, and of the dynamics of language changes, such as shifts in word meanings and connotations. • identify and describe events, setting and main characters in literary

in print or handwriting, as well as digital, such as Skype, discussion forums, and different Web • 2.0 tools showing awareness of context, audience and purpose.	• independently find and integrate information from multiple sources for a specific purpose. • use information tools, such as online thesaurus Google, Web 2.0 tools. •	the results and conclusions using appropriate higher-order thinking skills for this level. • use digital media tools, such as podcasts and Web 2.0 tools. • review and edit presentations based on feedback from peers/teacher.	texts, using lower-order thinking skills. • analyze and interpret literary texts, using higher-order thinking skills; • recognize and explain the use of appropriate literary techniques in a text, such as imagery, irony, metaphor. • understand the historical, social, cultural contexts of the text and its author and/or universal themes and explain how these are reflected in the text or how they have influenced the writing of the text. • provide an oral, written or visual response to a literary text. • reflect on the lit erary text and the process of integrating the higher-order thinking skills. • are aware of the relationship between cultural practices, literature, and a variety of cultural products.

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

	Domains			
	Social Interaction	**Access to Information**	**Presentation**	**Appreciation of Language, Literature and Culture**
Possible topics, texts, media	**Conversation topics**: • books/movies • current events • future plans • personal wishes/ ideas/ experiences/ opinions • social and global issues • sport • television and entertainment **Written text types:** • notes **Digital media:** • computer-mediated communication (CMC) such as skype, chat • email • SMS • Web2 tools such as forums, blogs, wikis	**Spoken texts:** • article/report • radio program **Written texts:** • article/report • biography • book/movie review • brochure • discussion of controversial topic • graph/diagram • interview • survey **Digital media** • computer-mediated written and spoken texts • Internet sources • web page	**Topics**: • argument (for and/or against) • opinion • response to reading • topics of personal interest **Digital media:** • online word processors e.g. WORD • presentation creation tools such as PowerPoint • Web 2.0 tools	**Texts:** • literary texts • simplified novels, stories • texts about aspects of culture • texts that relate to the literature being studied

Proficiency Level: Higher-Order Thinking Skills and Strategies

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

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

Proficiency Level: Lexis

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

Band III - Introduction

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

Our assumption is that a substantial number of the items on the core list will already be familiar to the students (words colored in yellow). The three core lists (Bands I, II and III) together with a similar number of items (extension vocabulary) chosen freely by teachers and textbook writers will hopefully bring the students to a lexical threshold of at least 5,400 items, which will enable them to cope with 5 point Bagrut texts targeting B2 reading level for Bagrut students according to the CEFR (Common European Framework of Reference) standards.

The list was created on the basis of the following:

- AVL (the Academic Vocabulary List)
- AWL (the Academic Word List)

- COCA (Corpus of Contemporary American English)
- BNC (British National Corpus)
- EVP (English Vocabulary Profile which is based on both British and American corpora)

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

Finally, it is important to stress that this is a <u>core list,</u> of items which in our opinion every student at Bagrut level should know. It is recommended that teachers and textbook writers add to the list. Such additions may come from reading or listening texts or the literature, or classroom interaction. We recommend also using the English Vocabulary Profile (http://vocabulary.englishprofile.org/staticfiles/about.html)

(username is englishprofile and the password is vocabulary) as a useful source for the selection of further vocabulary. *

Note that this and previous vocabulary lists will be revised in due course, taking into account feedback from the field and developments in research and thinking.

Professor Penny Ur,

Dr. Elisheva Barkon,

Sharon Fayerberger

lexical item	PoS	Example
a.m		
absence	v	
absolute	adj	
abstract	adj	
abuse	n+v	
acceptable, acceptance	adj,n	
access	v+n	
accompany	v	
accordingly	adv	
accurate, inaccurate, accuracy, accurately	adj,adj,n,adv	
achieve, achievement	v,n	
acknowledge, acknowledgment, acknowledged	v,n,adj	
acquire,acquisition	v,n	
act,inactive,actor	v,adj,n	
actual	adj	The actual facts.
adapt,adapted, adaptation	v,adj,n	
additional,additionally	adj,adv	
address	v	We need to address the problem.
adequate,adequately, inadequate	adj,adv,adj	
administration	n	
adopt,adoption	v,n	
adust, adjustment	adv,v,n	
advance, advanced	v,adj,	
advocate	n+v	
affair	adjn	
affect	v	
afford, affordable	v	
afterwards	adv	
agent, agency	n,n	

aggression, aggressive behavior	n	
agreement, in agreement	n	
agriculture, agricultural	n,adj	
aid	n+v	
airport	n	
allow	v	
alter, alteration	v,n	
amongst	prep	
analogy	n	
analyze, analysis	v,n	
ancient	adj	
announce, announcement	v,n	
annual	adj	
anxious, anxiety	adj,n	
anybody	p	
anymore	adv	
anyway	adv	
apparent,apparently	adj,adv	
application	n	
appreciate, appreciation	v,n	
approach	v+n	
appropriate	adj	
approve, approval	v,n	
approximately	adv	
Asian	adj	
aspect	n	
aspire,aspiration	v,n	
assignment	n	
assist, assistance	v,n	
associate,association	v,n	
assume,assumption	v,n	
attachment,attach	n,v	
attack	v+n	
attempt	n+v	

