Revised English Curriculum

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

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

November 2013
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Background Reading
**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.

<table>
<thead>
<tr>
<th>Target Audiences</th>
<th>Possible Uses</th>
</tr>
</thead>
</table>
| 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.
A. Principles underlying meaningful language learning and language teaching

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

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

The following principles underlie meaningful language learning and teaching:

<table>
<thead>
<tr>
<th>Language Learning</th>
<th>Language Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language learning is facilitated when learners:</strong></td>
<td><strong>Teachers promote learning when they:</strong></td>
</tr>
<tr>
<td>• have maximum exposure to the target language through encounter with a variety of written and spoken texts, allowing for incidental acquisition of English.</td>
<td>• 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.</td>
</tr>
<tr>
<td>• can resort to the L1 occasionally when it helps them understand.</td>
<td>• use the L1 occasionally and judiciously, where it can enhance learning of English.</td>
</tr>
<tr>
<td>• are motivated and willing to invest effort needed for foreign language learning.</td>
<td>• choose topics, materials and activities that are interesting for their learners.</td>
</tr>
<tr>
<td>• develop a positive self-image and confidence in using the language.</td>
<td>• provide success-oriented tasks and positive feedback.</td>
</tr>
<tr>
<td>• are willing to take risks.</td>
<td>• create a non-threatening and supportive learning environment.</td>
</tr>
<tr>
<td>• build on their prior language and world knowledge.</td>
<td>• choose content and language that will build on learners’ prior knowledge.</td>
</tr>
<tr>
<td>Language Learning</td>
<td>Language Teaching</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Language learning is facilitated when learners:</strong></td>
<td><strong>Teachers promote learning when they:</strong></td>
</tr>
<tr>
<td>• are aware of their own progress and have a sense of accomplishment.</td>
<td>• provide on-going formative feedback.</td>
</tr>
<tr>
<td>• are challenged within the range of their zone of proximal development.</td>
<td>• are aware of and sensitive to learners’ diversity and cater to it, taking into account the learners’ level of cognitive and linguistic development.</td>
</tr>
<tr>
<td>• understand underlying language rules.</td>
<td>• provide explanations that clarify problematic language points.</td>
</tr>
<tr>
<td>• practice grammar, vocabulary and other language points in focused meaningful tasks.</td>
<td>• give meaningful exercises that allow learners to practice grammar, vocabulary and specific language points.</td>
</tr>
<tr>
<td>• increase their vocabulary.</td>
<td>• teach a large number of lexical items and provide for frequent recycling of these in order to ensure learning.</td>
</tr>
<tr>
<td>• have opportunities to use the target language meaningfully and purposefully.</td>
<td>• provide tasks which require learners to use the target language for communication.</td>
</tr>
<tr>
<td>• understand the usefulness and significance of what they are learning.</td>
<td>• provide authentic, real-world tasks, and make learners aware of their usefulness.</td>
</tr>
<tr>
<td>• collaborate with each other by sharing information and exchanging ideas and opinions.</td>
<td>• provide opportunities for peer interactions by incorporating pair and group work into classroom activities.</td>
</tr>
<tr>
<td>• are conscious of how they learn the language, analyze and reflect on their learning.</td>
<td>• encourage reflection and metacognitive awareness before, during, and after learning.</td>
</tr>
<tr>
<td>• are aware of learning objectives.</td>
<td>• explain the objectives of the instructional unit, lesson, and specific tasks.</td>
</tr>
<tr>
<td>• develop language-learning strategies that enable autonomous learning.</td>
<td>• teach language-learning strategies and provide opportunities for applying them.</td>
</tr>
<tr>
<td>• take responsibility for their own language learning.</td>
<td>• encourage learners to set goals and evaluate their own progress.</td>
</tr>
<tr>
<td>• have opportunities for critical and creative thinking.</td>
<td>• provide challenging tasks that require the application of higher-order thinking skills.</td>
</tr>
<tr>
<td>Language Learning</td>
<td>Language Teaching</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------</td>
</tr>
<tr>
<td><strong>Language learning is facilitated when learners:</strong></td>
<td><strong>Teachers promote learning when they:</strong></td>
</tr>
<tr>
<td>• have opportunities sometimes to choose texts and tasks according to individual preferences.</td>
<td>• include procedures where students can choose between a variety of texts or tasks.</td>
</tr>
<tr>
<td>• read different text types that are appropriate to their level.</td>
<td>• set aside time for independent reading and provide a variety of texts that suit the learners’ reading levels.</td>
</tr>
<tr>
<td>• read level-appropriate books regularly and develop independent reading habits.</td>
<td>• set aside time for extensive reading (reading for pleasure).</td>
</tr>
<tr>
<td>• are motivated to explore cultures and literature related to the language.</td>
<td>• encourage learners to relate to different cultures or literature.</td>
</tr>
</tbody>
</table>
B. Principles underlying teaching the beginning stages of language acquisition

