

**State of Israel  
Ministry of Education  
Pedagogical Secretariat  
Language Dept.  
English Inspectorate**

**Revised English Curriculum**

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

**November 2013**

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## Introduction

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

One of the crucial implications of this development is the increased importance for all of a knowledge of English. Speakers of Hebrew or Arabic will need to be able to use both spoken and written English in order to progress in their professional, business or academic careers, as well as in order to travel, enjoy international entertainment, or take advantage of the opportunities offered by the Internet. The effective teaching of English thus takes high priority, necessitating a larger number of teaching hours, well-trained teachers, a carefully planned curriculum, attractive and learning-rich materials, and the setting of high standards for assessment.

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

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

Target Audiences	Possible Uses
Teachers	<ul style="list-style-type: none"><li>• unit planning</li><li>• integrating classroom testing and teaching</li><li>• developing tables of specification for classroom testing</li><li>• adapting materials</li><li>• mapping out additional tasks</li></ul>
Teacher Trainers	<ul style="list-style-type: none"><li>• training teachers in the implementation of the mapping process and the use of the checklists</li></ul>
Material and Test Writers	<ul style="list-style-type: none"><li>• developing materials and tests</li></ul>

## **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 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:

Language Learning	Language Teaching
<i>Language learning is facilitated when learners:</i>	<i>Teachers promote learning when they:</i>
<ul style="list-style-type: none"> <li>• have maximum exposure to the target language through encounter with a variety of written and spoken texts, allowing for incidental acquisition of English.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<ul style="list-style-type: none"> <li>• can resort to the L1 occasionally when it helps them understand.</li> </ul>	<ul style="list-style-type: none"> <li>• use the L1 occasionally and judiciously, where it can enhance learning of English.</li> </ul>
<ul style="list-style-type: none"> <li>• are motivated and willing to invest effort needed for foreign language learning.</li> </ul>	<ul style="list-style-type: none"> <li>• choose topics, materials and activities that are interesting for their learners.</li> </ul>
<ul style="list-style-type: none"> <li>• develop a positive self-image and confidence in using the language.</li> </ul>	<ul style="list-style-type: none"> <li>• provide success-oriented tasks and positive feedback.</li> </ul>
<ul style="list-style-type: none"> <li>• are willing to take risks.</li> </ul>	<ul style="list-style-type: none"> <li>• create a non-threatening and supportive learning environment.</li> </ul>
<ul style="list-style-type: none"> <li>• build on their prior language and world knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• choose content and language that will build on learners' prior knowledge.</li> </ul>



Language Learning	Language Teaching
<i>Language learning is facilitated when learners:</i>	<i>Teachers promote learning when they:</i>
<ul style="list-style-type: none"> <li>• are aware of their own progress and have a sense of accomplishment.</li> </ul>	<ul style="list-style-type: none"> <li>• provide on-going formative feedback.</li> </ul>
<ul style="list-style-type: none"> <li>• are challenged within the range of their zone of proximal development.</li> </ul>	<ul style="list-style-type: none"> <li>• are aware of and sensitive to learners' diversity and cater to it, taking into account the learners' level of cognitive and linguistic development.</li> </ul>
<ul style="list-style-type: none"> <li>• understand underlying language rules.</li> </ul>	<ul style="list-style-type: none"> <li>• provide explanations that clarify problematic language points.</li> </ul>
<ul style="list-style-type: none"> <li>• practice grammar, vocabulary and other language points in focused meaningful tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• give meaningful exercises that allow learners to practice grammar, vocabulary and specific language points.</li> </ul>
<ul style="list-style-type: none"> <li>• increase their vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• teach a large number of lexical items and provide for frequent recycling of these in order to ensure learning.</li> </ul>
<ul style="list-style-type: none"> <li>• have opportunities to use the target language meaningfully and purposefully.</li> </ul>	<ul style="list-style-type: none"> <li>• provide tasks which require learners to use the target language for communication.</li> </ul>
<ul style="list-style-type: none"> <li>• understand the usefulness and significance of what they are learning.</li> </ul>	<ul style="list-style-type: none"> <li>• provide authentic, real-world tasks, and make learners aware of their usefulness.</li> </ul>
<ul style="list-style-type: none"> <li>• collaborate with each other by sharing information and exchanging ideas and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• provide opportunities for peer interactions by incorporating pair and group work into classroom activities.</li> </ul>
<ul style="list-style-type: none"> <li>• are conscious of how they learn the language, analyze and reflect on their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• encourage reflection and metacognitive awareness before, during, and after learning.</li> </ul>
<ul style="list-style-type: none"> <li>• are aware of learning objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• explain the objectives of the instructional unit, lesson, and specific tasks.</li> </ul>
<ul style="list-style-type: none"> <li>• develop language-learning strategies that enable autonomous learning.</li> </ul>	<ul style="list-style-type: none"> <li>• teach language-learning strategies and provide opportunities for applying them.</li> </ul>
<ul style="list-style-type: none"> <li>• take responsibility for their own language learning.</li> </ul>	<ul style="list-style-type: none"> <li>• encourage learners to set goals and evaluate their own progress.</li> </ul>
<ul style="list-style-type: none"> <li>• have opportunities for critical and creative thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• provide challenging tasks that require the application of higher-order thinking skills.</li> </ul>

