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English Curriculum 2020

For Elementary School

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Introduction

A dynamic, fast changing world characterized by globalization, technologization, mobility and migration presents multiple challenges for teaching and learning English. Furthermore, insights from contemporary research in second language acquisition (SLA), learning additional languages, educational technology among other disciplines, invites practitioners to consider how to apply up-to-date thinking in classroom practice. The *English Curriculum 2020* is the outcome of a revision and revamping of the *Revised English Curriculum 2018*. In many respects it is an evolution from the previous curriculum, now aligned with international standards with the goal of raising the level of English language education in the country throughout the school years. In turn, achieving this goal will ensure a smooth transition from high school graduation to higher education.

David Crystal, in the *Cambridge Encyclopedia of the English Language* (2003), suggests six reasons for studying English: it is fascinating, important, fun, beautiful, useful and because it's there. Today, without question, English is important and useful as an international language, having taken on the global role of *lingua franca* in a plethora of work-related, social and cultural contexts (Ministry of Education, 2017) and is essential in the context of 21st century global competences. For example, it is the language of business and government, is used in international trade and tourism, in academia and research, in electronic media as well as in maritime communication and international traffic control (Kitao, 1996). Thus, a central aim of teaching English as an international language should be to equip students with the linguistic tools to effectively function in a global context (Alsagoff, 2012).

Learners are now required to develop a variety of language competences and to use English both orally and in writing in performing a wide range of tasks. With teacher facilitation they must master technological and intercultural skills and strategies in English through means of multimodal formats. The *English Curriculum 2020* is designed to address these needs by aligning with the *Common European Framework of Reference for Languages* (CEFR) (Council of Europe, 2011, 2018) now commonly used across the globe and which defines the competences necessary for language learners to function and communicate effectively in English.

Alignment with the Common European Framework of Reference for Languages (CEFR)

In 2001, the Council of Europe introduced the CEFR, designed to provide a set of clear and common standards and concepts for the teaching and assessment of foreign languages in Europe, including English. Since its introduction, it has been adopted in over 120 countries and translated into more than 40 languages including Hebrew (NITE, 2017) and Arabic. Furthermore, it is widely used in an ever-growing number of educational contexts, and has become 'a common language' with which learners and teachers around the world are already familiar.

The CEFR, based on current language education research, emphasizes the multi-dimensional nature of language learning and promotes the adoption of cutting-edge teaching methods, materials and tools. As such it serves as a basis for the reconceptualization of English language education in Israel in line with internationally accepted standards. The reconceptualization of English teaching in higher education and the localization of the CEFR to suit the specific needs of Israeli learners recently culminated in the *CEFR-Aligned Framework for English in Higher Education in Israel*.[1] Similarly, the *English Curriculum 2020* is a product of the reconceptualization of English language education in schools. It is designed to create a continuum of progression from schools to higher education as well as a bridge between Israeli and global contexts of English worldwide.

The adoption and localization of the CEFR to the Israeli context ensures that the *English Curriculum 2020*:

- addresses the unique context of Israel taking its ethnically and linguistically heterogeneous population into consideration;
- provides a high level of specificity and resolution of what is required at each level of study;
- allows learners to develop meta-awareness of language (as language learning goals are transparent), to pursue self- and peer-assessment and even more importantly, set their own learning goals and take responsibility for their learning;
- promotes equity and fairness across diverse learner populations;
- ensures equal opportunities and enhances life chances for learners from different cultures, regions, and sectors;
- promotes instruction that can open doors to higher education, workplaces and social opportunities;
- promotes international recognition by organizations and institutions and enhances intercultural understanding;
- supports virtual and physical learner exchanges, participation in national and international projects, and critical and creative thinking through exchanges of ideas with people from diverse backgrounds;
- allows for the use of materials and tests aligned with the CEFR;
- facilitates the development of high resolution materials and valid, reliable and fair tests aligned with the CEFR;
- serves as a blueprint for teachers as they create and prepare materials, set learning goals, review exemplars, and assess student work;

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[1] *CEFR-Aligned Framework for English in Higher Education in Israel* (2017). Tempus ECOSTAR: Project number 543683-TEMPUS-1-2013-1-2013-1-IL-TEMPUS-JPCR. Downloadable from https://tempus-ecostar.iucc.ac.il/wp-content/uploads/2016/04/FRAMEWORK-ATAR-with-preface.pdf

- fosters teacher cooperation in Professional Learning Communities (PLCs) as discussions and sharing revolve around a 'common language' and mutual understandings.