(Pre-Foundation Level – Stages One and Two)

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

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

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

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

D. Principles underlying the choice and design of tasks

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

The following principles underlie the design of all tasks.
- Tasks are meaningful.
- Tasks are transparent to the learner in terms of the goals, on-going process and product.
- Tasks focus on both form and meaning.
- Tasks encourage both convergent and divergent thinking.

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

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


and:

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

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

Assessment focuses on the learners’ ability to apply their skills and knowledge of English both meaningfully and accurately. The Bank of Performance Tasks for elementary and junior high school may be used to determine if learners are attaining the benchmarks. See:

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

The following principles underlie classroom assessment.

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

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

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

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

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

Brief Overview

The following graphic representation depicts the organization of the curriculum.

<table>
<thead>
<tr>
<th>Domains and Standards</th>
<th></th>
<th></th>
<th>Appreciation of Language, Literature and Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Interaction</td>
<td>Access to Information</td>
<td>Presentation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Levels of Progression</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Foundation</td>
<td>Foundation</td>
<td>Intermediate</td>
<td>Proficiency</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Benchmarks</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HOTS</td>
<td>Grammar</td>
<td>Lexis</td>
</tr>
</tbody>
</table>
A. Standards

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

B. Domains

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

Domain of Social Interaction

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

Domain of Access to Information

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

Domain of Presentation

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

Domain of Appreciation of Language, Literature and Culture

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

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

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

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

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

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

D. Benchmarks

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

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

The following principles underlie the learning of HOTS.

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

A. 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 keyword; 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 present lists will be reviewed in the light of feedback after having been used for at least two years, and will be regularly reviewed thereafter.

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

<table>
<thead>
<tr>
<th></th>
<th>Foundation</th>
<th>Intermediate</th>
<th>Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>600</td>
<td>800</td>
<td></td>
</tr>
<tr>
<td>Expansion</td>
<td>600</td>
<td>1200</td>
<td>2200</td>
</tr>
<tr>
<td>TOTAL for each level</td>
<td>1200</td>
<td>2000</td>
<td>2200</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>5400</td>
</tr>
</tbody>
</table>
B. 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:

<table>
<thead>
<tr>
<th>Stage One</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Readiness</strong></td>
<td><strong>Learners will be able to</strong></td>
</tr>
<tr>
<td><strong>Aural / Oral Listening and Speaking</strong></td>
<td>• understand and use language to carry out basic communicative tasks and to engage in simple interactive activities.</td>
</tr>
<tr>
<td><strong>Aural / Oral Phonemic Awareness, Segmentation and Blending</strong></td>
<td>• identify different sounds of the English language, such as voiced / unvoiced sounds that are different phonemes.</td>
</tr>
<tr>
<td></td>
<td>• manipulate sounds to play with words (add or remove from word).</td>
</tr>
<tr>
<td></td>
<td>• segment word into: a. syllables; b. sounds.</td>
</tr>
<tr>
<td></td>
<td>• blend sounds together.</td>
</tr>
<tr>
<td></td>
<td>• be aware of sound patterns.</td>
</tr>
<tr>
<td></td>
<td>• be aware of the differences between sounds in their own language and similar sounds in English.</td>
</tr>
<tr>
<td></td>
<td>• know and be able to pronounce common sound combinations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage Two</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alphabets</strong></td>
<td>• identify the letters by their sounds, their names, and their shapes.</td>
</tr>
<tr>
<td></td>
<td>• form letters by copying correctly in the right direction and producing letters upon hearing their sounds / names.</td>
</tr>
<tr>
<td></td>
<td>• be aware of sound patterns, letter sequences and common letter combinations and be able to pronounce them.</td>
</tr>
<tr>
<td><strong>Basic Reading</strong></td>
<td>• write letters and syllables according to sounds.</td>
</tr>
<tr>
<td></td>
<td>• decode and encode phonetically-spelled lexical items.</td>
</tr>
<tr>
<td></td>
<td>• read and understand lexical items they have learned orally.</td>
</tr>
</tbody>
</table>
Section Six: Standards, Levels of Progression and Benchmarks for All Levels