<b>Language Learning</b>	<b>Language Teaching</b>
<i>Language learning is facilitated when learners:</i>	<i>Teachers promote learning when they:</i>
<ul style="list-style-type: none"> <li>• have opportunities sometimes to choose texts and tasks according to individual preferences.</li> </ul>	<ul style="list-style-type: none"> <li>• include procedures where students can choose between a variety of texts or tasks.</li> </ul>
<ul style="list-style-type: none"> <li>• read different text types that are appropriate to their level.</li> </ul>	<ul style="list-style-type: none"> <li>• set aside time for independent reading and provide a variety of texts that suit the learners' reading levels.</li> </ul>
<ul style="list-style-type: none"> <li>• read level-appropriate books regularly and develop independent reading habits.</li> </ul>	<ul style="list-style-type: none"> <li>• set aside time for extensive reading (reading for pleasure).</li> </ul>
<ul style="list-style-type: none"> <li>• are motivated to explore cultures and literature related to the language.</li> </ul>	<ul style="list-style-type: none"> <li>• encourage learners to relate to different cultures or literature.</li> </ul>

## 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).

<b>Beginning Language Learning</b>	<b>Language Teaching</b>
<i>Beginning language learning is facilitated when learners:</i>	<i>Teachers promote beginning language learning when they:</i>
<ul style="list-style-type: none"> <li>• have developed literacy skills in their L1.</li> </ul>	<ul style="list-style-type: none"> <li>• work together with the homeroom teacher in order to ensure L1 literacy.</li> </ul>
<ul style="list-style-type: none"> <li>• encounter rich comprehensible language input.</li> </ul>	<ul style="list-style-type: none"> <li>• provide exposure to familiar and new comprehensible language from a wide variety of texts and contexts.</li> </ul>
<ul style="list-style-type: none"> <li>• are exposed to high-frequency vocabulary, lexical chunks and language patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• focus on the most useful high-frequency words and conversational expressions.</li> </ul>
<ul style="list-style-type: none"> <li>• develop a basic oral vocabulary in English before starting to read and write.</li> </ul>	<ul style="list-style-type: none"> <li>• ensure an extensive period of meaningful listening and speaking (aural/oral) practice prior to the teaching of reading.</li> </ul>
<ul style="list-style-type: none"> <li>• reinforce their listening comprehension and speaking skills through extensive repetition.</li> </ul>	<ul style="list-style-type: none"> <li>• provide multiple opportunities for learners to listen to and recite rhymes, chants, songs, and simple dialogues.</li> </ul>
<ul style="list-style-type: none"> <li>• learn through age-appropriate activities and materials.</li> </ul>	<ul style="list-style-type: none"> <li>• use stories, games, visual materials and realia to motivate young learners.</li> </ul>
<ul style="list-style-type: none"> <li>• attend to the sounds and sound combinations of the language as preparation for reading.</li> </ul>	<ul style="list-style-type: none"> <li>• teach phonemic awareness.</li> </ul>
<ul style="list-style-type: none"> <li>• learn the letters and their corresponding sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• teach learners to decode and encode letters and syllables.</li> </ul>
<ul style="list-style-type: none"> <li>• can automatically, accurately and rapidly recognize a range of high-frequency written words and expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• make the acquisition of a sight reading vocabulary (automaticity) possible by providing extensive practice in simple, meaningful reading.</li> </ul>

### **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:

[http://cms.education.gov.il/EducationCMS/Units/Mazkirut\\_Pedagogit/English/TeachersResourceMaterials/Publications/AssessmentGuidelines.htm](http://cms.education.gov.il/EducationCMS/Units/Mazkirut_Pedagogit/English/TeachersResourceMaterials/Publications/AssessmentGuidelines.htm)

and:

[http://cms.education.gov.il/EducationCMS/Units/Mazkirut\\_Pedagogit/English/TeachersResourceMaterials/Publications/Portfolio.htm](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.