The *English Curriculum 2020*, in line with the CEFR, adopts an action-oriented approach to the description of communicative proficiency: it perceives the learners as language users with real-life needs. *Can-do statements* define what English language learners can actually do with language in varying situations, for different purposes, and formulated in positive terms at each level along the journey toward English language proficiency. Teaching is based on real world communicative contexts and organized around real-life tasks and teachers share the objectives with the learners. Teachers do not lose their pedagogic freedom; quite the opposite, they make the most of their professional competences while contextualizing teaching abilities.

Curriculum Components

The description of what learners can do has two interdependent dimensions: language *activities* and *communicative competences.* The first comprises reception, production, interaction and mediation; and the second dimension refers to the linguistic, sociolinguistic and pragmatic aspects of language. The two dimensions are described below.

Activities: Reception, Production, Interaction, Mediation

Reception
In reception, the user/learner receives and processes language input from an oral or written text, and builds up a representation of the meaning expressed. Reception includes oral reception (listening comprehension) and written reception (reading comprehension).

Production
In production, the user/learner produces language, orally and in writing. It may involve informal conversations or longer, more formal discourse contexts.

Interaction
Interaction involves at least two individuals participating in an oral, written and/or online exchange. In interaction, production and reception alternate and sometimes overlap.

Mediation[2]
In mediation, the user/learner serves as an intermediary for another person who may not have access due to linguistic, cultural, semantic or technical barriers. It may also involve mediating a text for oneself (for example in taking notes) or in expressing reactions to texts, particularly creative texts. Mediation involves reception and production plus, frequently, interaction.

Communicative strategies relevant to each activity (reception, production, interaction, mediation) are also included in the lists of *can-do statements*. Communicative strategies involve the application of metacognitive principles of pre-planning, execution, monitoring and repair in relation to each of the different activities. They reflect the adoption of a line of action to maximize effectiveness and understanding.

Communicative Competences

Communicative competences include linguistic, sociolinguistic and pragmatic aspects of language that enable a person to act using specifically linguistic means.

Linguistic competence relates to language usage (as in 'correct usage') and includes general linguistic range, vocabulary size and depth, grammatical accuracy as well as phonological and orthographic control.

Sociolinguistic competence defines the knowledge and skills required to deal with the social dimension of language use, i.e. sociolinguistic appropriateness.

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[2] Though mediation was always included in the CEFR, it has recently been further developed. For details see:
North, B. & Piccardo, E. (2016). *Developing illustrative descriptors of aspects of mediation for the CEFR*. Council of Europe.

Pragmatics describes actual language use in the (co-) construction of discourse and relates to how messages are organized, structured, arranged and used to perform communicative functions.

Can-do Statements

A differentiation is made between **global** *can-do statements* and **operative** *can-do statements.* A global *can-do statement* is a very general description of what a learner can do with language. Operative *can-do statements* are more specific in terms of the description of what the learner can do. The majority of global *can-do statements* are accompanied by a number of operative *can-do statements.*

Domains

Domains refer to a particular sector or sphere of life. The CEFR defines four domains as follows:

Educational domain covers the learning context, mainly formal and institutional frameworks.

Occupational domain refers to work-related contexts.

Public domain relates to social contexts, including public services, administrative bodies and leisure activities of a public nature.

Personal domain concerns an individual's immediate context, including family relations, home life, individual interests and leisure activities.

Domains, while not specified in the *English Curriculum 2020*, should be considered when designing materials and planning instruction. The personal domain is most relevant for learners in elementary school as, by definition, this domain refers to the immediate needs and surroundings of the learner. In junior high school learners widen their social circle and thus extend their contact with the public domain. Educational and occupational domains become most relevant for high school learners as they expand their academic, professional and vocational engagement with language.

