

**State of Israel
Ministry of Education
Pedagogical Secretariat
Language Department
Inspectorate for English Language Education**

GRAMMAR BAND I ELEMENTARY SCHOOL

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אין לשכפל, להעתיק, לצלם, להקליט, לתרגם, לאחסן במאגר מידע כל חלק שהוא מתוכנית הלימודים.

כל הזכויות שמורות למשרד החינוך, נובמבר 2020

ممنوع نسخ أي جزء من المنهج الدراسي أو تصويره أو تسجيله أو ترجمته أو تخزينه في مخزن المعلومات. حقوق الطبع محفوظة لوزارة التربية والتعليم, نوفمبر/تشرين الثاني 2020.

Source for the Grammar Bands

| Source | Description |
|----------------------------------|--|
| English Vocabulary Profile (EVP) | The English Grammar Profile (EGP) from Cambridge University Press contains information about the grammatical structures that are used by learners at each level of the CEFR (A1, A2, B1, B2, C1, C2). It also includes a data base of sample student work. Thus, it is an invaluable reference source for materials writers, test developers, teachers and teacher trainers. It is an open access resource and is accessed here: https://www.englishprofile.org/wordlists/evp |

Key to the Levels of Progression

The levels of progression are presented according to the following key:

mostly receptive

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

emerging usage and production

Learners understand the main message conveyed by the structure and attempt to use it in familiar and novel contexts. Production begins to be 'creative' (novel utterances) with errors that may interfere with intelligibility.

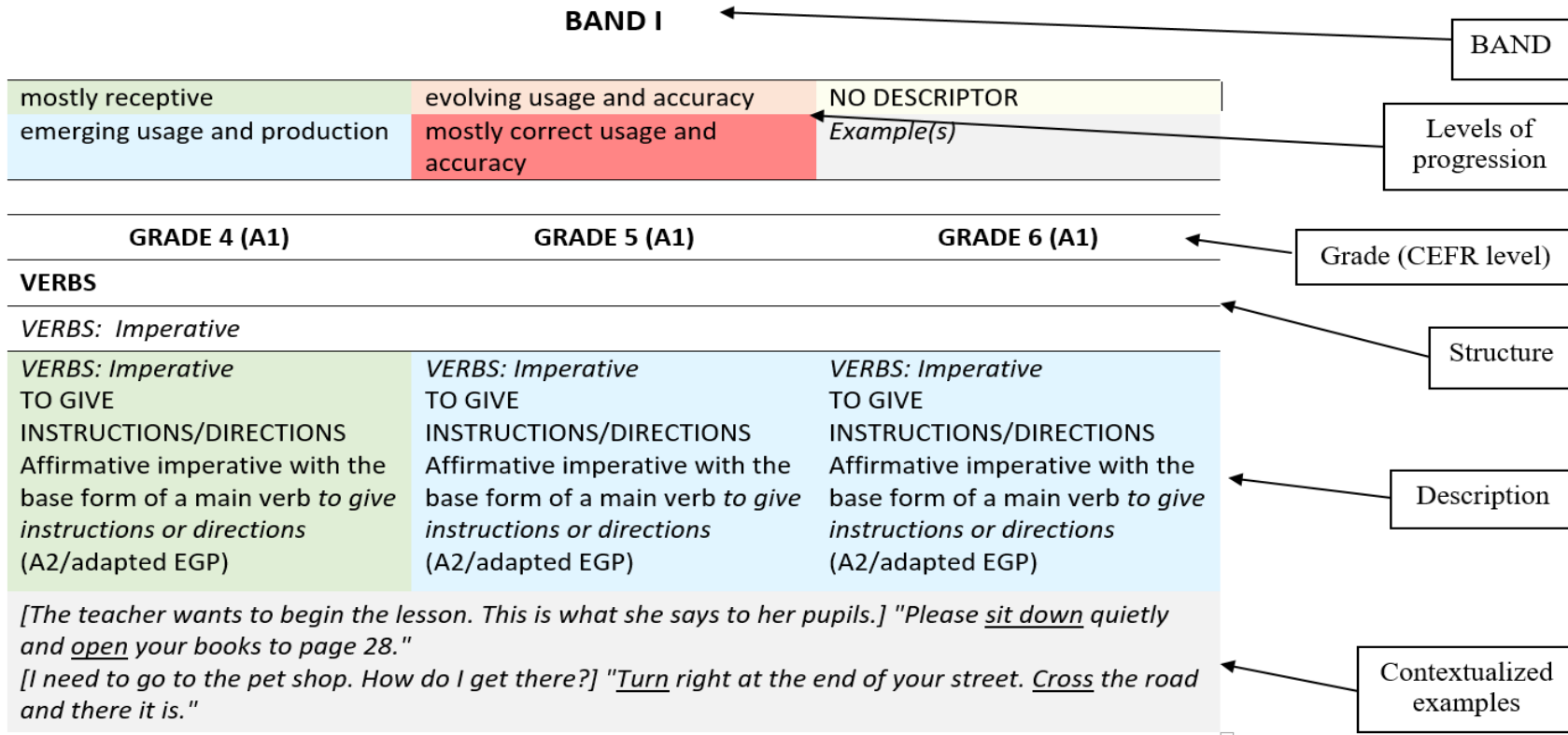
evolving usage and accuracy

Learners understand the full message conveyed by the structure. Usage appears in a range of relevant contexts and focuses on communication. Production may at times be inaccurate though errors mostly do not interfere with intelligibility.

mostly correct usage and accuracy

Learners understand the full message conveyed by the structure. Usage appears in a wide range of relevant contexts and focuses on communication. Production for the most part is accurate with occasional errors that do not interfere with intelligibility.

The details for each grade and each grammar structure are presented according to the following format:



GRAMMAR BAND I

| | | |
|-------------------------------|-----------------------------------|---------------|
| mostly receptive | evolving usage and accuracy | NO DESCRIPTOR |
| emerging usage and production | mostly correct usage and accuracy | Example(s) |

GRADE 4 (A1)

GRADE 5 (A1)

GRADE 6 (A1)

CLAUSES

CLAUSES: Declarative

TO DESCRIBE A STATE

Simple **affirmative** and **negative** declarative clause with the verb 'TO BE' as **the main** verb + 'not' or 'n't' *to describe a state*

[The teacher described the pupils in her class.] Amir is tall. Sara and Tom are short. They aren't tall.

TO DESCRIBE A STATE

Simple **affirmative** and **negative** declarative clause with the verb 'TO BE' as **the main** verb + 'not' or 'n't' *to describe a state*

TO DESCRIBE A STATE

Simple **affirmative** and **negative** declarative clause with the verb 'TO BE' as **the main** verb + 'not' or 'n't' *to describe a state*

TO DESCRIBE A STATE

Simple **affirmative** and **negative** declarative clauses with **lexical verbs** *to describe a state*

I like English. I don't like sport.

Dan has three brothers. He loves them.

TO DESCRIBE A STATE

Simple **affirmative** and **negative** declarative clauses with **lexical verbs** *to describe a state*

TO DESCRIBE A STATE

Simple **affirmative** and **negative** declarative clauses with **lexical verbs** *to describe a state*

TO REQUEST/CONFIRM INFORMATION

Affirmative interrogative clauses (with **yes/no** answer) of main lexical verbs with auxiliary 'do' *to request and confirm information using yes/no questions*

Does Anna play sports? Yes, she does. No, she doesn't.

Do Olga and Misha speak English? Yes, they do. No, they don't.