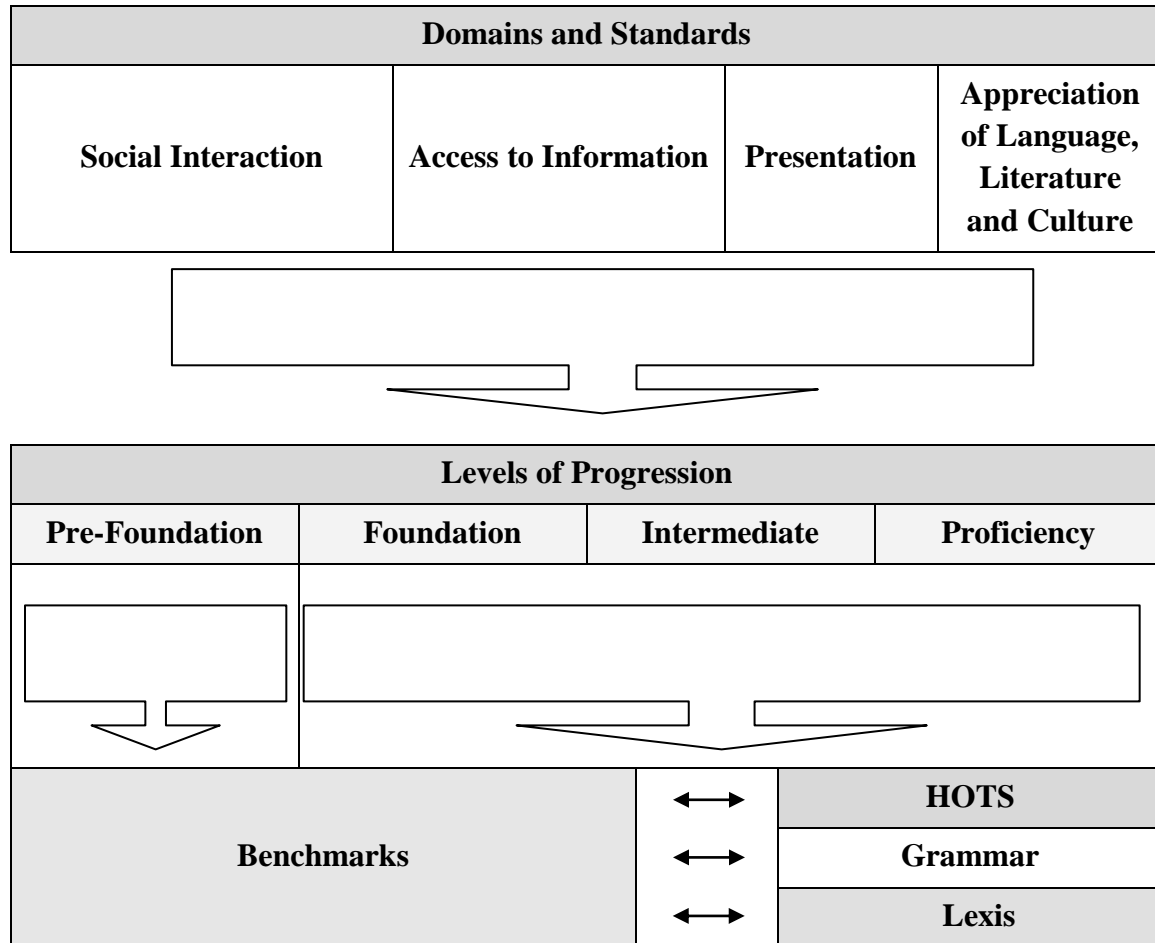
The following principles underlie the integration of information and communications technology within language teaching and learning:

- 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/port\\_al\\_tochn\\_cinuch.htm](http://cms.education.gov.il/educationcms/units/madatech/ictineducation/tocendigitali/port_al_tochn_cinuch.htm) and links to Word documents providing criteria and checklists for approving technology-based English-teaching activities (not only for elementary school) at:  
[http://cms.education.gov.il/EducationCMS/Units/Mazkirut\\_Pedagogit/English/ElementarySchool/ICT.htm](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.



