

Dear English Teachers,

Attached please find the vocabulary items for BAND II intended for junior high school. These appear in the EXCEL file titled 'BAND II – Draft for ministry site – 22-02-2020'. In this letter we share some of the key principles that guided the development of the vocabulary component of the English Curriculum 2020 and hope you find this information useful.

A. Numerical targets

The guiding principle in defining numerical targets for each band was the importance of vocabulary flooding in the initial stages of foreign language acquisition (BAND I) and continued vocabulary development (size and depth) alongside structured contextualized grammar instruction (BAND II).

B. Ratios between receptive and productive knowledge

This principle relates to the differential ratios of receptive vs productive targets for each band. Initial stages of foreign language acquisition require productive knowledge of high frequency vocabulary which forms the foundation for language proficiency. Therefore, around 90% of items are expected to be at the productive level by the end of elementary school. Once students have mastered these high frequency items, the ratio of items at the receptive and productive levels will decrease. Thus, there is a lower percentage of items required to be learned on a productive level in junior high school, both within BAND II (as compared to BAND I) and between CORES I and II within BAND II.

C. Item selection

Two main criteria guided the selection of items: word/chunk frequency and expert judgment (based mainly on cross-referencing various vocabulary frequency tools).

D. Inclusion of items from the Academic Word List (AWL)

- (i) Many of these items are high frequency.
- (ii) These items will equip students with some general academic vocabulary.

E. Presentation of the BAND II (EXCEL files)

- (i) Worksheet specifying receptive items carried over from Band I that are now to be learned on the productive level.
- (ii) CORE lists in two versions - arranged alphabetically and in receptive-productive blocks.
- (iii) Cells providing information on frequency based on COCA and BNC (Kilgarriff). Empty cells signify that no information was available.
- (iv) Derivatives of an item appear based on frequency on one line in two different columns: 'Base word' and 'Selected family member'. Derivatives appearing on the AWL are entered on separate lines.
- (v) Meanings for entries are provided mainly when items have several denotations that belong to different CEFR levels. In such cases the provision of meaning is intended to ascertain that the level-appropriate denotation is taught/learned.

F. Vocabulary targets for each level

Key: Black font – Table 5 Curriculum 2020

Red font – updated lexical targets

Level	Pre Basic User (Pre A1)	Basic User I (A1)	Basic User II (A2)	Independent User I (B1)	Independent User II (B2)
Grades	3-6		7-9, Bagrut 3 points	10-12, Bagrut 4 points	10-12, Bagrut 5 points
Receptive per level	200	1200	2000 1843	900	1100
Productive per level*	200	1000	800 797**	500	500
Cumulative receptive	200	1400	3400 3243	4300	5400
Cumulative productive	200	1200	2000 1997	2500	3000

* The productive items are a sub-set of the new receptive items and items carried over from the previous level

** Calculated as follows – 200 items carried over from BAND I and 593 new items from BAND II

G. Future development

There is a slight discrepancy between the actual target numbers as they appear on the EXCEL file in comparison to the original target numbers (Table 5 in the English Curriculum 2020).

This will allow for any necessary adjustments following the receipt of feedback.

Please note that the attached EXECL files are draft versions. We welcome your feedback as we continue developing the lexical component of the English Curriculum 2020.

With thanks,

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