attend, attendance	v,n	
attitude	n	
attract, attraction, attractive	v,n,adj	A tourist attraction. Magnetic attraction
audience	n	
authentic	adj	
author	n	
authority	n	A boss has authority over the workers. She is an authority on sociology. The Palestinian authority.
autonomy,autonomous	n,adj	
average	n+adj	
avoid	v	
award	n+v	
back	adv	
back up	v	He backed up his friend. Make sure you back up your work on the computer.
background	n+adj	
balance	n+v	
ball	n	
ban	n+v	
band	n	The band played some music.
bank	n	Put your money in the bank.
bar	n	A bar of chocolate. A bar of a cage. We bought some orange juice at the bar.
barely	adj	
barrier	n	
basically	n	
battle	n	
beach	n	
bear	v	I can't bear it!
beauty	n	
beginning	n	At the beginning
belief	n	
beneath	prep	
benefit,beneficial	v,adj	
bias	n	
bill	n	Pay the bill. A dollar bill. The bill of rights.
billion	n	
bind	v	

biology, biological	n,adj	
bird	n,adj	
block	v+n	
bold	adj	
bond	n	
bone	n	
boundary	n	
break	n	Take a short break! A break in relations.
breath, breathe	n,v	
brief, briefly	adj,adv	
British	adj+n	The British people. Do you like the British?
budget	n	
building	n	
burn	v	
cabinet	n	
calculate, calculation	v,n	
campaign	n+v	The political party's campaign was successful: they were elected. We were campaigning for equal rights.
cancer	n	
candidate	n	
capable, capability	adj,n	
capacity	n	This student has great capacity for hard work. The hall has a seating capacity of 1000.
capture	n	
career	n	She had a very successful career.
carefully	adj	
category	n	
Catholic	n+adj	
cell	n	Our body is made up of cells. A prison cell.
cellphone	n	Turn off your cell(phone).
census	n	
central,centrally	adj,adv	
certainly	adv	
chain	n	
chair (man, woman, person)	n	She was chair of the committee.
challenge	n+v	

change (n)	n	
channel	n	
characteristic	n+adj	
charge (v)	v	They charged too much money. Charge a battery.
checklist	n	
chemistry, chemical	n,adj	
chicken	n	
chief	n+adj	
chief of staff	n	
Chinese	n+adj	Chinese food. The Chinese are an oriental nation.
Christmas	n+adj	
church	n	
circumstance(s)	n	
cite	v	
citizen, citizenship	n	
civil, civilian	adj,adj	
civilized, civilization	adj,n	
claim	n+v	
clarify, clarification	v,n	
classify	v	
clearly	adj	
client	n	
colleague	n	
collection	n	
college	n	
combine, combination	v,n	
commander	n	
comment	n+v	
commerce, commercial	n,adj	
commit, commitment	v	Commit a crime. They committed themselves . They were committed to helping the poor: it was a serious commitment.
committee	n	
community	n	
comparison, comparative	n,adj	
compete, competition,competitive	v,n,adj	
completely	adv	

complex	adj	
component	n	
compose,composition	v, n	
comprehend, comprehension	v,n	
comprehensive	adj	
comprise, comprised of	v, adj	
concentrate, concentration	v,n	Please concentrate on the assignment! The population was concentrated in the cities.
concept	n	
concern, concerned	n, adj	As far as I'm concerned. It's no concern of yours. I'm concerned about these problems.
conclusion, conclude	n, v	In conclusion. We may conclude that the answer is wrong.
conduct	~~n,~~v	He conducted a study. She conducted the band.
conference	n	
confident, confidence	adj,n	She has a lot of self-confidence
confirm, confirmation	v,n	Please confirm the arrangements. The research confirms my hypothesis.
conflict	n	
consensus	n	
consequence, consequently	n, adv	
considerable, considerably	adj,adv	
consideration	n	Take into consideration.
considered (as)	adj	
consist	v	
consistent, consistently	adj,adv	
constant, constantly		In constant contact. We're constantly hearing about this event.
constitution	n	the American constitution is a list of laws.
construct, construction	v,n	
consume, consumer	n	
contain, container	v,n	
contemporary	adj	
context	n	
continuous, continuously	adj,adv	
contradict	v	-

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contrast	n+v	In contrast.
contribute, contribution	v,n	
convention, conventional	n,adj	
convert	v	
convey	v	
cooperate, cooperation	v,n	
coordinate,coordination	v,n	
core	n+adj	
correspond	v	
council	n	
count	v	That doesn't count, it's not relevant.
cover	v,n	Your essay covers all the main points. The book has a nice cover.
creative, creation	adj,n	
criminal	n+adj	
crisis	n	
criterion (pl: criteria)	n	
criticize, criticism, critical	adj	
crucial	adj	
current,currently	adj	
curriculum	n	
customer	n	
cut	v	Cut the cost of production.
cycle	n	
daily	adj	
damage	n+v	
data	n	
debate	n+v	
debt	n	In debt (to)
decade	n	
decision	n	
declare, declaration	v,n	
decline	n	
decline	v	To decline an invitation. Decline and fall.
decrease	v+n	
defend, defense	v+n	
define	v	

degree	n	100 degrees. An academic degree.
delegation	n	
demand	v+n	
democracy, democratic	n,adj	
demonstrate, demonstration	v,n	
deny, denial	v,n	
depart, departure	v,n	
department	n	
depress, depressed, depression, depressing	v,adj,n ,adj	
derive	v	
desert	n	
design	n+v	
desire	n+v	
despite	prep	
destroy, destruction	v,n	
detail, detailed	n,adj	
detect, detective, detection	v, n,n	
determine, determination	v,n	
develop, development	v,n	
device	n	
devise	v	
diagram	n	
dialogue	n	
die, death	v,n	
difference	n	
differentiate, differentiation	v,n	
difficulty	n	
dilemma	n	
dimension	n	
diminish	v	
direct, directly	v+adj,a dv	
discipline	n	Science is a discipline. Classroom discipline.
discovery	n	