## **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 21<sup>st</sup> 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 key word; so 'What's the matter' for example will be listed in the alphabetical place of matter. Past forms of verbs have been inserted after the base form only if these are irregular. Regular -ed past forms have not been inserted.

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

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

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

The 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.

	Foundation	Intermediate	Proficiency
<b>Core</b>	600	800	
<b>Expansion</b>	600	1200	2200
<b>TOTAL for each level</b>	1200	2000	2200
<b>TOTAL</b>	5400		

## **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:

<b>Stage One</b>	
<b>Reading Readiness</b>	<b>Benchmark</b>
	<b>Learners will be able to</b>
<b>Aural / Oral Listening and Speaking</b>	<ul style="list-style-type: none"> <li>• understand and use language to carry out basic communicative tasks and to engage in simple interactive activities.</li> </ul>
<b>Aural / Oral Phonemic Awareness, Segmentation and Blending</b>	<ul style="list-style-type: none"> <li>• identify different sounds of the English language, such as voiced / unvoiced sounds that are different phonemes.</li> <li>• manipulate sounds to play with words (add or remove from word).</li> <li>• segment word into:               <ol style="list-style-type: none"> <li>a. syllables;</li> <li>b. sounds.</li> </ol> </li> <li>• blend sounds together.</li> <li>• be aware of sound patterns.</li> <li>• be aware of the differences between sounds in their own language and similar sounds in English.</li> <li>• know and be able to pronounce common sound combinations.</li> </ul>
<b>Stage Two</b>	
<b>Alphabets</b>	<ul style="list-style-type: none"> <li>• identify the letters by their sounds, their names, and their shapes.</li> <li>• form letters by copying correctly in the right direction and producing letters upon hearing their sounds / names.</li> <li>• be aware of sound patterns, letter sequences and common letter combinations and be able to pronounce them</li> </ul>
<b>Basic Reading</b>	<ul style="list-style-type: none"> <li>• write letters and syllables according to sounds.</li> <li>• decode and encode phonetically-spelled lexical items.</li> <li>• read and understand lexical items they have learned orally.</li> </ul>

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

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

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

## Domain of Social Interaction

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

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

**Domain of Social Interaction (continued)**

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



## Domain of Access to Information

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

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

**Domain of Access to Information (continued)**

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

## Domain of Presentation

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

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

**Domain of Presentation (continued)**

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

## Domain of Appreciation of Language, Literature and Culture

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

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

**Domain of Appreciation of Language, Literature and Culture (continued)**

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

**Domain of Appreciation of Language, Literature and Culture (continued)**

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

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

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

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



# **Foundation Level**

**Domains**

**Benchmarks**

**Text Characteristics**

**Higher-Order Thinking Skills**

**Lexis**

**Grammar**

## Foundation Level

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

<b>Domains</b>				
	<b>Social Interaction</b>	<b>Access to Information</b>	<b>Presentation</b>	<b>Appreciation of Language, Literature and Culture</b>
<b>Level of Progression</b>	<p>Learners interact and convey simple messages.</p> <p>Learners interact using appropriate vocabulary and comprehensible grammar for this level.</p>	<p>Learners obtain and use information from short oral and written texts that deal with familiar topics, in simple language that may include occasional unfamiliar grammatical structures and vocabulary.</p> <p>Learners obtain and use information by applying knowledge of vocabulary, grammar, punctuation, text structure, digital media, and frequently used discourse markers.</p>	<p>Learners organize and present ideas and information orally and in writing about personal topics.</p> <p>Learners use appropriate vocabulary and accurate grammar for this level.</p>	<p>Learners appreciate that languages are different.</p> <p>Learners read or listen to age- and level-appropriate literary texts,</p> <p>Learners are aware that their culture is different from other cultures.</p>

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

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

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

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

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.