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

<table>
<thead>
<tr>
<th>Domain</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Interaction</td>
<td>Learners interact effectively in English in different social contexts with people from varied linguistic and cultural backgrounds, using informal spoken and written language.</td>
</tr>
<tr>
<td>Access to Information</td>
<td>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.</td>
</tr>
<tr>
<td>Presentation</td>
<td>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.</td>
</tr>
<tr>
<td>Appreciation of Language,</td>
<td>Learners appreciate the nature of language and become aware of the differences between English and their own and other languages.</td>
</tr>
<tr>
<td>Literature and Culture</td>
<td>Learners appreciate literature that is written in English and through it develop sensitivity to a variety of cultures.</td>
</tr>
</tbody>
</table>
### Domain of Social Interaction

<table>
<thead>
<tr>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners interact effectively in English in different social contexts with people from varied linguistic and cultural backgrounds, using informal spoken and written language.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Levels of Progression</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation Level</strong></td>
</tr>
<tr>
<td>Learners interact and convey simple messages.</td>
</tr>
<tr>
<td>Learners interact using appropriate vocabulary and comprehensible grammar for this level.</td>
</tr>
<tr>
<td>Learners interact fluently using appropriate register for a limited range of social contexts.</td>
</tr>
<tr>
<td>Learners maintain effective communication using appropriate register for a wide range of social contexts.</td>
</tr>
<tr>
<td>Learners use appropriate vocabulary and accurate grammar for this level.</td>
</tr>
</tbody>
</table>
## Domain of Social Interaction (continued)

<table>
<thead>
<tr>
<th></th>
<th><strong>Foundation Level</strong></th>
<th><strong>Intermediate Level</strong></th>
<th><strong>Proficiency Level</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learners meet the standard for the domain of Social Interaction when they:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>express feelings, likes and dislikes.</td>
<td></td>
<td>express and elaborate on personal wishes and opinions.</td>
<td>express ideas and opinions, providing in-depth explanations.</td>
</tr>
<tr>
<td>interact for a limited range of purposes, such as following basic instructions and directions, asking for and giving information, making and fulfilling simple requests.</td>
<td>interact for a variety of purposes, such as agreeing and disagreeing, giving and following instructions and directions, complimenting, and giving advice.</td>
<td>interact for a wide variety of purposes, such as persuading, discussing and group decision making.</td>
<td></td>
</tr>
<tr>
<td>engage in short conversations/discussions by asking and answering simple questions about familiar topics and everyday situations, such as family, school, and personal interests.</td>
<td>engage in conversations about general topics, such as current events, and future plans, using language to suit context, audience and purpose.</td>
<td>engage in conversations on a wide range of general topics, such as social and global issues, using language to suit context, audience, and purpose.</td>
<td></td>
</tr>
<tr>
<td>create and respond to a limited range of written message types, such as notes, email, blogs, invitations, personal letters, greeting cards.</td>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Domain of Access to Information

<table>
<thead>
<tr>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Levels of Progression</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation Level</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Learners obtain and use information by applying knowledge of vocabulary, grammar, punctuation, text structure, digital media, and frequently used discourse markers.</td>
</tr>
</tbody>
</table>
## Benchmarks for the Domain of Access to Information

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

### Standard

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

### Levels of Progression

<table>
<thead>
<tr>
<th>Foundation Level</th>
<th>Intermediate Level</th>
<th>Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners organize and present ideas and information orally and in writing about personal topics. Learners use appropriate vocabulary and accurate grammar for this level.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
### Benchmarks for the Domain of Presentation

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

<table>
<thead>
<tr>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners appreciate the nature of language and the differences between English and other languages.</td>
</tr>
<tr>
<td>Learners appreciate literature that is written in English and through it develop sensitivity to a variety of cultures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Levels of Progression</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation Level</strong></td>
</tr>
<tr>
<td>Learners understand some simple differences between languages.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Learners are aware that their culture is different from other cultures.</td>
</tr>
</tbody>
</table>
### Benchmarks for the Appreciation of Language

*Learners meet the standard for the domain of the Appreciation of Language when they:*

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

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

For practical information about the teaching of literature according to the curriculum, see: [tlc.cet.ac.il](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
<table>
<thead>
<tr>
<th>Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Interaction</td>
</tr>
<tr>
<td>Access to Information</td>
</tr>
<tr>
<td>Presentation</td>
</tr>
<tr>
<td>Appreciation of Language, Literature and Culture</td>
</tr>
</tbody>
</table>