TO REQUEST/CONFIRM INFORMATION

Affirmative interrogative clauses (with **yes/no** answer) of main lexical verbs with auxiliary 'do' *to request and confirm information using yes/no questions*

TO REQUEST/CONFIRM INFORMATION

Affirmative interrogative clauses (with **yes/no** answer) of main lexical verbs with auxiliary 'do' *to request and confirm information using yes/no questions*

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|--------------|--------------|--------------|
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CLAUSES: Interrogative

TO REQUEST INFORMATION/TO RESPOND TO THE REQUEST

Affirmative wh-interrogative clauses with a **wh-word** as object using the verb **'to be'** as the main verb and **lexical verbs** to elicit information and respond appropriately (A2/adapted EGP)

Where is the party? [The party is] at my house.

When does the lesson begin? [The lesson begins] at 10.

TO REQUEST INFORMATION/TO RESPOND TO THE REQUEST

Affirmative wh-interrogative clauses with a **wh-word** as object using the verb **'to be'** as the main verb and **lexical verbs** to elicit information and respond appropriately (A2/adapted EGP)

TO REQUEST INFORMATION/TO RESPOND TO THE REQUEST

Affirmative wh-interrogative clauses with a **wh-word** as object using the verb **'to be'** as the main verb and **lexical verbs** to elicit information and respond appropriately (A2/adapted EGP)

CLAUSES: Coordinated

TO JOIN WORDS OF EQUAL IMPORTANCE
Single word (word + word) with coordinating conjunctions (e.g., 'and', 'or') to connect **single and plural nouns and adjectives** of equal importance in one-clause/simple sentences

[What fruit does Rachel like?] Rachel likes apples and grapes.

[What does Naomi drink in the morning?] Naomi drinks milk or orange juice in the morning.

TO JOIN WORDS OF EQUAL IMPORTANCE
Single word (word + word) with coordinating conjunctions (e.g., 'and', 'or') to connect **single and plural nouns and adjectives** of equal importance in one-clause/simple sentences

TO JOIN WORDS OF EQUAL IMPORTANCE
Single word (word + word) with coordinating conjunctions (e.g., 'and', 'or') to connect **single and plural nouns and adjectives** of equal importance in one-clause/simple sentences

TO JOIN NOUN PHRASES OF EQUAL IMPORTANCE
Single word conjunctions (e.g., 'and', 'but', 'or') to combine phrases (**phrase + phrase**) of equal importance

[Dana is making a plan to take the children to a hotel by the sea.] They can swim in the pool or in the sea.

We can visit the museum in the morning and the park in the afternoon.

TO JOIN NOUN PHRASES OF EQUAL IMPORTANCE
Single word conjunctions (e.g., 'and', 'but', 'or') to combine phrases (**phrase + phrase**) of equal importance

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Single word conjunctions (e.g., 'and', 'but', 'or') to combine phrases (**phrase + phrase**) of equal importance

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|---------------|--|--|
| NO DESCRIPTOR | <p>TO JOIN PROPOSITIONS/IDEAS OF EQUAL IMPORTANCE</p> <p>Two main declarative clauses combined using coordinating conjunctions ('and', 'but', 'or') to convey more than one proposition/idea of equal importance using basic compound and complex sentences</p> <p><i>Mika likes most vegetables, <u>but</u> she doesn't like avocados.</i></p> <p><i>Henry read the sign <u>and</u> he turned left at the corner .</i></p> | <p>TO JOIN PROPOSITIONS/IDEAS OF EQUAL IMPORTANCE</p> <p>Two main declarative clauses combined using coordinating conjunctions ('and', 'but', 'or') to convey more than one proposition/idea of equal importance using basic compound and complex sentences</p> |

CLAUSES: Subordinated

| | | |
|---|---|---|
| <p>TO ELABORATE ON THE MAIN CLAUSE BY PROVIDING A REASON</p> <p>Finite adverbial subordinate clause with 'because', after a main clause, to introduce reasons</p> <p><i>[Sali and David finished their music lesson and waited for the bus at the bus stop.] In the end, they walked home <u>because the bus was late</u> .</i></p> | <p>TO ELABORATE ON THE MAIN CLAUSE BY PROVIDING A REASON</p> <p>Finite adverbial subordinate clause with 'because', after a main clause, to introduce reasons</p> | <p>TO ELABORATE ON THE MAIN CLAUSE BY PROVIDING A REASON</p> <p>Finite adverbial subordinate clause with 'because', after a main clause, to introduce reasons</p> |
|---|---|---|

VERBS

VERBS: Imperative

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| <p>TO GIVE INSTRUCTIONS/DIRECTIONS</p> <p>Affirmative imperative with the base form of a main verb to give instructions or directions</p> <p><i>[The teacher wants to begin the lesson. This is what she says to her pupils.] "Please <u>sit down</u> quietly and <u>open</u> your books to page 28."</i></p> <p><i>[I need to go to the pet shop. How do I get there?] "<u>Turn</u> right at the end of your street. <u>Cross</u> the road and there it is."</i></p> | <p>TO GIVE INSTRUCTIONS/DIRECTIONS</p> <p>Affirmative imperative with the base form of a main verb to give instructions or directions</p> | <p>TO GIVE INSTRUCTIONS/DIRECTIONS</p> <p>Affirmative imperative with the base form of a main verb to give instructions or directions</p> |
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|--|--|--|
| <p>TO MAKE A SUGGESTION</p> <p>'Let's' + base form of a main verb, for first person plural imperatives <i>to make a suggestion</i></p> <p><i>[Dad and his two children are spending the day together. He asks: "What do you want to do?"]</i> <u>Let's eat</u> ice cream. <u>Let's go</u> to the park.</p> <p>VERBS: Present/Linking 'TO BE'</p> | <p>TO MAKE A SUGGESTION</p> <p>'Let's' + base form of a main verb, for first person plural imperatives <i>to make a suggestion</i></p> <p><i>[Dad and his two children are spending the day together. He asks: "What do you want to do?"]</i> <u>Let's eat</u> ice cream. <u>Let's go</u> to the park.</p> | <p>TO MAKE A SUGGESTION</p> <p>'Let's' + base form of a main verb, for first person plural imperatives <i>to make a suggestion</i></p> <p><i>[Dad and his two children are spending the day together. He asks: "What do you want to do?"]</i> <u>Let's eat</u> ice cream. <u>Let's go</u> to the park.</p> |
| <p>TO DESCRIBE A STATE</p> <p>Present verb 'TO BE' as the main verb (affirmative and negative) <i>to describe a person or object in its present state</i></p> <p><i>[Mom is just home from work. She is very angry.]</i> The kitchen <u>is not/isn't</u> tidy. The floor <u>is</u> dirty.</p> <p>VERBS: Present/Linking questions</p> | <p>TO DESCRIBE A STATE</p> <p>Present verb 'TO BE' as the main verb (affirmative and negative) <i>to describe a person or object in its present state</i></p> <p><i>[Mom is just home from work. She is very angry.]</i> The kitchen <u>is not/isn't</u> tidy. The floor <u>is</u> dirty.</p> | <p>TO DESCRIBE A STATE</p> <p>Present verb 'TO BE' as the main verb (affirmative and negative) <i>to describe a person or object in its present state</i></p> <p><i>[Mom is just home from work. She is very angry.]</i> The kitchen <u>is not/isn't</u> tidy. The floor <u>is</u> dirty.</p> |
| <p>TO ASK FOR INFORMATION ABOUT A CURRENT STATE</p> <p>Wh-questions with the present verb 'TO BE' as the main verb <i>to ask for information</i></p> <p><i>[I have my English lesson on ZOOM at 11:00 am .]</i> <u>What is</u> the time now ? <u>Where is/Where's</u> my English book?</p> <p>VERBS: There is/There are</p> | <p>TO ASK FOR INFORMATION ABOUT A CURRENT STATE</p> <p>Wh-questions with the present verb 'TO BE' as the main verb <i>to ask for information</i></p> <p><i>[I have my English lesson on ZOOM at 11:00 am .]</i> <u>What is</u> the time now ? <u>Where is/Where's</u> my English book?</p> | <p>TO ASK FOR INFORMATION ABOUT A CURRENT STATE</p> <p>Wh-questions with the present verb 'TO BE' as the main verb <i>to ask for information</i></p> <p><i>[I have my English lesson on ZOOM at 11:00 am .]</i> <u>What is</u> the time now ? <u>Where is/Where's</u> my English book?</p> |
| <p>TO INTRODUCE THE SUBJECT OF A SENTENCE</p> <p>'THERE IS' + singular noun phrase as complement <i>to introduce the subject [of the sentence]</i></p> <p><i>[I have to take the bus home and I don't know where it stops.]</i> <u>There is</u> a bus stop in front of the school.</p> | <p>TO INTRODUCE THE SUBJECT OF A SENTENCE</p> <p>'THERE IS' + singular noun phrase as complement <i>to introduce the subject [of the sentence]</i></p> <p><i>[I have to take the bus home and I don't know where it stops.]</i> <u>There is</u> a bus stop in front of the school.</p> | <p>TO INTRODUCE THE SUBJECT OF A SENTENCE</p> <p>'THERE IS' + singular noun phrase as complement <i>to introduce the subject [of the sentence]</i></p> <p><i>[I have to take the bus home and I don't know where it stops.]</i> <u>There is</u> a bus stop in front of the school.</p> |