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

## Foundation Level: Lexis

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

### Band I

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

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



high  
him  
himself  
his  
hold  
home  
hope (v)  
hot  
hour  
house  
how  
How are you?  
hundred  
hungry  
idea  
if  
immediately  
important  
impossible  
in  
inside  
interested in  
interesting  
into  
invite  
is  
it  
its  
itself  
January  
job  
June  
July  
just  
    She's just a baby.  
keep  
kid  
kind (n)kind of  
know  
large  
last (adj)  
last night  
late  
learn  
at least  
leave

left  
    I write with my left hand  
less  
lesson  
let's  
letter  
    The last letter of the alphabet is Z  
letter  
    I wrote a letter to my cousin.  
lie  
    It was wrong to lie to my friend.  
lie down  
life  
light (n)  
like (prep)  
like (v)  
listen  
little  
    a little girl  
live (v)  
long  
look at  
lost  
a lot of  
lots of  
love  
lunch  
make  
man, men  
many  
how many?  
March  
it doesn't matter  
What's the matter?  
May  
maybe  
me  
mean  
I mean  
What do you mean?  
meaning  
meet  
meeting  
memory  
message  
middle  
milk

Do you mind?  
minus  
minute (n)  
in a minute  
mistake  
mix  
mom / mum  
at the moment  
Monday  
money  
month  
moon  
more  
morning  
most  
mother  
mouth  
move  
movie  
Mr  
Mrs  
Ms  
much  
How much?  
music  
my  
myself  
name  
What's your name?  
My name is ...  
near  
need  
neighbor  
never  
new  
news  
next  
next to  
nice  
night  
at night  
nine  
nineteen  
ninety  
no  
nobody

no-one  
not  
notebook  
nothing  
November  
now  
number (n)  
October  
of  
often  
OK / okay  
old  
How old are you?  
I'm ... years old  
on  
once  
once upon a time  
one  
only  
open (v)  
open (adj)  
or  
other  
our  
ourselves  
out  
over  
own (my own, your own ...)  
He writes his own music.  
parents  
page  
paper  
part (n)  
past (n & adj)  
pay (v)  
pen  
pencil  
people  
perhaps  
person  
pick up  
picture  
piece (of)  
place (n)  
plan (n)  
plan (v)

play  
play a game  
please  
poor  
possible  
practice (v)  
problem  
no problem!  
project  
pupil  
push  
put  
question  
quick  
quiet  
Be quiet!  
radio  
read  
ready  
Are you ready?  
I'm ready  
real  
really  
red  
remember  
rest (v)  
return  
rich  
right  
my right hand  
right  
the right answer.  
right now  
all right, alright  
road  
room  
round  
rule  
run  
sad  
the same (as)  
Saturday  
say  
school  
second  
I was happy with second place.  
see

send  
sentence  
September  
seven  
seventeen  
seventy  
she  
short  
The movie was short.  
shout  
show (v)  
shut (adj)  
shut (v)  
sick  
side (n)  
sign (n)  
simple  
sing  
sister  
sit  
six  
sixteen  
sixty  
size  
What size...?  
sky  
sleep  
special  
spring  
summer  
slow  
small  
smart  
You look very smart!  
smile (n)  
smile (v)  
so  
some  
somebody  
something  
sometimes  
son  
soon  
song  
sorry  
I'm sorry  
speak

spell (v)  
sport  
start  
still  
    They're still waiting.  
story  
straight  
strong  
student  
suddenly  
sun  
Sunday  
supper  
sure  
take  
talk (v)  
tall  
tea  
teach  
telephone  
television  
tell  
tell a story  
test  
than  
thank you  
thanks  
that  
the  
their  
them  
themselves  
then  
there  
there is, there are  
these  
they  
thing  
think  
third  
thirteen  
thirty  
this  
those

three  
Thursday  
time  
What's the time?  
The time is...  
to  
today  
together  
tomorrow  
tonight  
too  
    You can come too.  
too  
    The question is too hard.  
too much  
town  
tree  
go on a trip  
truck  
true  
try  
Tuesday  
turn (v)  
turn left/right  
twenty  
two  
under  
understand  
until  
up  
us  
use (v)  
usually  
vacation  
very  
wait (for) (v)  
walk (v)  
wall  
want  
was, were  
wash  
watch  
water  
way  
Which way...?