discriminate, discrimination	v,n	
disease	n	
dish(es)	n	
display	v+n	
dispose, disposal	v,n	
dissatisfied	adj	
distance, distant	n,adj	
distinction, distinguish	n,v	
distribute,distribution	v,n	
district	n	
disturb, disturbance	v,n	
diverse,diversity	adj,n	
division	n	
document	v	
domain	n	
domestic	adj	
dominant, dominate, domination	adj,v,n	
double	adj	
dozen	adj+n	
draft	n+adj	
drawing	n	
driver	n	
drug	n	
dual	adj	
duty	n	
dynamic(s)	adj	
e.g		
earn	v	
easily	adj	
Easter	n+adj	
eastern	adj	
economic,economically, economics,economy	adj,adv,n,n	
edge	n	
edit, editor	v,n	
educate, educational	v,adj	
effective	adj	

efficient,efficiently, efficiency	adj,adv,n	
egg	n	
elect, election	v,n	
electronic	adj	
element	n	
elementary	adj	
eliminate, elimination	v,adj	
elsewhere	adv	
emerge, emergence, emerging	v,n,adj	
emergency	n	
emotion, emotional	n,adj	
emphasize, emphasis	v,n	
employ, employee, employer, employment	v,n,n,n	
enable	v	
encounter	v+n	
end	n	Do the means justify the end?
end	v	
enemy	n	
engage, engagement	v,n	They engaged in the task. The couple became engaged.
engineer, engineering	n,n	
enhance	v	
ensure	v	
enterprise	n	
entire, entirely	adj,adv	
entitled	adj	You are entitled to a promotion.
entrance	n	
entry	n	
environmental	adj	
equally, equality	adv,n	
equip, equipment	v,n	
equivalent	adj+n	
era	n	
error	n	
escape	v,n	

essential, essentially	adj,adv	
establish, established, establishment	v,adj,n	
estimate, estimation	v,n, n	
etc.	adv	
ethical	adj	
ethnic	adj	
European	adj	
evaluate, evaluation	v,n	
even	adj	Even numbers.
event	n	
eventually	adv	
everywhere	adv	
evidence	n	
evident, evidently	adj,adv	
evolve, evolution	v,n	
exceed, excessive	v,adj	
except	prep	Except for.
exchange	n+v	
exclude, exclusion	v,n	
exclusive, exclusively	adj,adv	
executive	n+adj	
exercise	v	
exhibit, exhibition	v,n	
exist, existing, existence	v,adj,n	
exit	n+v	
expand, expansion	v,n	
expectation(s)	n	
expense(s), expensive	n,v	
experience	v	
experiment	n+v	
expert, expertise	n,n	
explicit, explicitly	adj,adv	
exploit, exploitation	v,n	
explore, exploration	v,n	

export	n+v	
expose, exposed	n,adj	
expression	n	An idiomatic expression. She had a sad expression on her face.
extend, extended, extension, extent	v,adj,n ,n	
external	adj	
face	v	
facilitate	v	
facility	n	
fact	n	
factor	n	
factory	n	
failure	n	
fairly	adv	
faith, faithful, faithfully	n,adj,a dv	
fall (= autumn)	n	
familiar	adj	
fan	n	She's a great fan of classical music.
farm, farmer	n,n	
fashion, fashionable	n,adj	
favor, favorable	n,adj	
feature	n	
fee	n	
feel, feeling	v,n	
female, feminine	adj,adj	
figure	n,v	The figure '2'. She has a slim figure. The figures on this survey show a population increase. I can't figure it out.
file	v	
financial, finance	adj,n	
findings	n	
fire	v	
firm	adj	
firm	n	I work for an international firm.
fit	adj	We keep fit by having regular exercise. We don't think you are fit for the job.
flexible, flexibility	adj,n	
flight	n	The flight to New York is late.
flow	n+v	

focus	n+v	
folk	n+adj	Folk music. They are nice folk.
forest	n	
formal, formally	adj,adv	
formal, formally, formality	adj,adv,n	
format	n+adj	
former	adj	She is a former president of the company. The former / the latter.
formulate, formula	v,n	
forum	n	
fraction	n	
frame	n	
framework	n	
France, French	n,n+adj	
free, freedom	adj,n	
frequent, frequently, frequency	adj,adv,n	
fuel	n	
fully	adv	
function , functional	n+v, adj	
fund	n+v	They set up a fund to build a school. The rich man funded the institution.
fundamental, fundamentally	adj,adv	
further	adj+adv	Further research is needed. We don't need to look further.
furthermore	adv	
gain	n+v	
gate	n	
gender	n	
generally	adv	
generate	v	
generation	n	
gentle	adj	
gentleman	n	

geography, geographic	n,adj	
German, Germany	adj+n, n	
global, globally, globalization	adj,adv,n	
goal	n	
god	n	
gold, golden	n+adj, adj	
goods	n	
govern	v	
grant	n+v	She got a grant to go to University. I was granted an extension to finish my assignment.
graph	n	
greatly	adv	
group	n+v	
growth	n	
guard	n+v	
guess	v+n	
guest	n	
guide (n & v), guidance, guidelines	v	
gun	n	
hand	v	He handed her the book.
handle	n	
hardware	n	
head	n+v	She is the head of the company. He headed the investigation. We headed home.
hearing	n	My hearing is not too good.
heaven	n	
hell	n	
hence	adv	
hero, heroine	n,n	
hierarchy	n	
highlight	n+v	That was the highlight of our trip! I highlighted the most important words in the text.
highly	adv	
hill	n	
hire	v+n	We hired a car. The car was for hire.