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| emerging usage and production | mostly correct usage and accuracy | Example(s) |
| GRADE 4 (A1) | GRADE 5 (A1) | GRADE 6 (A1) |
| <p>TO INTRODUCE THE SUBJECT OF A SENTENCE 'THERE ARE' + plural noun phrase as complement <i>to introduce the subject [of the sentence]</i></p> <p><i>[I want to bake a cake. I need some eggs and nuts.] <u>There are</u> twelve eggs in the refrigerator. <u>There are</u> nuts in the box on the table.</i></p> <p>VERBS: Present simple</p> | <p>TO INTRODUCE THE SUBJECT OF A SENTENCE 'THERE ARE' + plural noun phrase as complement <i>to introduce the subject [of the sentence]</i></p> | <p>TO INTRODUCE THE SUBJECT OF A SENTENCE 'THERE ARE' + plural noun phrase as complement <i>to introduce the subject [of the sentence]</i></p> |
| <p>TO DESCRIBE EVENTS/HABITS Affirmative form of lexical verbs <i>to talk about repeated events or habits, and general facts</i></p> <p><i>[The teacher wants to know what her pupils do in the afternoon.] Igor and Anya <u>play</u> basketball every Tuesday. Ofer usually <u>watches</u> TV in the afternoon. After the sun <u>sets</u> in the evening, Hadas <u>eats</u> dinner.</i></p> | <p>TO DESCRIBE EVENTS/HABITS Affirmative form of lexical verbs <i>to talk about repeated events or habits, and general facts</i></p> | <p>TO DESCRIBE EVENTS/HABITS Affirmative form of lexical verbs <i>to talk about repeated events or habits, and general facts</i></p> |
| <p>TO DESCRIBE REPEATED EVENTS/HABITS Negative form with lexical verbs <i>to talk about repeated events or habits</i></p> <p><i>[The teacher wants to know what the pupils don't do in the afternoon.] Lucie <u>does not/doesn't</u> watch TV in the afternoon. Solomon and Joseph <u>don't play</u> computer games.</i></p> | <p>TO DESCRIBE REPEATED EVENTS/HABITS Negative form with lexical verbs <i>to talk about repeated events or habits</i></p> | <p>TO DESCRIBE REPEATED EVENTS/HABITS Negative form with lexical verbs <i>to talk about repeated events or habits</i></p> |
| NO DESCRIPTOR | NO DESCRIPTOR | <p>TO DESCRIBE GENERAL TRUTHS Affirmative form of lexical verbs <i>to talk about repeated events or habits, and general facts</i></p> <p><i>[The pupil is telling the class facts about koala bears.] Koala bears <u>live</u> only in Australia. They only <u>eat</u> Eucaplytus leaves.</i></p> |

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| GRADE 4 (A1) | GRADE 5 (A1) | GRADE 6 (A1) |
|---------------|--|--|
| NO DESCRIPTOR | NO DESCRIPTOR | TO DESCRIBE GENERAL TRUTHS Negative form with lexical verbs <i>to talk about repeated events or habits</i> <i>[The pupil is telling the class facts about koala bears.] Koala bears <u>don't drink</u> water. Koalas <u>don't walk</u> on the ground a lot.</i> |
| NO DESCRIPTOR | TO DESCRIBE FREQUENCY OF REGULAR EVENTS Affirmative form with adverbs (e.g., 'always', 'sometimes') <i>to talk about frequency of events</i> Note: Also see below ADVERBS: Frequency <i>[What do your sisters do in their spare time?] Luba <u>sometimes plays</u> video games with her friends. Duaa and Haya <u>always go</u> to the park on Tuesdays.</i> | TO DESCRIBE FREQUENCY OF REGULAR EVENTS Affirmative form with adverbs (e.g., 'always', 'sometimes') <i>to talk about frequency of events</i> Note: Also see below ADVERBS: Frequency <i>[What do your sisters do in their spare time?] Luba <u>sometimes plays</u> video games with her friends.</i> |