we  
wear  
Wednesday  
week  
welcome  
you're welcome!  
well  
    I feel very well.  
well  
    He did the job well.  
as well  
as well as  
Well done!  
What a pity / shame!  
what  
when  
where  
while  
white  
who  
why  
will  
window  
winter  
wish  
with  
without  
woman, women  
wonderful  
word  
work  
world  
worse  
worst  
write  
wrong  
year  
yellow  
yes  
yesterday  
you  
young  
your

## 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.

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

### *Syntax*

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

### *Verbs*

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

### ***Nouns***

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

### ***Adjectives/Adverbs***

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

### ***Prepositions*** (according to Band I)

### ***Writing Conventions***

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

### ***Conventions of Prosody***

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

# **Intermediate Level**

**Domains, Benchmarks**

**Text Characteristics**

**Higher-Order Thinking Skills**

**Lexis**

**Grammar**

## Intermediate Level

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

<b>Domains</b>				
	<b>Social Interaction</b>	<b>Access to Information</b>	<b>Presentation</b>	<b>Appreciation of Language, Literature and Culture</b>
<b>Level of Progression</b>	<p>Learners interact fluently using appropriate register for a limited range of social contexts.</p> <p>Learners use appropriate vocabulary and accurate grammar for this level.</p>	<p>Learners obtain and use information from a variety of longer oral and written texts that deal with less familiar topics, in more complex language.</p> <p>Learners obtain and use information by applying knowledge of vocabulary, grammar, punctuation, text structure, digital media.</p>	<p>Learners organize and present ideas and information orally and in writing, about general topics, suiting register and text type to purpose and audience.</p> <p>Learners use appropriate vocabulary and accurate grammar for this level, incorporating discourse markers, following conventions of prosody/print.</p>	<p>Learners are aware of various ways in which English differs from their home language.</p>



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

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

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

<http://cms.education.gov.il/EducationCMS/Units/Rama/AarachaBeitSifrit/MaagariMesimot.htm>  
 under אנגלית: חט"ב

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

[http://cms.education.gov.il/EducationCMS/Units/Rama/AarachaBeitSifrit/Erka\\_Safa\\_Dvora.htm](http://cms.education.gov.il/EducationCMS/Units/Rama/AarachaBeitSifrit/Erka_Safa_Dvora.htm)

## 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.

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

## Intermediate Level: Lexis

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

### Band II

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

by chance  
chapter  
character  
in charge of  
check (v)  
choice  
choose  
Christian  
Circassian  
circle (n)  
city  
clever  
climate  
climb  
club  
clue  
clothes  
cloud  
coast  
coat  
code (n)  
collect  
comfortable  
common  
in common  
communication  
company  
compare  
complain  
complete (v)  
complete (adj)  
condition  
on condition (that)  
connect  
connection  
consider  
contact (v)  
contents  
continue  
control (n)  
control (v)  
under control  
conversation  
cook

corner  
correct  
could  
couple  
course  
    I took a course  
a couple of  
cover (v)  
crazy  
cream  
    There is cream on the cake.  
    She put cream on her face.  
create  
crime  
crowd  
culture  
cupboard  
dance  
danger  
in danger  
dangerous  
dead  
deal (n)  
deal with  
a good/great deal  
death  
deep  
definitely  
definition  
delete  
deliver  
depend on  
It depends...  
describe  
description  
desk  
detail (n)  
difference  
make a difference  
It makes no difference.  
dig (v)  
digital  
dinner  
direction  
director

disappear  
disappointed  
discover  
discuss  
discussion  
divide  
to do with  
doubt (n)  
doubt (v)  
no doubt  
dramatic  
dream  
dress  
drop (v)  
Druz / Druze  
due to  
during  
each other  
earth  
east  
education  
effect (n)  
make an effort  
either...or  
electric  
else  
What else?  
nothing else  
empty  
encourage  
energy  
engine  
enormous  
environment  
equal  
especially  
even  
    We worked even harder.  
even if/though  
ever  
ever since  
exact  
exactly  
examination

exciting  
excellent  
except  
expect  
experience (n)  
explain  
explanation  
expert  
express (v)  
extremely  
fail  
false  
famous  
as far as  
so far  
fat  
fear  
feed  
feel like  
festival  
few  
    Few people came.  
field  
fight (n)  
fight (v)  
file (n)  
fill  
fill in / fill out  
final  
finally  
finger  
at first  
first of all  
fish (n)  
fit (v)  
fix (v)  
flat (adj)  
floor  
follow  
the following  
force (to)  
foreign  
forest  
forever