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

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

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](http://cms.education.gov.il/EducationCMS/Units/Rama/AarachaBeitSifrit/MaagariMesimot.htm) under אנגלית: יסודי.
Foundation Level: Higher-Order Thinking Skills and Strategies

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

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

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

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

**Band I**

a/an
about
above
across
action
address (n)
afraid
after
afternoon
again
age
ago
agree
all
(not) at all
almost
alone
alphabet
already
also
always
am, I’m
and
angry
animal
another
answer (n)
answer (v)
any
anyone
anything
appear
April
are
arrive at
ask
ask for
at
at home
August
autumn
away
back
Give back the money!
bad
bag
baby
be
beautiful
because
because of
bed
before
begin
behind
believe
beside
best
better
between
big
birthday
a bit (of) black
blue
board
body
book
bored
boring
bottle
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  
extample  

for example  
xecuse me  
xercise (n)  
expensive  
extra  
eyes  
tace  
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  
fifty  
free (adj)  
     I'm free this afternoon.  
     It costs nothing. It's free.  
Friday  
friend  

from  
in front of  
full  
funny  
game  
garden  
got  
girl  
give  
glad  
glass  
go  
go on  
go ing 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
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
They're still waiting.

The time is…

You can come too.

The question is too hard.

You're welcome!

I feel very well.

He did the job well.

What a pity / shame!

Well done!

Which way…?
Foundation Level: Grammar

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

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

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

<table>
<thead>
<tr>
<th>Terminology</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>lexical item</td>
<td>played</td>
</tr>
<tr>
<td>lexical chunk</td>
<td>last night</td>
</tr>
<tr>
<td>syntactic pattern</td>
<td>eat ice cream</td>
</tr>
<tr>
<td>rule</td>
<td>how to formulate yes/no questions</td>
</tr>
</tbody>
</table>

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

Verbs
- affirmative, negative and interrogative forms of the present simple
- affirmative, negative and interrogative forms of the past simple
- affirmative, negative and interrogative forms of the present progressive
- modals: can, should, must + verb
- future (will / be going to)
- imperative
- contracted forms
Nouns
- count/non-count nouns
- definite/indefinite articles (a/an/the)
- demonstrative pronouns (this, that, these, those)
- personal subject pronouns
- object pronouns
- possessive determiners
- possessive ’s

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

Prepositions (according to Band I)