VERBS: Present simple questions

| | | |
|--|--|--|
| TO ASK FOR/CONFIRM INFORMATION ABOUT REPEATED EVENTS/HABITS Question form with auxiliary 'do' (with yes/no answer) <i>to ask for and to confirm information</i> <i>[Let's play the game "1 0 questions". Here are some questions.] <u>Do you have</u> a pet? [Yes, I do.] <u>Do you have</u> a cat? [Yes, I do.] <u>Does your cat sleep</u> on your bed? [Yes he does.]</i> | TO ASK FOR/CONFIRM INFORMATION ABOUT REPEATED EVENTS/HABITS Question form with auxiliary 'do' (with yes/no answer) <i>to ask for and to confirm information</i> <i>[Let's play the game "1 0 questions". Here are some questions.] <u>Do you have</u> a pet? [Yes, I do.] <u>Do you have</u> a cat? [Yes, I do.] <u>Does your cat sleep</u> on your bed? [Yes he does.]</i> | TO ASK FOR/CONFIRM INFORMATION ABOUT REPEATED EVENTS/HABITS Question form with auxiliary 'do' (with yes/no answer) <i>to ask for and to confirm information</i> <i>[Let's play the game "1 0 questions". Here are some questions.] <u>Do you have</u> a pet? [Yes, I do.] <u>Do you have</u> a cat? [Yes, I do.] <u>Does your cat sleep</u> on your bed? [Yes he does.]</i> |
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| NO DESCRIPTOR | <p>TO ASK FOR INFORMATION ABOUT REPEATED EVENTS/HABITS/GENERAL TRUTHS</p> <p>Wh-questions with auxiliary 'do' to ask for information about repeated events/habits/general truths</p> <p><i>[Mike is at the doctor. The doctor has some questions for him.] <u>What do you eat</u> for breakfast? <u>When do you get up</u> in the morning?</i></p> | <p>TO ASK FOR INFORMATION ABOUT REPEATED EVENTS/HABITS/GENERAL TRUTHS</p> <p>Wh-questions with auxiliary 'do' to ask for information about repeated events/habits/general truths</p> <p><i>[Mike is at the doctor. The doctor has some questions for him.] <u>What do you eat</u> for breakfast? <u>When do you get up</u> in the morning?</i></p> |
| <i>VERBS: Present simple mental process</i> | | |
| NO DESCRIPTOR | <p>TO EXPRESS UNOBSERVABLE MENTAL STATES</p> <p>Affirmative form of mental process verbs (stative verbs) (such as 'think', 'hope', 'know') to express unobservable cognitive states</p> <p><i>[Cindy is meeting her friend Paul at the station.] She <u>thinks</u> the train will arrive on time. He <u>hopes</u> that she will be there to meet him.</i></p> | <p>TO EXPRESS UNOBSERVABLE MENTAL STATES</p> <p>Affirmative form of mental process verbs (stative verbs) (such as 'think', 'hope', 'know') to express unobservable cognitive states</p> <p><i>[Cindy is meeting her friend Paul at the station.] She <u>thinks</u> the train will arrive on time. He <u>hopes</u> that she will be there to meet him.</i></p> |
| <i>VERBS: Past/Linking</i> | | |
| NO DESCRIPTOR | <p>TO DESCRIBE A PAST STATE</p> <p>Past 'TO BE' as the main verb with complements (affirmative and negative) to describe a person or object in its past state</p> <p><i>[Last week we visited the zoo and saw many animals.] The monkeys <u>were</u> friendly. The penguins <u>were</u> funny. The lions <u>were</u> scary. The birds <u>weren't</u> quiet. The elephant <u>was</u> hungry. Our visit to the zoo <u>was</u> fun.</i></p> | <p>TO DESCRIBE A PAST STATE</p> <p>Past 'TO BE' as the main verb with complements (affirmative and negative) to describe a person or object in its past state</p> <p><i>[Last week we visited the zoo and saw many animals.] The monkeys <u>were</u> friendly. The penguins <u>were</u> funny. The lions <u>were</u> scary. The birds <u>weren't</u> quiet. The elephant <u>was</u> hungry. Our visit to the zoo <u>was</u> fun.</i></p> |

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| <i>VERBS: Past simple linking verbs questions</i> | | |
| NO DESCRIPTOR | <p>TO ASK FOR/CONFIRM INFORMATION ABOUT A PAST STATE</p> <p>Affirmative question form (with yes/no answer) with 'TO BE' as the main verb <i>to confirm information</i></p> <p><i>[Where were you yesterday?] <u>Were</u> you at the concert? [Yes I was]. <u>Was</u> Ahmed with you there?</i></p> | <p>TO ASK FOR/CONFIRM INFORMATION ABOUT A PAST STATE</p> <p>Affirmative question form (with yes/no answer) with 'TO BE' as the main verb <i>to confirm information</i></p> |
| NO DESCRIPTOR | <p>TO ASK FOR INFORMATION ABOUT A PAST STATE</p> <p>Wh-questions with past 'TO BE' as the main verb <i>to ask for information</i></p> <p><i>[I looked for you yesterday.] <u>Where were</u> you? [I was at the doctor.] <u>Why were</u> you there?</i></p> | <p>TO ASK FOR INFORMATION ABOUT A PAST STATE</p> <p>Wh-questions with past 'TO BE' as the main verb <i>to ask for information</i></p> |
| <i>VERBS: Past simple lexical verbs (verbs that are not auxiliary and carry meaning)</i> | | |
| <p>TO REFER TO/DESCRIBE PAST COMPLETED EVENTS</p> <p>Affirmative form with regular verbs <i>to refer to or describe to completed events</i></p> <p><i>[My mother asked: What did you do with your friends yesterday?] I <u>played</u> football with Tom. Then we <u>walked</u> to the park together.</i></p> | <p>TO REFER TO/DESCRIBE PAST COMPLETED EVENTS</p> <p>Affirmative form with regular verbs <i>to refer to or describe to completed events</i></p> | <p>TO REFER TO/DESCRIBE PAST COMPLETED EVENTS</p> <p>Affirmative form with regular verbs <i>to refer to or describe to completed events</i></p> |
| NO DESCRIPTOR | <p>TO REFER TO/DESCRIBE PAST EVENTS THAT DID NOT OCCUR</p> <p>Negative form with regular verbs <i>to refer to or describe events that did not occur</i></p> <p><i>[Yesterday I started to play Monopoly with my friend Tom.] Tom <u>didn't talk</u> during our game. [He was quiet.] In the end, we <u>didn't finish</u> the game because I had to go home.</i></p> | <p>TO REFER TO/DESCRIBE PAST EVENTS THAT DID NOT OCCUR</p> <p>Negative form with regular verbs <i>to refer to or describe events that did not occur</i></p> |

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| NO DESCRIPTOR | <p>TO REFER TO/DESCRIBE PAST COMPLETED EVENTS</p> <p>Affirmative form with irregular verbs to refer to completed events</p> <p><i>[After school, Dana and Mayan walked home together.] On their way, they <u>found</u> a dog near the school. Dana <u>took</u> the dog home and <u>gave</u> it some water and food.</i></p> | <p>TO REFER TO/DESCRIBE PAST COMPLETED EVENTS</p> <p>Affirmative form with irregular verbs to refer to completed events</p> |
| NO DESCRIPTOR | <p>TO REFER TO/DESCRIBE PAST EVENTS THAT DID NOT OCCUR</p> <p>Negative form with irregular verbs to refer to completed events</p> <p><i>[Hasan's mother asked him to go shopping for her yesterday.] He went to the shop, but he <u>didn't/did not bring</u> the shopping list. He <u>didn't/did not forget</u> anything on the list.</i></p> | <p>TO REFER TO/DESCRIBE PAST EVENTS THAT DID NOT OCCUR</p> <p>Negative form with irregular verbs to refer to completed events</p> |
| NO DESCRIPTOR | <p>TO ASK FOR/CONFIRM INFORMATION ABOUT PAST EVENTS</p> <p>Affirmative form question form with auxiliary 'do' (with yes/no answer) to confirm information about past events (A2/adapted EGP)</p> <p><i>[My father wants me to be a good student At the end of the day he always asks me two questions.] <u>Did you finish</u> your homework? <u>Did you read</u> a story?</i></p> | <p>TO ASK FOR/CONFIRM INFORMATION ABOUT PAST EVENTS</p> <p>Affirmative form question form with auxiliary 'do' (with yes/no answer) to confirm information about past events (A2/adapted EGP)</p> |

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| mostly receptive | evolving usage and accuracy | NO DESCRIPTOR |
| emerging usage and production | mostly correct usage and accuracy | Example(s) |

| GRADE 4 (A1) | GRADE 5 (A1) | GRADE 6 (A1) |
|---------------|---|---|
| NO DESCRIPTOR | <p>TO ASK FOR INFORMATION ABOUT PAST EVENTS Wh-questions with auxiliary 'do' to ask for information about past events</p> <p><i>[I was late for school. When I got to class, my teacher asked me some questions.]</i> <u>When did you go to bed last night?</u> <u>How did you get</u> to school today?</p> | <p>TO ASK FOR INFORMATION ABOUT PAST EVENTS Wh-questions with auxiliary 'do' to ask for information about past events</p> <p><i>[I was late for school. When I got to class, my teacher asked me some questions.]</i> <u>When did you go to bed last night?</u> <u>How did you get</u> to school today?</p> |