forgive  
form (n)  
form (v)  
fortunately  
forward  
free  
    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  
general  
in general  
get back  
get off  
get on  
get rid of  
get away  
get up  
give up  
go ahead  
go away  
go back  
go down  
go out  
go up  
god  
government  
grammar  
graph  
gray  
ground  
guy  
on the one hand  
on the other hand  
hardly  
hate (v)

headache  
health  
healthy  
heart  
heat  
height  
heavy  
hers  
hide  
history  
hit  
holiday  
honest  
horrible  
hospital  
hotel  
however  
huge  
hurt (v)  
husband  
no idea  
identify  
identity  
ill  
imagine  
improve  
include  
increase  
indeed  
independent  
individual  
information  
for instance  
instead of  
intelligent  
international  
interview (n)  
interview (v)  
introduce  
invent  
invitation  
involved (with)  
island  
issue (n)

item  
Jew, Jewish  
join  
joke (n)  
key  
kind (adj)  
knife  
label (n)  
lady  
land (n)  
at last  
laugh (v)  
lay  
lead (v)  
lead to  
leader  
least  
let  
library  
be likely to  
line  
limit  
limited to  
link  
a little  
    We walked a little.  
    A little sugar, please.  
load (n)  
local  
lock (v)  
long ago  
long before  
as long as  
no longer  
look after  
look for  
look forward to  
look like  
look up  
lose  
loud  
low  
lucky  
machine  
magazine

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

nervous  
newspaper  
noise  
none  
normal  
north  
not only  
note  
notice (n)  
notice (v)  
a number of  
object (n)  
occur  
odd  
    Your behavior is odd.  
offer (n)  
offer (v)  
office  
oil  
once again  
once more  
at once  
one another  
onto  
operate  
operation  
opinion  
in my opinion  
opportunity  
opposite  
ordinary  
order (n)  
order (v)  
in order to  
ought to  
ours  
organize  
original  
on one's own  
pair  
park (v)  
park (n)  
take part in  
particular

in particular  
partner  
party  
passenger  
pass  
past (prep)  
perfect (adj)  
photo, photograph  
take place  
plenty of  
plus  
point of view  
police  
popular  
position  
possible  
power  
powerful  
predict  
prefer  
present (n)  
    a birthday present  
present (n, adj)  
    past, present and future  
at present  
pressure  
previous  
price  
print  
private  
prize  
probably  
process (n)  
program (n)  
proper  
protect  
proud  
prove  
provide  
public  
purpose  
on purpose  
quarter  
quite  
quite a lot

race (n)  
railway / railroad  
rain  
raise  
rather  
rather than  
would rather  
reach  
realize  
reason  
receive  
recent  
recognize  
record (v)  
regular  
relate  
relation  
relax  
religion  
religious  
remind  
repeat (v)  
reply (n)  
reply (v)  
report (n)  
report (v)  
request (n)  
request (v)  
respect (n)  
respect (v)  
responsible (for)  
responsibility  
the rest  
result  
as a result of  
rice  
ride (v)  
ring (v)  
rise  
risk (n)  
river  
role  
safe  
sale

on sale  
salt  
save  
    save money / time  
schedule  
science  
score (n)  
sea  
search  
season  
seat (n)  
second (n)  
secret  
seem  
self  
sell  
serious  
serve  
service  
set (n)  
set (v)  
set up  
several  
shape (n)  
shirt  
shoes  
shop  
shopping  
go shopping  
should  
shoot  
silent  
silence  
silly  
silver  
similar (to)  
since  
singer  
single  
site  
smell (v)  
smoke  
so that  
and so on