historical, historically	adj,adv	
hole	n	
homemaker	n	Housewife or househusband
hopeful, hopefully	n,adv	
horizontal	adj	
horse	n	
host	n+v	
human being	n	
human, humanity (= mankind)	n+adj, n	
humanities	n	
hypothesis	n	
i.e.	adv	
ice	n	
ideal, ideally, idealism, idealist	n+adj, adv,n, n	
identical	adj	
identification	n	
ignore, ignorant, ignorance	v,adj,n	
illegal	adj	
illness	n	
illustrate, illustration	v,n	
image, imagery	n	
imagination	n	
immediate	adj	
immigrate, immigrant, immigration	v,n,n	
immoral	adj	
impact	n	
implementation, implement	n,v	
implication, imply	n,v	
implicit	adj	
import	n+v	
importance	n	
impose	v	

impress, impressive, impression	v,adj,n	
improvement	n	
incentive	n	
incident, incidentally	n,adv	
including	adj	
income	n	
increasingly	adv	
independence	n	
index	n	
India, Indian	n, n+adj	
indicate, indication, indicator	v,n,n	
indirect	adj	
individually	adv	
industry, industrial	n,adj	
inevitable, inevitably	adj,adv	
inferior	adj	
influence	n+v	
inform	v	
informal	adj	
infrastructure	n	
inherent, inherently	adj,adv	
initial, initially	adj,adv	
initiative	n	
injury, injured	n,adj	
innovation	n	
input	n	
inquire, inquiry (enquire, enquiry)	n	
insight	n	
insist		
instant, instantly	adj,adv	
institute, institution	n,n	

instruction	n	
instrument	n	
insurance, insure	n,v	
integrate, integration	v,n	
integrity	n	
intellectual	adj+n	
intelligence (millitary)	n	
intend, intention	v,n	
intense, intensive	adj,adj	
interact, interaction, interactive	v,n,adj	
interest	n	This topic raises a lot of interest. I invested the money in order to earn interest.
internal	adj	
interpret, interpretation	v	
intervention	n	
introduce, introduction	v,n	
invention	n	
invest, investment	v,n	
investigate, investigation	v,n	
invisible	adj	
involvement	n	
iron	n+adj	This tool is made of iron.
irresponsible		
Islam	n	
Japan, Japanese	n, adj+n	
joint	adj	We worked together; it was a joint project.
journal	n	
journalist, journalism	n,n	
Judaism	n	
judgment, judge	n,n+v	
jump	n+v	
just,justice	adj,n	
justify	v	
key (adj)	adj	
kill	v	
king, kingdom	n,n	

kit	n	
kitchen	n	
knee	n	
knowledge	n	
label		
labor	n	
lack	n	
land	v	
landscape	n	
language	n	
largely	adv	
last	v,adj	
late	adj	The late Shimon Peres.
latter	n,adj	Former / latter.
laughter	n	
law, lawyer,	n,n	
leadership	n	
leaf	n	The leaf on a tree.
lean	v	
leg	n	
legal, legally	adj,adv	
length	n,v	
level	n	
lift	n	I need a lift to Jerusalem.
lift	v	
light	adj	
lips	n	
list	n+v	
literature, literary	n	
local	adj	
locate, location	v	
logic, logical	n,adj	
long-term	adj	
look(s)	n	
loss	n	
lovely	adj	
lower	v	
luckily	adv	

madam	n	
maintain, maintenance	v,n	
major, majority	adj,n	
male, masculine	adj,adj	
manage ,manager, management,	v,n,n	
manner	n	
manners	n	
manufacture	n	
market, marketing	v,n	
marriage, married	n,adj	
mass, massive	n,adj	
master	n+v	
mean	n+adj, n	A statistical mean; the mean result. He's really mean, I don't like him.
measure, measurement	v+b, n	
mechanism	n	
media	n	
medical, medicine	adj,n	A medical student. You have to take your medicine every day. She's studying medicine.
membership	n	
mental, mentally	adj,adv	
merely, mere	adv,adj	
metal	n+adj	
method	n	
mile	n	
military	adj	
minimal, minimize	adj,v	
minister, ministry	n,n	
minority, minor	n,adj	
mirror	n	
miss	v	I missed the train. I miss my mother very much.
mission	n	
mobile	adj,n	I have a new mobile (phone). (British English for American 'cellphone')
mode	n	
model	n+v	

modify, modification	v,n	
monitor	v	
moral, morality	adj,n	
moreover	adv	
mostly	adv	
motive, motivate, motivation	n,v,n	
motor	n	
movement	n	
multiple, multiply	adj,v	
municipal, municipality	adj,n	
murder	v+n	
mutual, mutually	adj,adv	
myth	n	
name	v	
natural, naturally	adj	
nearly	adv	
necessarily, necessity	adj	
neck	n	
need	n	
negative	adj	
negotiate, negotiation	v,n	
net	adj	Net income.
network	n	
neutral	adj	
nevertheless, nonetheless	adv	
norm	n	
normally	adv	
northern	adj	
nose	n	
notion	n	
novel	n	
nuclear	adj	
numerous	adj	
nurse	n+v	
object, objection	v,n	
objective	n	