VERBS: Present continuous

| | | |
|---|---|---|
| <p>TO DESCRIBE ONGOING EVENTS/SITUATIONS Affirmative form 'BE + VERB-ING' to talk about situations and events in progress</p> <p><i>[Gal, Masoud and Malik will meet together in the evening. In the meantime ...] Gal <u>is walking</u> her dog. Masoud and Malik <u>are baking</u> bread.</i></p> | <p>TO DESCRIBE ONGOING EVENTS/SITUATIONS Affirmative form 'BE + VERB-ING' to talk about situations and events in progress</p> <p><i>[Gal, Masoud and Malik will meet together in the evening. In the meantime ...] Gal <u>is walking</u> her dog. Masoud and Malik <u>are baking</u> bread.</i></p> | <p>TO DESCRIBE ONGOING EVENTS/SITUATIONS Affirmative form 'BE + VERB-ING' to talk about situations and events in progress</p> <p><i>[Gal, Masoud and Malik will meet together in the evening. In the meantime ...] Gal <u>is walking</u> her dog. Masoud and Malik <u>are baking</u> bread.</i></p> |
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| NO DESCRIPTOR | <p>TO DESCRIBE ONGOING EVENTS/SITUATIONS Negative form 'BE + NOT +VERB-ING' to talk about situations and events in progress</p> <p><i>[I need some help from Michal. Can you call her? Michal is busy at the moment.] She <u>is not/isn't watching</u> TV, but she is writing a letter. [OK, I will call her later.]</i></p> | <p>TO DESCRIBE ONGOING EVENTS/SITUATIONS Negative form 'BE + NOT +VERB-ING' to talk about situations and events in progress</p> <p><i>[I need some help from Michal. Can you call her? Michal is busy at the moment.] She <u>is not/isn't watching</u> TV, but she is writing a letter. [OK, I will call her later.]</i></p> |
|---------------|--|--|

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|---------------|---|---|
| NO DESCRIPTOR | <p>TO REFER TO/DESCRIBE TEMPORARY SITUATIONS Affirmative and negative forms 'BE [+ NOT] +VERB-ING' to refer or describe current temporary situations</p> <p><i>[Today is Sunday and I'm very surprised.] My mother <u>is working today</u>. [She usually works on Mondays, Tuesdays, and Thursdays.]</i></p> | <p>TO REFER TO/DESCRIBE TEMPORARY SITUATIONS Affirmative and negative forms 'BE [+ NOT] +VERB-ING' to refer or describe current temporary situations</p> <p><i>[Today is Sunday and I'm very surprised.] My mother <u>is working today</u>. [She usually works on Mondays, Tuesdays, and Thursdays.]</i></p> |
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GRAMMAR BAND I

| | | |
|-------------------------------|-----------------------------------|---------------|
| mostly receptive | evolving usage and accuracy | NO DESCRIPTOR |
| emerging usage and production | mostly correct usage and accuracy | Example(s) |

| GRADE 4 (A1) | GRADE 5 (A1) | GRADE 6 (A1) |
|--|--|--|
| <i>VERBS: Present continuous questions</i> | | |
| NO DESCRIPTOR | <p>TO ASK FOR/CONFIRM INFORMATION ABOUT ONGOING EVENTS/SITUATIONS</p> <p>Affirmative form question form 'BE + VERB-ING' (with yes/no answer) <i>to confirm information about situations and events in progress</i></p> <p><i>[There's a great movie on TV now.] Are you watching the movie? [I am trying to watch it, but my brother is talking on the phone and I can't hear the TV.]</i></p> | <p>TO ASK FOR/CONFIRM INFORMATION ABOUT ONGOING EVENTS/SITUATIONS</p> <p>Affirmative form question form 'BE + VERB-ING' (with yes/no answer) <i>to confirm information about situations and events in progress</i></p> |
| NO DESCRIPTOR | <p>TO ASK FOR INFORMATION ABOUT ONGOING EVENTS/SITUATIONS</p> <p>Wh-questions with auxiliary 'is/are' <i>to ask for information about an ongoing event/situation</i></p> <p><i>[I want to have lunch with you.] What are you eating? [I am eating eggs and salad.]</i></p> | <p>TO ASK FOR INFORMATION ABOUT ONGOING EVENTS/SITUATIONS</p> <p>Wh-questions with auxiliary 'is/are' <i>to ask for information about an ongoing event/situation</i></p> |
| NO DESCRIPTOR | <p>TO ASK FOR/CONFIRM INFORMATION ABOUT TEMPORARY SITUATIONS</p> <p>Affirmative question form 'BE + VERB-ING' (with yes/no answer) <i>to ask about and confirm information about temporary situations</i></p> <p><i>[Aviva is 9 years old.] Is she taking dance lessons this year? [No, she wants to begin next year.]</i></p> | <p>TO ASK FOR/CONFIRM INFORMATION ABOUT TEMPORARY SITUATIONS</p> <p>Affirmative question form 'BE + VERB-ING' (with yes/no answer) <i>to ask about and confirm information about temporary situations</i></p> |

GRAMMAR BAND I

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| mostly receptive | evolving usage and accuracy | NO DESCRIPTOR |
| emerging usage and production | mostly correct usage and accuracy | Example(s) |

| GRADE 4 (A1) | GRADE 5 (A1) | GRADE 6 (A1) |
|--|---|---|
| NO DESCRIPTOR | <p>TO ASK FOR INFORMATION ABOUT TEMPORARY SITUATIONS</p> <p>Wh-questions with auxiliary 'is/are' to ask for information about temporary situations</p> <p><i>[My bike is broken and I can't ride it to school.] How <u>are you getting to</u> school today? [My mother is driving me. She can take you too.]</i></p> | <p>TO ASK FOR INFORMATION ABOUT TEMPORARY SITUATIONS</p> <p>Wh-questions with auxiliary 'is/are' to ask for information about temporary situations</p> |
| <i>VERBS: Future 'WILL + VERB'</i> | | |
| NO DESCRIPTOR | <p>TO REFER TO FUTURE PLANS AND INTENTIONS</p> <p>Affirmative form 'WILL + VERB' to refer to future plans and intentions</p> <p><i>[We must tell everyone in the family about Dad's birthday party.] <u>I will/I'll call</u> my brother Raja tomorrow. <u>He'll/He will send</u> the invitations to everyone.</i></p> | <p>TO REFER TO FUTURE PLANS AND INTENTIONS</p> <p>Affirmative form 'WILL + VERB' to refer to future plans and intentions</p> |
| NO DESCRIPTOR | <p>TO REFER TO FUTURE PLANS AND INTENTIONS</p> <p>Negative form 'WILL NOT + VERB' / 'WON'T + VERB' to refer to plans and intentions that will probably not happen</p> <p><i>[We had plans but it's going to rain all week.] I <u>will not/won't go</u> the football game. My brothers <u>will not/won't</u> play tennis. [We will all be at home.]</i></p> | <p>TO REFER TO FUTURE PLANS AND INTENTIONS</p> <p>Negative form 'WILL NOT + VERB' / 'WON'T + VERB' to refer to plans and intentions that will probably not happen</p> |
| <i>VERBS: Future 'WILL+VERB' questions</i> | | |
| NO DESCRIPTOR | <p>TO ASK/CONFIRM FUTURE PLANS/INTENTIONS</p> <p>Affirmative question form (with yes/no answer) to ask about or confirm future plans or intentions</p> <p><i>[Helena and I want to meet with you.] <u>Will you be</u></i></p> | <p>TO ASK/CONFIRM FUTURE PLANS/INTENTIONS</p> <p>Affirmative question form (with yes/no answer) to ask about or confirm future plans or intentions</p> <p><i>home in the afternoon?</i></p> |