social	support (v)	train (n)
society	suppose	translate
soft	make sure	translation
solve	surprise	transport
sort (n)	sweet	trash (n)
sort (v)	switch off	travel (v)
sort of	switch on	treasure
sort out	taste (v)	treat
sound (n)	team	trick
sound (v)	technology	trouble
south	teenager (teen)	trust (v)
space	tend to	tune
specific	term	type (n)
speed	terrible	type (v)
spend	text	ugly
spend money / time	over there	unit
in spite of	-th (fifth, sixth...)	unless
stage	theirs	up to
standard	therefore	used to
star	thick	We used to live in Eilat.
state (v)	thin	be used to
state (n)	thought (n)	I'm used to waiting.
the State of Israel	through	useful
state	throw	usual
the state of play	throw away/out	as usual
statement	thousand	vacation
station	ticket	vegetable
step (n)	tidy	view
stick (v)	all the time	village
stage	by the time	visit (n)
the first stage of the game	in time	visit (v)
stay	on time	voice
store (n)	at the same time	wake up
strange	title	warm (adj)
strike (v)	tool	warn
go on strike	top	waste (v)
study (v)	topic	wave (v)
stuff	total	by the way
stupid	touch	on the way
subject	in touch with	weather
the subject of the article	tour	weight
succeed (in)	toward / towards	west
suggest	tradition	whatever
suggestion	traffic	which
suit (v)		on the whole

the whole  
whose  
wide  
wife  
win (v)  
wind (n)  
within

wonder (v)  
wood  
It's made of wood.  
in other words  
at work  
worth ...ing  
would

worried (about)  
worry  
yet  
not yet  
yours  
zero

## 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

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

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

					<b>Domains</b>				
					<b>Social Interaction</b>	<b>Access to Information</b>	<b>Presentation</b>	<b>Appreciation of Language, Literature and Culture</b>	
<b>Benchmarks</b>					<p><i>Learners meet the standard when they:</i></p> <ul style="list-style-type: none"> <li>express ideas and opinions, providing in-depth explanations.</li> <li>interact for a wide variety of purposes, such as persuading, discussing and group decision making.</li> <li>engage in conversations on a wide range of general topics, such as social and global issues, using language to suit context, audience, and purpose.</li> <li>create, collaborate and respond to a variety of written texts in print or handwriting, as well as digital, such as Skype, discussion forums, and different Web 2.0 tools showing awareness of context, audience and purpose.</li> </ul>	<p><i>Learners meet the standard when they:</i></p> <ul style="list-style-type: none"> <li>follow the development of an argument in a range of texts and use this knowledge as needed.</li> <li>identify the features of different text types and use this knowledge as needed.</li> <li>identify and infer the attitudes of the writer/ speaker and draw conclusions.</li> <li>follow directions and a sequence of complex instructions in a variety of contexts.</li> <li>transfer information extracted from visual data, such as diagrams.</li> <li>independently find and integrate information from multiple sources for a specific purpose.</li> <li>use information tools, such as online thesaurus Google, Web 2.0 tools.</li> </ul>	<p><i>Learners meet the standard when they:</i></p> <ul style="list-style-type: none"> <li>synthesize and present information in depth from multiple sources.</li> <li>react in depth to the content of something read, seen, or heard using the appropriate higher-order thinking skills for this level.</li> <li>present an argument for or against a particular point of view.</li> <li>design different means for collecting information, such as surveys and interviews, and report on the results and conclusions using appropriate higher-order thinking skills for this level.</li> <li>use digital media tools, such as podcasts and Web 2.0 tools.</li> <li>review and edit presentations based on feedback from peers/teacher.</li> </ul>	<p><i>Learners meet the standard when they:</i></p> <ul style="list-style-type: none"> <li>are aware of subtle meanings and connotations of words and expressions, differences between synonyms or translations, and word derivations.</li> <li>are aware of the way words are structured (morphology)</li> <li>are aware that words in English are borrowed from different languages.</li> <li>compare different elements of English, such as tense and syntax, to their home language;</li> <li>are aware that languages use different idiomatic expressions in order to convey the same idea.</li> <li>are aware of the differences between languages in communicative function and use, and of the dynamics of language changes, such as shifts in word meanings and connotations.</li> <li>identify and describe events, setting and main characters in literary texts, using lower-order thinking skills.</li> <li>analyze and interpret literary texts, using higher-order thinking skills;</li> <li>recognize and explain the use of appropriate literary techniques in a text, such as imagery, irony, metaphor.</li> <li>understand the historical, social 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.</li> <li>provide an oral, written or visual response to a literary text.</li> <li>reflect on the literary text and the process of integrating the higher-order thinking skills.</li> <li>are aware of the relationship between cultural practices, literature, and a variety of cultural products.</li> </ul>	

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

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



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

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

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

### Proficiency Level: Lexis

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

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:

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

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

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

## Section Ten: Recommendations for Implementing the Curriculum

The following are recommendations to schools for implementing the curriculum.

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

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