objective	adj	
oblige, obligation	n	I was obliged to agree.
observe, observation	v,n	
obtain	v	
obvious, obviously	adj,adv	
occasion	n	
occasionally	adv	
occupy, occupation	v,n	Is this chair occupied? The occupied territories.
occur	v	
ocean	n	
offend, offence, offender	v,n,n	I was offended by his remark. The offender was fined ten thousand shekels.
offense	n	
officer, official, officially	n,adj,adv	
ongoing	adj	
opening	n	The opening of the new theatre.
oppose, opposition	v,n	
option, optional, optionally	n,adj,adv	
organization	n	
origin, original, originally	v	
otherwise	adv	
outcome	n	
outline	n+v	
output	n	
overall	adj,adv	
own, owner	v,n	
p.m.	adv	
package	n	
pain, painful	n,adj	
paint, painting, painter	v,n,n	
parliament	n	
part, partial	n	
participate, participation	v	

particularly	adv	
partly	adv	
passage	n	A passage between two houses. A passage of prose.
passive	n,adj	
pattern	n	
pay, payment	n,n	
peace, peaceful, peacefully	n,adj,adv	
pepper	n	
per	prep	
perceive, perception	v	
percent, percentage	adv,n	
perform, performance	v,n	
period	n	
permanent, permenantly	adj,adv	
permit, permission	v,n	
personal, personally	adj,adv	Personally, I don't agree. Personal taste.
personality	n	
perspective	n	
persuade		
phase	n	
phenomenon, phenomena	n	
physical	adj	
physics	adj	
pilot	n	
place	v	
planet	n	
planning	n	
plant	n+v	
plastic	n+adj	
play, player	n,n	
pleasure	n	It's a pleasure! (response to thanks)
pocket	n	
point	n	
point	v	
policy	n	

politics, politician, political	n,n,adj	91
pool	n	A pool of water. A pool of resources.
population	n	
positive, positively	adj,adv	
possess, possession, possessive	v, n,v	
possibly, possibility	adv,n	
post	v	We posted our responses on the forum. I posted my letter. (British)
potential	n,adj	
pour	v	
poverty	n	
practical	adj	
practically	adv	
precise, precisely	n	
predict, prediction		
prepare, preparation	v,n	
present, presence	adj,n	
presentation	n	
president	n	
press	n	The main headlines in the press.
press, pressure	v,n	
pretty	adj	
pretty	adv	
prevent, prevention	v,n	
previous, previously	adj,adv	
pride	n	
primary	adj	
principal	adj,n	
principle	n	
prior, priority	adj,n	
prison, prisoner	n,n	
probable, probability	adj,n	
problematic	adj	
proceed, procedure	v,n	
process	v	

produce, product, production	v,n,n	
profession, professional	n,adj	
profile	n	
profit, profitable	n+v,adj	
progress, progressive	n+v, adj	
project	n	
project	v	
promise	v+n	
promote, promotion	v+n	
properly	adv	
property	n	
proportion	n	
propose, proposal	v,n	
prospect	n	
protection	n	
protest	n+v	
provision	n	The provision of essential supplies.
psychology, psychological	n, adj	
publish, publication	v,n	
pull	v	
pursue	v	
quality	n	
quantity	n	
race, racial, racism	n,adj,n	
radical	adj	
random	adj	
range	n	
rapid, rapidly	adj, adv	
rate	n	
rating	n	
ratio	n	
rational	adj	
rationale	n	
react, reaction	v,n	

readily	adv	
reality	n	
reasonable	adj	
recall	v	
receipt	n	
reception	n	Please go to the reception at the hotel. The President had a warm reception.
recognition	n	
recommend, recommendation	v,n	
recover, recovery	v,n	
recruit, recruitment	v,n	
reduce, reduction	v,n	
refer, reference	v,n	
reflect, reflection	v,n	
reform	v+n	
refugee	n	
refuse, refusal	v,n	
regard	v+n	
regarding	prep	
regime	n	
region, regional	n,adj	
regulation	n	
reinforce	n,v	
reject, rejection	v,n	
relationship	n	
relative, relatively	adj, adv	
release	v+n	
relevant, relevance	adj,n	
relief, relieved	n,adj	
rely,reliable	v,adj	
represent, representative, representation	v,n+adj,n	
require,required, requirement	v,adj,n	
research	n+v+adj	

resident, reside, residential	n+adj, v,adj	
resist, resistance	n+v	
resolve,resolution	v,n	She resolved to leave. We resolved the problem. The UN approved the resolution.
resource	adv	
respectively	adv	
respond, response	v,n	
restaurant	n	
restrict, restriction	v,n	
retain	v	
reveal	v	
review	n+v	
revise, revision	v,n	The author was asked to revise the article. We revised the material before the test. (British)
revolution, revolutionary	n,adj	
ring	n,v	She wore a ring. I heard a ring. Please ring me when you have time.
ritual	n	
rock	n	We climbed up to the rock at the top of the mountain.
roll	v+n	The ball rolled into a corner. A bread roll.
roof	n	
root	n	
route	n	
row	n	We stood in a row.
rural	adj	
rush	v+n	
Russia, Russian	n,adj+ n	
safety	n	
salary	n	
sample	n	
sanctions	n	
satisfy, satisfaction	v,n	
scale	n	Large-scale, small-scale.
scenario	n	
scene	n	
scenery	n	