GRAMMAR BAND I

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| mostly receptive | evolving usage and accuracy | NO DESCRIPTOR |
| emerging usage and production | mostly correct usage and accuracy | Example(s) |

| GRADE 4 (A1) | GRADE 5 (A1) | GRADE 6 (A1) |
|---------------|---------------|--|
| NO DESCRIPTOR | NO DESCRIPTOR | <p>TO ASK ABOUT/CONFIRM FUTURE PLANS/INTENTIONS</p> <p>Affirmative question form with wh-words 'WILL + VERB' <i>to request and confirm plans and intentions</i></p> <p><i>[We had a great day together at my house.]</i></p> <p><i><u>When will you</u> visit me again?</i></p> |

VERBS: Future 'BE GOING TO + VERB'

| | | |
|---------------|--|---|
| NO DESCRIPTOR | <p>TO REFER TO FUTURE PLANS/INTENTIONS</p> <p>Affirmative form 'BE GOING TO + VERB' <i>to convey plans and intentions</i></p> <p><i>[Tomorrow is my grandfather's birthday.] We <u>are/We're going to visit</u> my grandparents tomorrow. We <u>are/We're going to bring</u> a birthday cake. They <u>are/They're going to be</u> really happy.</i></p> | <p>TO REFER TO FUTURE PLANS/INTENTIONS</p> <p>Affirmative form 'BE GOING TO + VERB' <i>to convey plans and intentions</i></p> |
| NO DESCRIPTOR | NO DESCRIPTOR | <p>TO REFER TO FUTURE PLANS/INTENTIONS</p> <p>Negative form 'BE NOT GOING TO + VERB' <i>to convey information about plans and intentions that probably will not happen</i></p> <p><i>We <u>are not/aren't going to cook</u> dinner tonight. [We are going to eat at a restaurant.]</i></p> |

GRAMMAR BAND I

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|-------------------------------|-----------------------------------|---------------|
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| GRADE 4 (A1) | GRADE 5 (A1) | GRADE 6 (A1) |
|--------------|--------------|--------------|
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| VERBS: Future 'BE GOING TO + VERB' questions | | |
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| | | |
|---------------|--|--|
| NO DESCRIPTOR | <p>TO ASK FOR/CONFIRM INFORMATION ABOUT FUTURE PLANS/INTENTIONS</p> <p>Affirmative question form (with yes/no answer) <i>to ask for confirmation about plans and intentions</i></p> <p><i>Are you going to bake a cake for the party?</i> <i>Is Amit going to take the dog for a walk?</i></p> | <p>TO ASK FOR/CONFIRM INFORMATION ABOUT FUTURE PLANS/INTENTIONS</p> <p>Affirmative question form (with yes/no answer) <i>to ask for confirmation about plans and intentions</i></p> |
| NO DESCRIPTOR | <p>TO ASK FOR/CONFIRM INFORMATION ABOUT FUTURE PLANS/INTENTIONS</p> <p>Wh-question form with 'BE GOING TO + VERB' <i>to ask about future plans and intentions</i></p> <p><i>What time are you going to leave for school tomorrow?</i></p> | <p>TO ASK FOR/CONFIRM INFORMATION ABOUT FUTURE PLANS/INTENTIONS</p> <p>Wh-question form with 'BE GOING TO + VERB' <i>to ask about future plans and intentions</i></p> |

MODALITY

MODALITY: Can

| | | |
|--|---|---|
| <p>TO REFER TO ABILITY</p> <p>Affirmative form 'CAN + VERB' <i>to talk about the ability to do something</i></p> <p>Eden <u>can ride</u> a bike. [She rides her bike everyday to school.]</p> | <p>TO REFER TO ABILITY</p> <p>Affirmative form 'CAN + VERB' <i>to talk about the ability to do something</i></p> | <p>TO REFER TO ABILITY</p> <p>Affirmative form 'CAN + VERB' <i>to talk about the ability to do something</i></p> |
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GRAMMAR BAND I

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| mostly receptive | evolving usage and accuracy | NO DESCRIPTOR |
| emerging usage and production | mostly correct usage and accuracy | Example(s) |

GRADE 4 (A1)

MODALITY: *Cannot/Can't*

TO REFER TO INABILITY

Negative form 'CANNOT/CAN'T + VERB' *to talk about the inability to do something*

Abbie can't speak Chinese.

Sorry, I cannot/can't hear you.

GRADE 5 (A1)

TO REFER TO INABILITY

Negative form 'CANNOT/CAN'T + VERB' *to talk about the inability to do something*

GRADE 6 (A1)

TO REFER TO INABILITY

Negative form 'CANNOT/CAN'T + VERB' *to talk about the inability to do something*

MODALITY: *Can questions*

TO ASK/RESPOND ABOUT ABILITY

Affirmative question form 'CAN + SUBJECT + VERB' form *to ask and respond about an ability (A1)*

[We are starting a band.] Can you play the guitar? [Yes I can. I learned to play last year.]

TO ASK/RESPOND ABOUT ABILITY

Affirmative question form 'CAN + SUBJECT + VERB' form *to ask and respond about an ability (A1)*

TO ASK/RESPOND ABOUT ABILITY

Affirmative question form 'CAN + SUBJECT + VERB' form *to ask and respond about an ability (A1)*

TO MAKE A REQUEST

Affirmative question form 'CAN + SUBJECT + VERB' (with **yes/no** answer) form *to make a [polite] request*

[You have my book.] Can you return it to me, please? [I need to read it by next week.]

TO MAKE A REQUEST

Affirmative question form 'CAN + SUBJECT + VERB' (with **yes/no** answer) form *to make a [polite] request*

TO MAKE A REQUEST

Affirmative question form 'CAN + SUBJECT + VERB' (with **yes/no** answer) form *to make a [polite] request*

GRAMMAR BAND I

| | | |
|-------------------------------|-----------------------------------|---------------|
| mostly receptive | evolving usage and accuracy | NO DESCRIPTOR |
| emerging usage and production | mostly correct usage and accuracy | Example(s) |

| GRADE 4 (A1) | GRADE 5 (A1) | GRADE 6 (A1) |
|--------------|--------------|--------------|
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NOUNS

NOUNS: Countable

| | | |
|--|--|--|
| <p>TO REFER TO MORE THAN ONE OF THE SAME OBJECT/THING</p> <p>Plurals by adding -s to common countable nouns <i>to refer to more than one of the same object or thing</i></p> | <p>TO REFER TO MORE THAN ONE OF THE SAME OBJECT/THING</p> <p>Plurals by adding -s to common countable nouns <i>to refer to more than one of the same object or thing</i></p> | <p>TO REFER TO MORE THAN ONE OF THE SAME OBJECT/THING</p> <p>Plurals by adding -s to common countable nouns <i>to refer to more than one of the same object or thing</i></p> |
| <p>[My family went to the zoo.] We saw three <u>monkeys</u> and two <u>elephants</u>.</p> | | |