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

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

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

<table>
<thead>
<tr>
<th>Domains</th>
<th>Social Interaction</th>
<th>Access to Information</th>
<th>Presentation</th>
<th>Appreciation of Language, Literature and Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td>Learners interact effectively in English in different social contexts with people from varied linguistic and cultural backgrounds, using informal spoken and written language.</td>
<td>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.</td>
<td>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.</td>
<td>Learners appreciate the nature of language and the differences between English and other languages.</td>
</tr>
<tr>
<td>Level of Progression</td>
<td>Social Interaction</td>
<td>Access to Information</td>
<td>Presentation</td>
<td>Appreciation of Language, Literature and Culture</td>
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<tr>
<td></td>
<td>Learners interact fluently using appropriate register for a limited range of social contexts. Learners use appropriate vocabulary and accurate grammar for this level.</td>
<td>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.</td>
<td>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.</td>
<td>Learners are aware of various ways in which English differs from their home language.</td>
</tr>
<tr>
<td>Domains</td>
<td>Social Interaction</td>
<td>Access to Information</td>
<td>Presentation</td>
<td>Appreciation of Language, Literature and Culture</td>
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<td>---------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td><strong>Benchmarks</strong></td>
<td>Learners meet the standard when they:</td>
<td>Learners meet the standard when they:</td>
<td>Learners meet the standard when they:</td>
<td>Learners meet the standard when they:</td>
</tr>
<tr>
<td></td>
<td>• express and elaborate on personal wishes and opinions.</td>
<td>• understand the general meaning, main ideas and supporting details in a text, and use this knowledge as needed.</td>
<td>• summarize and present information from a limited range of sources.</td>
<td>• distinguish between words that sound the same in both languages but have different meanings.</td>
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<tr>
<td></td>
<td>• interact for a variety of purposes, such as agreeing and disagreeing, giving and following instructions and directions, complimenting, and giving advice.</td>
<td>• identify the features of different text types and use this knowledge as needed.</td>
<td>• react to the content of something read, seen, or heard using the appropriate higher-order thinking skills for this level.</td>
<td>• are aware of the way words are structured (morphology)</td>
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<td></td>
<td>• engage in conversations about general topics, such as current events, and future plans, using language to suit context, audience and purpose.</td>
<td>• draw inferences in order to identify the points of view in a text, distinguishing fact from opinion.</td>
<td>• express ideas and opinions about general topics using main and supporting ideas.</td>
<td>• compare different elements of English, such as tense and gender, to their home language.</td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
<td>• follow directions and a sequence of complex instructions in a variety of contexts.</td>
<td>• 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.</td>
<td>• are aware that languages differ in syntax.</td>
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<tr>
<td></td>
<td>• interpret information from visual data, such as graphs, diagrams, and maps.</td>
<td>• extract and integrate relevant information from a limited number of sources for a specific purpose.</td>
<td>• use digital media tools, such as podcasts and Web 2.0 tools.</td>
<td>• are aware of differences in cultural conventions in English and their home language, such as in greetings.</td>
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<td>• use information tools, such as a dictionary, simplified Web 2.0 tools.</td>
<td>• review and edit presentations based on feedback from peers/teacher.</td>
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</tr>
<tr>
<td>Domains</td>
<td>Social Interaction</td>
<td>Access to Information</td>
<td>Presentation</td>
<td>Appreciation of Language, Literature and Culture</td>
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<tr>
<td><strong>Possible topics, texts, media</strong></td>
<td>Conversation Topics:</td>
<td>Spoken texts:</td>
<td>Topics:</td>
<td>Texts:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>advertisement</td>
<td>descriptions of things/people</td>
<td>biography</td>
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<tr>
<td></td>
<td></td>
<td>announcement</td>
<td>events</td>
<td>literary texts appropriate to this level</td>
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<td></td>
<td></td>
<td>article/report</td>
<td>stories</td>
<td>(simplified) novels, short stories</td>
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<tr>
<td></td>
<td></td>
<td>conversation</td>
<td>personal experiences/opinions</td>
<td></td>
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<td></td>
<td>description</td>
<td>response to reading</td>
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<td>interview</td>
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<td>instructions</td>
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<td>news/weather</td>
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<td>radio program</td>
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<td>story</td>
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<td>Written text types:</td>
<td>Written texts:</td>
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<td></td>
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<td>letters</td>
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<td>notes</td>
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<td>Digital media:</td>
<td>Digital media:</td>
<td></td>
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<tr>
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<td></td>
<td>computer-mediated communication (CMC) such as Skype, chat</td>
<td></td>
<td>online word processors such as WORD</td>
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<tr>
<td></td>
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<td>email</td>
<td></td>
<td>presentation creation tools such as PowerPoint</td>
</tr>
<tr>
<td></td>
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<td>Web2 tools such as forums, blogs, wikis</td>
<td></td>
<td>simple Web 2.0 tools, such as blogs, wikis</td>
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</tbody>
</table>

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

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

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

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

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

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

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
Few people came.

Few people came.

The bird is free.

I’m free this afternoon

free.

It costs nothing, it’s free.

frequently

fresh

frightening

fruit

fun

furniture

future

garbage

gas

genereal

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)
We walked a little.
A little sugar, please.

The car is mine.

The movie was about a mad scientist.

Your behavior is odd.

55
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
<table>
<thead>
<tr>
<th>the whole</th>
<th>wonder (v)</th>
<th>worried (about)</th>
</tr>
</thead>
<tbody>
<tr>
<td>whose</td>
<td>wood</td>
<td>worry</td>
</tr>
<tr>
<td>wide</td>
<td>It’s made of wood.</td>
<td>yet</td>
</tr>
<tr>
<td>wife</td>
<td>in other words</td>
<td>not yet</td>
</tr>
<tr>
<td>win (v)</td>
<td>at work</td>
<td>yours</td>
</tr>
<tr>
<td>wind (n)</td>
<td>worth …ing</td>
<td>zero</td>
</tr>
<tr>
<td>within</td>
<td>would</td>
<td></td>
</tr>
</tbody>
</table>
Intermediate Level: Grammar

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

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

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

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

Nouns
- relative pronouns

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

Prepositions
(according to Band II)

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

Domains, Benchmarks
Text Characteristics
Higher-Order Thinking Skills
Grammar
### Proficiency Level