scheme	n	
science, scientific, scientist	n,adj,n	
score	n	The score was 2-1.
screen	n+v	
secondly	adv	She was introduced first of all as a brilliant scientist and **secondly** as a composer.
section	n	
sector	n	
secure, security	adj, n	
seek	v	
select, selection	v,n	
senior	adj	
sensitive, sensitivity	adj,n	
separate, separation	adj+v, n	
sequence	n	
series	n	
seriously	adv	
servant	n	
setting	n	
settle, settlement	v,n	
severe, severely	adj,adv	
shadow	n	
shake	v	Shake hands.
share	v	
ship	n	
short-term	adj	
shot	n	
shoulder	n	
sight	n	
signal	n	
significant, significantly, significance	adj,adv,n	
sir	n	
skill, skilled	n,adj	
slight, slightly	adj,adv	

slip	v+n	He slipped and fell. I made a slip in spelling.
snow	n	
software	n	
soldier	n	
sole,solely	adj,adv	
solution	n	
somehow	adv	
somewhat	adv	
somewhere	adv	
soul	n	
source	n	
southern	adj	
spatial	adj	
specialize	v	
specify, specific specifically	v,adj,adv	
speech	n	
spirit, spiritual	n,adj	
spot	n	
spread	n+v	
stable	adj	
stairs	n	
stand	v	Where do you stand on this issue?
stare	n	
statistics	n	
status	v	
steal	v	
steel	n	
stereotype	n,v	
stimulate	v	
stock	n	
stone	n	
storm	n	
strategy, strategic	n,adj	
strength, strengthen	n,v	
stress, stressful	n,adj	
stretch	v	
strongly	adv	

structure	n	
struggle	n+v	
studio	n	
subjective	adj	
subsequent, subsequently	adj,adv	
substance	n	
substantial	adj	
success, successful, successfully	n,adj,adv	
suffer, suffering	v,n	
sufficient, sufficiently	adj,adv	
sugar	n	
suit	n	
suit, suitable	v,adj	
sum	n	
summarize, summary	v,n	
supply	v+n	
surely	adj	
surface	n,adj	
surgery		He had surgery, but is recovering well. I went to the surgery to consult the doctor.
surround, surroundings	v,n	
survey	v+n	
survive, survival	v,n	
suspect	v	
sustain	v	
symbol	n	
system	n	The education system. We have a new system of grading exams.
table	n	The figures are shown in a table.
talk	n	
target	n	
task	n	
taste	n	It's a question of taste.
teaching(s)	v+n	The teachings of Socrates.
tear	v	To tear a piece of paper.
tear	n	He had tears in his eyes.

technical	adj	
technique	n	
technology, technological	n,adj	
temperature	n	
temporary, temporarily	adj, adv	
tendency	n	
term	n	
terms	n	The terms of the agreement.
territory	n	
theater	n	
theme	n	
theory	n	
thereby	adv	
threat, threaten	n,v	
thus	adv	
tie	v	
tiny	adj	
tip	n	Give a good tip. The tip of an iceberg. Give the waiter a tip.
tired	adj	
tone	n	A tone of voice. A telephone ring-tone.
tooth	n	
totally	adv	
touch	n+v	He was touched by her kind words. A touch screen.
tough	adj	
track	n	We walked along the track. Please play the first track on the disk.
tradition, traditional, traditionally	n, adj,adv	
transfer	v	
transform	v	
transmit	v	
transport, transportation	n,n	
travel	n	
trek	v+n	
trend	n	

trial	n	
troops	n	
truly	adv	
trust	n+v	
truth	n	
twice	adv	
typical,typically	adj,adv	
unable	adj	
unemployed, unemployment,	adj,n	
unfortunately	adv	
union	n	
unique	adj	
unite, united	v,adj	
universe,universal	n,adj	
university	n	
unlikely	adj	
upper	adj	
urban	adj	
use,user	n,n	
valid	adj, n	
value, valuable	n,adj	
variety, variation	n,n	
vary, various, varied	v,adj,adj	
vehicle	n	
version	n	
vertical	n	
via	prep	
victim	n	
victory	n	
video	n+adj	
violent, violence	adj,n	
virtual, virtually	adj,adv	Virtual reality. I understood virtually all of what they said.
virtue	n	
visible	adj	
vision	n	He is a man of vision. Her vision is poor

visitor	n	
vital	adj	
volume	n	The volume was very loud. What is the volume of a cube?
voluntary	adj	
volunteer	n+v	
vote, voter	n,n	
wave	n	
way	n	
weak, weakness	n,n	
weapon	n	
weekend	n,adj	
welfare	n	
western	adj	
whereas	conj	
whom	pron	
wicked	adj	
widely	adv	
width	n	
wild	n	
will	n	Where there's a will there's a way.
willing	adj	
wine	n	
wing	n	The wing of a bird.
winner	n	
withdraw	n+v	
witness	n	
workshop	n	
writer	n	
yard	n	The yard behind a house.
youth	n	I remember my youth. The youth of today.
zone	n	

Band III chunks

Chunk	Example sentences
a degree of	You need a degree of confidence to succeed.
a handful of	
about to do sth	I was about to call you when you rang.