NOUNS: Articles

| | | |
|--|---|---|
| NO DESCRIPTOR | <p>TO REFER TO PREVIOUSLY MENTIONED INFORMATION</p> <p>Definite article 'THE + ADJECTIVE' in a noun phrase <i>to refer to/specify</i></p> | <p>TO REFER TO PREVIOUSLY MENTIONED INFORMATION</p> <p>Definite article 'THE + ADJECTIVE' in a noun phrase <i>to refer to/specify</i></p> |
| <p>[I will tell you where my house is.] It is opposite <u>the tall building</u>.</p> | | |

NOUNS: Pronouns

| | | |
|---|---|---|
| <p>TO REFER TO PREVIOUSLY MENTIONED INFORMATION</p> <p>Pronouns 'I', 'you', 'he', 'she', 'it', 'we' and 'they' in the subject position before a verb in descriptors <i>to refer to previously mentioned ideas, persons, objects, or situations</i></p> | <p>TO REFER TO PREVIOUSLY MENTIONED INFORMATION</p> <p>Pronouns 'I', 'you', 'he', 'she', 'it', 'we' and 'they' in the subject position before a verb in descriptors <i>to refer to previously mentioned ideas, persons, objects, or situations</i></p> | <p>TO REFER TO PREVIOUSLY MENTIONED INFORMATION</p> <p>Pronouns 'I', 'you', 'he', 'she', 'it', 'we' and 'they' in the subject position before a verb in descriptors <i>to refer to previously mentioned ideas, persons, objects, or situations</i></p> |
| <p>[Yogev didn't feel well at school.] <u>He</u> went home early.</p> <p>[What do the children like to do in summer?] <u>They</u> like to go to the beach.</p> | | |

GRAMMAR BAND I

| | | |
|-------------------------------|-----------------------------------|---------------|
| mostly receptive | evolving usage and accuracy | NO DESCRIPTOR |
| emerging usage and production | mostly correct usage and accuracy | Example(s) |

| GRADE 4 (A1) | GRADE 5 (A1) | GRADE 6 (A1) |
|---|--|---|
| <p>TO REFER TO PREVIOUSLY MENTIONED INFORMATION</p> <p>Pronouns ‘me’, ‘you’, ‘him’, ‘her’, ‘us’ and ‘them’ in the direct object position after a transitive verb <i>to refer to previously mentioned ideas, persons, objects, or situations</i></p> <p><i>[Reema looked for her keys.] She found <u>them</u> in her bag.</i></p> | <p>TO REFER TO PREVIOUSLY MENTIONED INFORMATION</p> <p>Pronouns ‘me’, ‘you’, ‘him’, ‘her’, ‘us’ and ‘them’ in the direct object position after a transitive verb <i>to refer to previously mentioned ideas, persons, objects, or situations</i></p> | <p>TO REFER TO PREVIOUSLY MENTIONED INFORMATION</p> <p>Pronouns ‘me’, ‘you’, ‘him’, ‘her’, ‘us’ and ‘them’ in the direct object position after a transitive verb <i>to refer to previously mentioned ideas, persons, objects, or situations</i></p> |
| <p>NO DESCRIPTOR</p> | <p>TO REFER TO PREVIOUSLY MENTIONED INFORMATION</p> <p>Object pronouns ‘me’, ‘you’, ‘him’, ‘her’, ‘it’, ‘us’ and ‘them’ in the object position after prepositions <i>to refer to previously mentioned ideas, persons, objects, or situations</i></p> <p><i>[Rina and Hila dance every afternoon.] Dancing is very important to <u>them</u>.</i></p> | <p>TO REFER TO PREVIOUSLY MENTIONED INFORMATION</p> <p>Object pronouns ‘me’, ‘you’, ‘him’, ‘her’, ‘it’, ‘us’ and ‘them’ in the object position after prepositions <i>to refer to previously mentioned ideas, persons, objects, or situations</i></p> |
| <p>TO REFER TO PREVIOUSLY MENTIONED INFORMATION</p> <p>Pronoun ‘it’ as a direct object to refer <i>to an object or situation previously mentioned</i></p> <p><i>[My sister won first place in the swimming championship.] For her, <u>it</u> was a very exciting day.</i></p> | <p>TO REFER TO PREVIOUSLY MENTIONED INFORMATION</p> <p>Pronoun ‘it’ as a direct object to refer <i>to an object or situation previously mentioned</i></p> | <p>TO REFER TO PREVIOUSLY MENTIONED INFORMATION</p> <p>Pronoun ‘it’ as a direct object to refer <i>to an object or situation previously mentioned</i></p> |

GRAMMAR BAND I

| | | |
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| mostly receptive | evolving usage and accuracy | NO DESCRIPTOR |
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| GRADE 4 (A1) | GRADE 5 (A1) | GRADE 6 (A1) |
|--------------|--------------|--------------|
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DETERMINERS

DETERMINERS: Nouns - articles

TO REFER TO A NON-SPECIFIC NOUN

Articles 'a' and 'an' before nouns *to indicate one non-specific noun*

I see a dog. [It is sitting on the grass.]

TO REFER TO A NON-SPECIFIC NOUN

Articles 'a' and 'an' before nouns *to indicate one non-specific noun*

TO REFER TO A NON-SPECIFIC NOUN

Articles 'a' and 'an' before nouns *to indicate one non-specific noun*

TO DIFFERENTIATE BETWEEN

KNOWN/UNKNOWN INFORMATION

Articles 'the', 'a' and 'an' before nouns *to differentiate between new and known information*

I saw a dog at the park. The dog was brown and white.

Joe took an orange from the table. The orange was large and sweet. [He enjoyed eating it.]

TO DIFFERENTIATE BETWEEN

KNOWN/UNKNOWN INFORMATION

Articles 'the', 'a' and 'an' before nouns *to differentiate between new and known information*

TO DIFFERENTIATE BETWEEN

KNOWN/UNKNOWN INFORMATION

Articles 'the', 'a' and 'an' before nouns *to differentiate between new and known information*

DETERMINERS: Possessives

TO INDICATE OWNERSHIP

Possessive determiners (e.g., 'your', 'his', 'their') *to show ownership of objects and relationships*

[Tom missed a week of school.] His teacher spoke to his friend, Ayelet. "Ayelet, please show Tom your homework."

TO INDICATE OWNERSHIP

Possessive determiners (e.g., 'your', 'his', 'their') *to show ownership of objects and relationships*

TO INDICATE OWNERSHIP

Possessive determiners (e.g., 'your', 'his', 'their') *to show ownership of objects and relationships*

TO INDICATE OWNERSHIP

Addition of 's' after **singular or proper nouns** *to show ownership of objects and relationships*

[Reuben has a shoe shop and his wife Talia has a bookshop.] Reuben 's shoe shop is in the city center. Talia 's bookshop is next to Reuben 's shop.

TO INDICATE OWNERSHIP

Addition of 's' after **singular or proper nouns** *to show ownership of objects and relationships*

TO INDICATE OWNERSHIP

Addition of 's' after **singular or proper nouns** *to show ownership of objects and relationships*

GRAMMAR BAND I

| | | |
|-------------------------------|-----------------------------------|---------------|
| mostly receptive | evolving usage and accuracy | NO DESCRIPTOR |
| emerging usage and production | mostly correct usage and accuracy | Example(s) |

GRADE 4 (A1)

GRADE 5 (A1)

GRADE 6 (A1)

DETERMINERS: Quantity

NO DESCRIPTOR

TO DESCRIBE QUANTITIES
Quantifying determiners with **plural nouns** to describe quantities

TO DESCRIBE QUANTITIES
Quantifying determiners with **plural nouns** to describe quantities

[I have friends in different countries.] I have some friends in England. I don't have any friends in Germany.