<table>
<thead>
<tr>
<th>Social Interaction</th>
<th>Access to Information</th>
<th>Presentation</th>
<th>Appreciation of Language, Literature and Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners interact effectively in English in different social contexts with people from varied linguistic and cultural backgrounds, using informal spoken and written language.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Level of Progression</td>
<td>Social Interaction</td>
<td>Access to Information</td>
<td>Presentation</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------</td>
<td>-----------------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td>Learners maintain effective communication using appropriate register for a wide range of social contexts. Learners use appropriate vocabulary and accurate grammar for this level.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Social Interaction</td>
<td>Access to Information</td>
<td>Presentation</td>
<td>Appreciation of Language, Literature and Culture</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------</td>
<td>--------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td><strong>Learners meet the standard when they:</strong></td>
<td><strong>Learners meet the standard when they:</strong></td>
<td><strong>Learners meet the standard when they:</strong></td>
<td><strong>Learners meet the standard when they:</strong></td>
</tr>
<tr>
<td>• express ideas and opinions, providing in-depth explanations.</td>
<td>• follow the development of an argument in a range of texts and use this knowledge as needed.</td>
<td>• synthesize and present information in depth from multiple sources.</td>
<td>• are aware of subtle meanings and connotations of words and expressions, differences between synonyms or translations, and word derivations.</td>
</tr>
<tr>
<td>• interact for a wide variety of purposes, such as persuading, discussing and group decision making.</td>
<td>• identify the features of different text types and use this knowledge as needed.</td>
<td>• react in depth to the content of something read, seen, or heard using the appropriate higher-order thinking skills for this level.</td>
<td>• are aware of the way words are structured (morphology)</td>
</tr>
<tr>
<td>• engage in conversations on a wide range of general topics, such as social and global issues, using language to suit context, audience, and purpose.</td>
<td>• identify and infer the attitudes of the writer/speaker and draw conclusions.</td>
<td>• present an argument for or against a particular point of view.</td>
<td>• are aware that words in English are borrowed from different languages.</td>
</tr>
<tr>
<td>• create, collaborate and respond to a variety of written texts in print or handwriting, as well as digital, such as Skype, discussion forums, and different Web 2.0 tools showing awareness of context, audience and purpose.</td>
<td>• follow directions and a sequence of complex instructions in a variety of contexts.</td>
<td>• 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.</td>
<td>• compare different elements of English, such as tense and syntax, to their home language.</td>
</tr>
<tr>
<td>• transfer information extracted from visual data, such as diagrams.</td>
<td>• independently find and integrate information from multiple sources for a specific purpose.</td>
<td>• use information tools, such as online thesaurus Google, Web 2.0 tools.</td>
<td>• are aware that languages use different idiomatic expressions in order to convey the same idea.</td>
</tr>
<tr>
<td>• use information tools, such as online thesaurus Google, Web 2.0 tools.</td>
<td>• analyze and interpret literary texts, using higher-order thinking skills;</td>
<td>• recognize and explain the use of appropriate literary techniques in a text, such as imagery, irony, metaphor;</td>
<td>• are aware of the differences between languages in communicative function and use, and of the dynamics of language changes, such as shifts in word meanings and connotations.</td>
</tr>
<tr>
<td>• review and edit presentations based on feedback from peers/teacher.</td>
<td>• 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.</td>
<td>• provide an oral, written or visual response to a literary text.</td>
<td>• identify and describe events, setting and main characters in literary texts, using lower-order thinking skills.</td>
</tr>
<tr>
<td>• reflect on the literary text and the process of integrating the higher-order thinking skills.</td>
<td>• are aware of the relationship between cultural practices, literature, and a variety of cultural products.</td>
<td>• are aware of the relationship between cultural practices, literature, and a variety of cultural products.</td>
<td>• analyze and interpret literary texts, using higher-order thinking skills.</td>
</tr>
</tbody>
</table>

For practical information about the teaching of literature according to the curriculum, see: [tlc.cet.ac.il](http://tlc.cet.ac.il)
<table>
<thead>
<tr>
<th>Domains</th>
<th>Social Interaction</th>
<th>Access to Information</th>
<th>Presentation</th>
<th>Appreciation of Language, Literature and Culture</th>
</tr>
</thead>
</table>
| 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 | 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.

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

Proficiency Level: Lexis

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

There is no core list for the proficiency level: the additional 2200 expansion items will be selected by material writers and teachers.

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](http://tlc.cet.ac.il)
Section Nine: Learner Diversity

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

These populations include:

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

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

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/Bagrut/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.
Background Reading