aimed at	These activities are aimed at senior citizens.
all in all	
all sorts of sth	
all the way	
among other things	
as a matter of fact	
as a whole	
as follows	
as follows	
as for	
as though	
at a time	two at a time
at first sight	
at risk	
at the expense of	
at times	
attached to sb or sth	
back up sb / sth / back sb / sth up	
be able to do sth	
be no good / be not any/much good	
be the case	That is not the case, it's not true
be to blame	
bear in mind	
bear/keep in mind	
better off	-
blow up	The children blew up the balloons for the birthday party. The blew up the old building with dynamite
bound to	It's bound to happen, inevitable.
break down	The old car broke down
break off	We broke off the discussion to have coffee
break out	a disease broke out and many people died
break up	They broke up the meeting.
bring up	The chairperson brought up a new issue. The parents bring up their children.
by / in contrast (to)	
by far	They are by far the best team in the country
by means of	
by means of sth	

by no means	
by now	
call for	I'll come by and call for you at eight o'clock at your home.
can tell	I can tell by your smile that you are satisfied.
care for	She cares for her old mother.
carry on sth / carry sth on	
catch up (with)	Let's meet and catch up! I was walking faster than he was, so I soon caught up with him.
check out	Check out of the hotel by 12 o'clock .
check out sth / check sth out	We checked out the area: it's safe.
clean up	Please clean up after you've finished working here.
close down sth / close sth down	
come across sth/sb	I came across this idea as I was reading.
come down with sth	He came down with the flu
come on!	
come out	The books comes out next month.
come over	Please come over when you're in town!
come true	
come up (to)	A stranger came up (to me) to ask for directions
come up with sth	She came up with an amazing idea.
common sense	
concerned with sth	The article is concerned with matters of health.
consist of	
contrary to	
cope with	-
cut off	We talked on the telephone until we were cut off.
do so	
during/in/over the course of	
end up	She studied medicine but ended up being a teacher.
even so	
except that/for	
fail to do sth	I failed to complete the assignment on time. He failed to turn up.
figure out sth/sb, figure sth/sb out	
fond of	
for good	
for life	
for long	

for some time	
for the moment	
for the sake of	
free from	
from time to time	
full-time	
get away with	He cheated and got away with it.
get into	He got into University
get it	I just don't get it.
get on sb nerves	
get on with	She gets on well with her neighbors.
get out	Don't get out before I park the car.
get over	She couldn't get over her disappointment.
get rid of	
get through	
get to	I'm worried where they got to, they're very late.
give back sth / give sth back	
give in	I finally gave in to his persuasion, and agreed to do it.
give out sth / give sth out	Please give out the books to the students.
go for it!	
go for sth	You should go for the auditions as you are good at singing
go into	We'll go into details later
go off	They stayed for a while, and then went off. The milk wasn't fresh and went off quickly.
go over	Please go over your work before you submit it.
go through	
good for you!	
grow up	
hand out sth / hand sth out	
hand over sth/sb / hand sth/sb over	
hang on	Hang on, it won't take long!
hold back sth / hold sth back	He held back his tears
hold on	hold on a minute, I am not ready!
hold up sb/sth / hold sb/sth up	
how come	
How/What about ...?	
I suppose (so)	
I/you/he etc. had better do sth	You'd better see a doctor.

if only	
if so	
if you like	
I'm afraid	I'm afraid you're wrong
in a way	
in advance	
in case of sth	
in detail	
in favor of	
in full	
in itself	The book wasn't interesting in itself but the illustrations were good
in need of	
in part	
in practice	In practice, the rules have had a positive effect.
in public	
in relation to	Buying a house is expensive in relation to income. We have questions in relation to your decision.
in return (for)	
in short	
in sth terms / in terms of sth	In political terms, the move was a failure.
in that case	
in the first place	Why didn't you say so in the first place.
in the first place	There are various reasons for this. In the first place.....
in the form of sth	
in the light of sth	In light of the new information....
in the long run	
in the meantime	
in this respect / in many respects	
in view of	
in/by contrast	
in/with regard to	
it would appear (that)	
it's a good thing	
just about	
just as	Just as I was leaving.... Her painting was just as good as his.
(just) in case	
keep on doing sth	
keep up sth / keep sth up	

let alone	He can't take care of his pet dog let alone a baby!
line up (sb/sth) / line (sb/sth) up	Please line up to get your certificates.
long-term	
look down on sb	
look out for sb/sth	
Look out!	
Look out!	
made up of	
make a (big) difference, make no difference	
make no difference/not make any difference	
make out sth / make sth out	Could you make out his meaning?
make up one's your mind / make your mind up	
make up sth / make sth up	I made up a story
make use of	
make-up, make up	She made up her face with new make-up
more or less	
move on	
never heard of sb/sth	
next-door (adj) next door (adv)	next-door neighbor, the flat next door
no such thing	
no wonder	
nothing but	
now and then	
old fashioned	
on and off	-
on average	
on behalf of	
on board	There were 500 passengers on board.
on the contrary	
on the grounds (that/of)	I declined the offer on the grounds of my health.
open up sth / open sth up	
or so	ten or so
or something (like that)	
other than	
out of	The table is made out of wood. Out of all the people I saw today, I enjoyed seeing you most!

out of date	
owing to	
part-time	
pass away	
pass on sth / pass sth on	Please pass on this message as soon as you can.
pay attention (to sth)	
pay off sth / pay sth off, pay off	We paid off our debts at last! His efforts paid off.
point out sth / point sth out	
prior to	
provided that	
put down sth / put sth down	Put down your bags and come in.
put forward sth / put sth forward	The students have pur forward a proposal to shorten the term.
put off sth / put sth off	
put on sth / put sth on	
put sth together / put together sth	
put up sb / put sb up	Can you put me up overnight?
put up with	I won't put up with this nonsense!
refer to	He referred to his parents as "my folks".
regardless (of)	
relate(d) to sb/sth	Many youngsters can't relate to old people.
rely on/upon	
result in	
run into	I ran into him the other day which was a nice surprise.
run out (of)	We ran out of paper
run over	The car ran over the dog.
set off	They set off on their journey.
set out	They set out at sunrise
set out / set out sth / set sth out	The teacher set out the rules on first day of class.
settle down	
shake hands	
shake your head	He shook his head in disagreement.
short of sth	He was short of time.
short term / in the short term / long term/ in the long	
show up	she showed up earlier than expected.
shut down (sth) / shut down (sth)	We shut down the computer.
shut (sb) up	You're talking too much: shut up!
slow down	