NO DESCRIPTOR

TO DESCRIBE QUANTITIES
Quantifying determiners with **uncountable nouns** to describe quantities

TO DESCRIBE QUANTITIES
Quantifying determiners with **uncountable nouns** to describe quantities

[Let's cook dinner. What's in the refrigerator?] We don't have any meat, but we have some fish.

ADJECTIVES

ADJECTIVES: Comparative

NO DESCRIPTOR

TO COMPARE AND CONTRAST
Comparative adjectives from adjectives of one syllable by adding '-er' to express a simple contrast or comparison of people, places or things

TO COMPARE AND CONTRAST
Comparative adjectives from adjectives of one syllable by adding '-er' to express a simple contrast or comparison of people, places or things

[My friends have a dog.] Gil's dog is bigger [than Joe's dog]. Joe's dog is faster [than the Gil's dog].

GRAMMAR BAND I

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| GRADE 4 (A1) | GRADE 5 (A1) | GRADE 6 (A1) |
|---------------|--|---|
| NO DESCRIPTOR | <p>TO COMPARE CONTRAST Comparative adjectives with adjectives of two syllables ending in ‘-y’ by changing the ‘y’ to an ‘i’ and adding ‘-er’ to express a simple contrast or comparison of people, places or things <i>[We learned two languages.] English is <u>easier</u> [than Hebrew].</i> <i>[We heard two stories last night.] The two stories were funny, but Adi's story was <u>funnier</u> [than Lisa's story].</i></p> | <p>TO COMPARE CONTRAST Comparative adjectives with adjectives of two syllables ending in ‘-y’ by changing the ‘y’ to an ‘i’ and adding ‘-er’ to express a simple contrast or comparison of people, places or things</p> |
| NO DESCRIPTOR | <p>TO COMPARE AND CONTRAST Irregular comparative adjectives to express a simple contrast or comparison of people, places or things <i>[My parents want to buy a present for my little sister. They went to two toy shops.] "Toys for You" is <u>better</u> [than "Big Toys"]. Also "Toys for You" is <u>further</u> from our house.</i></p> | <p>TO COMPARE AND CONTRAST Irregular comparative adjectives to express a simple contrast or comparison of people, places or things</p> |
| NO DESCRIPTOR | NO DESCRIPTOR | <p>TO COMPARE AND CONTRAST Comparative adjective phrases using ‘more’ + longer adjectives (usually three or more syllables) to express a simple contrast or comparison of people, places or things <i>[We are sleeping at Nofar's house for her birthday. Dina says: "I want to sleep in Nofar's bed."] "Her bed is <u>more comfortable</u> than the floor."</i></p> |

GRAMMAR BAND I

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| mostly receptive | evolving usage and accuracy | NO DESCRIPTOR |
| emerging usage and production | mostly correct usage and accuracy | <i>Example(s)</i> |

| GRADE 4 (A1) | GRADE 5 (A1) | GRADE 6 (A1) |
|---------------|---------------|--|
| NO DESCRIPTOR | NO DESCRIPTOR | <p>TO COMPARE AND CONTRAST WITH 'THAN'</p> <p>Comparative adjective with 'than' to compare two nouns or noun phrases <i>to express a simple contrast or comparison of people, places or things</i></p> <p><i>[We learned about England and Ireland.] England is <u>bigger than</u> Ireland. Ireland is <u>greener than</u> England. Some people say that Ireland is <u>more beautiful than</u> England.</i></p> |

ADJECTIVES: Superlative

| | | |
|---------------|---------------|---|
| NO DESCRIPTOR | NO DESCRIPTOR | <p>TO EXPRESS THE HIGHEST QUALITY OF SOMETHING</p> <p>A noun phrase with 'THE + SUPERLATIVE ADJECTIVE + NOUN' <i>to express the highest or a very high degree of a quality</i></p> <p><i>[I love trivia games. Here are some interesting facts.] The Azrieli Sarona Tower is <u>the tallest building</u> in Israel. The Dead Sea is <u>the lowest place</u> on Earth.</i></p> |
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GRAMMAR BAND I

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| mostly receptive | evolving usage and accuracy | NO DESCRIPTOR |
| emerging usage and production | mostly correct usage and accuracy | <i>Example(s)</i> |

| GRADE 4 (A1) | GRADE 5 (A1) | GRADE 6 (A1) |
|---------------|---------------|--|
| NO DESCRIPTOR | NO DESCRIPTOR | <p>TO EXPRESS THE HIGHEST QUALITY OF SOMETHING</p> <p>A noun phrase with 'THE + MOST ADJECTIVE + NOUN' with longer adjectives of two or more syllables <i>to express the highest or a very high degree of a quality</i></p> <p><i>I just saw <u>the most beautiful bird</u> flying by my window.</i></p> <p><i>This is <u>the most comfortable chair</u> in the house.</i></p> |

ADVERBS

ADVERBS: Frequency

| | | |
|---------------|--|--|
| NO DESCRIPTOR | <p>TO DESCRIBE FREQUENCY OF REGULAR EVENTS</p> <p>Affirmative form with adverbs (e.g., 'always', 'sometimes') <i>to talk about frequency of events</i></p> <p><i>[Different kids like to do different things.] Tal <u>sometimes plays</u> video games with her friends. Odem and Lenny <u>always go</u> to the park on Tuesdays.</i></p> | <p>TO DESCRIBE FREQUENCY OF REGULAR EVENTS</p> <p>Affirmative form with adverbs (e.g., 'always', 'sometimes') <i>to talk about frequency of events</i></p> |
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ADVERBS: Manner

| | | |
|---------------|---------------|---|
| NO DESCRIPTOR | NO DESCRIPTOR | <p>TO DESCRIBE THE MANNER OF AN ACTION</p> <p>Manner adverbs to modify verbs <i>to show how something happens</i></p> <p><i>[Aya has a baby sister. She loves to watch her.] Her sister plays <u>happily</u>. When she is happy, she smiles <u>sweetly</u>.</i></p> |
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GRAMMAR BAND I

| | | |
|-------------------------------|-----------------------------------|---------------|
| mostly receptive | evolving usage and accuracy | NO DESCRIPTOR |
| emerging usage and production | mostly correct usage and accuracy | Example(s) |

GRADE 4 (A1)

GRADE 5 (A1)

GRADE 6 (A1)

PREPOSITIONS

PREPOSITIONS : Time and place

TO REFER TO TEMPORAL/SPATIAL RELATIONSHIPS
Single-word prepositions to refer to temporal and spatial relationships

TO REFER TO TEMPORAL/SPATIAL RELATIONSHIPS
Single-word prepositions to refer to temporal and spatial relationships

TO REFER TO TEMPORAL/SPATIAL RELATIONSHIPS
Single-word prepositions to refer to temporal and spatial relationships

[It's time we got together. When can you meet me?] I can meet you on Monday at 4:00 pm. We can go to the shops together.

NO DESCRIPTOR

TO REFER TO TEMPORAL/SPATIAL RELATIONSHIPS
Prepositional phrases with a preposition and a noun phrase to refer to temporal and spatial relationships

TO REFER TO TEMPORAL/SPATIAL RELATIONSHIPS
Prepositional phrases with a preposition and a noun phrase to refer to temporal and spatial relationships

I love to spend time with my friends .

[Sheli has a cat and a dog.] Her dog sleeps under the bed and her cat sleeps on the bed .