so as to	
so-called	His so-called friends didn't help him.
stand for	UN stands for United Nations
stand out	
stand up for sb/sth	
stand up to sb/sth	
start out	
straight away	
such as	
sum up sth/sb / sum sth/sb up	
supposed to do/be sth	you were supposed to be ready at six o'clock.
take advantage of sth/sbd	I took advantage of my free time to catch up on work. You shouldn't take advantage of someone's weakness.
take back sth / take sth back	
take for granted	
take off	The plane took off (fly). I took off my hat (remove).
take on sb / take sb on / take onsth / take sth on	We took on too much work. We took too much work on ourselves.
take over sth / take sth over	
take turns	
take up sth / take sth up	It takes up too much time. She took up dancing.
that sort of thing	
that's it	
the idea of	
the main thing	
the other day/week	
the other way round/around	
the thing is...	
these days	
things like that	
think over sth or think sth over	
throw up	If you eat too much chocolate you might throw up.
to date	
to some extent / to a certain extent	
turn (sth) back	
turn down sb/sth / turn sb/sth down	She proposed marriage and he turned her down.
turn down sth / turn sth down,	Please turn down the volume. Please turn it down.

turn off sth / turn sth off	
turn on sth / turn sth on	
turn out	Everything turned out well. We were turned out of our house.
turn sb/sth into sb/sth	The frog turned into a prince. The witch turned the prince into a frog.
turn to	She had nobody to turn to for help.
turn up	He turned up unexpectedly.
turn up sth / turn sth up , turn up (somewhere)	please turn up the volume. Please turn it up.
up and down	The children were running up and down the hall.
up to date	
up to date, out of date	
well-being	
Who cares?!	
with respect to	
with respect to	-
with a view to doing sth	
work out	I work out at the gym three times a week.
work sth out / work out sth	
worth sth/doing sth	
Would you like ...?	
write sth down or write down sth	

Proficiency Level: Grammar

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

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

Syntax

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

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

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

Section Eight: Key Components in the Teaching of Literature

- *Pre-Reading Activity*

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

- *Basic Understanding of Text*

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

- *Analysis and Interpretation*

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

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

- *Bridging Text and Context*

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

- *Post-reading Activity*

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

- *Reflection*

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

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

- *Summative Assessment*

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

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

Section Nine: Learner Diversity

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

These populations include:

- Learners who are native speakers of English, or have grown up in a bilingual home or have lived or studied in an English-speaking environment;
- Learners who are native speakers of Arabic, whose school language learning load includes Modern Standard Arabic as well as Hebrew and English;
- Learners who are new immigrants, and need to learn Hebrew as a second language as well as English as a foreign language;
- Learners who, as a result of socio-economic circumstances, are inadequately prepared for schooling;
- Learners who have special needs, such as learners with hearing and vision problems, dyslexia, attention disorders, and emotional and cognitive impairments.

More detailed guidelines about teaching learners with special needs can be found in the document, "Adapting the English Curriculum for Students with Disabilities" which can be accessed at: http://cms.education.gov.il/educationcms/units/tochniyot limudim/special/tochniyot/english.htm

Guidelines on the teaching of native speakers of English can be found at: http://cms.education.gov.il/EducationCMS/Units/Mazkirut_Pedagogit/English/NativeSpeakers/Objectives+and+Behaviors.htm

Section Ten: Recommendations for Implementing the Curriculum

The following are recommendations to schools for implementing the curriculum.

- Hours for English studies should be spread out during the week. Double hours should take place no more than once a week, if at all. In elementary school, there should be no double hours.
- The assessment of learners' progress as indicated on report cards should reflect performance in the four domains of language learning.
- Extensive reading (Reading for Pleasure) should be an integral part of English studies. Extensive reading enhances world knowledge, builds vocabulary, promotes reading as a lifelong activity, builds structural awareness, improves comprehension skills, encourages pupils to progress through different levels of text and monitor their own progress, and provides pupils with an enjoyable reading experience. Details about the implementation of Reading for Pleasure can be found on the site of the English Inspectorate.
- The use of technology needs to be an integral part of the teaching/learning process in the classroom and homework assignments.
- Schools should encourage extra-curricular activities in English, such as drama groups, writing a newspaper, chorus, debating, English days
- Staff meetings of the English teachers should be held regularly within the teachers' time schedule so that teachers can plan instruction and assessment together, coordinate language programs, develop appropriate teaching materials and discuss relevant issues regarding the teaching of English. It is recommended that there be an English teachers' resource room with professional literature, computers and additional resource materials.
- For detailed information how the Curriculum is reflected in the Bagrut examinations, see: http://cms.education.gov.il/EducationCMS/Units/Mazkirut_Pedagogit/English/Bag rut/TableSpecs.htm
- Teachers should keep themselves informed by regularly visiting the site of the English Inspectorate: www.edu.gov.il/english.
- Recommended sites related to the teaching of English can be found on the site of the English Inspectorate.
- Teachers should be encouraged to be members of professional development organizations, such as the English Teachers' Association in Israel (ETAI).
- Teachers should find ways of integrating the use of English with other curriculum areas. English teachers, together with teachers of other subjects, such as science and history, may seek ways to coordinate their lessons and develop learning and assessment materials that are interdisciplinary. English teachers should also seek ways of cooperation with teachers of the other languages taught at the school.

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