Vocabulary

Vocabulary in the *English Curriculum 2020* consists of words and chunks divided into bands for elementary, junior high and high school. The bands comprise core foundational vocabulary necessary for spoken and written discourse.

Grammar

Grammar in the *English Curriculum 2020* comprises a lists of structures relevant for each grade level with detailed *can-do statements*. These, provide context to highlight the importance of form in conveying intended meaning.

Principles to Guide Teaching Practice

The adoption and localization of the CEFR in the *English Curriculum 2020* can be viewed as an evolutionary process with certain aspects of the previous curriculum preserved or adapted, in particular the setting out of principles that guide teaching. The principles relate to: a. language learning and teaching, b. beginning language learning and teaching, c. selection of materials, d. design of tasks, e. classroom assessment and f. integration of Information and Communications Technology (ICT).

A. Principles underlying language learning and language teaching

Meaningful language learning is active, constructive, authentic and cooperative. Learners are motivated when they can engage in activities that are relevant to 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. This is particularly appropriate within the action-oriented approach that characterizes the CEFR.

The following principles underlie meaningful language learning and teaching:

Table 1

Principles of Language Learning and Language Teaching

Language Learning	Language Teaching
Language learning is facilitated when learners:	*Teachers promote learning when they:*
♦ have maximum exposure to the target language through encounter with a variety of spoken and written texts, allowing for incidental acquisition of English.	♦ provide learners with opportunities to acquire vocabulary and other language features incidentally by speaking English in the classroom, and by providing a language-rich environment with a variety of verbal and visual stimuli.
♦ can use linguistic resources (L1 and other languages) when it helps them understand.	♦ recognize the importance of relating to learners' linguistic resources (L1, additional languages, English).
♦ are motivated and willing to invest time and effort.	♦ choose interesting, relevant and appropriate topics, materials and activities.
♦ develop self-efficacy and confidence in using the language.	♦ provide success-oriented tasks and constructive feedback.
♦ are willing to take risks.	♦ create a non-threatening and supportive learning environment that encourages risk taking.
♦ build on their world knowledge and linguistic resources.	♦ choose content and language that will build on learners' prior knowledge.

Language Learning	Language Teaching
Language learning is facilitated when learners:	*Teachers promote learning when they:*
♦ are aware of their own progress and have a sense of accomplishment.	♦ provide transparent and attainable goals.
♦ are challenged within the range of their zone of proximal development.	♦ provide differentiated instruction.
♦ understand language conventions.	♦ draw learners' attention to and clarify language conventions.
♦ practice grammar and vocabulary in focused tasks that are meaningful and contextualized.	♦ provide meaningful opportunities and focused tasks that require use of grammar and vocabulary in context.
♦ increase and expand their vocabulary size and depth.	♦ teach a large number of core, high and mid- frequency items and provide for frequent recycling to ensure learning and language enrichment.
♦ make the transition from receptive knowledge of vocabulary to productive use.	♦ engage learners in tasks that encourage the productive use of new vocabulary.
♦ have opportunities to use the target language meaningfully and purposefully.	♦ provide tasks that require learners to use the target language for meaningful communication.
♦ understand the usefulness and significance of what they are learning.	♦ provide authentic, real-world tasks, and make learners aware of their usefulness.
♦ collaborate with each other by sharing information and exchanging ideas and opinions.	♦ provide opportunities for peer interaction by incorporating pair and group work into classroom activities.
♦ are conscious of how they learn the language, analyze and reflect on their learning.	♦ encourage reflection and metacognitive awareness before, during and after learning opportunities.
♦ are aware of general and specific learning objectives.	♦ explain the objectives of the instructional unit, lesson and specific tasks.
♦ develop language learning strategies that facilitate autonomous learning.	♦ teach language learning strategies and provide opportunities for their application.
♦ take responsibility for their own language learning.	♦ encourage learners to set goals and evaluate their own progress.
♦ have opportunities for critical and creative thinking.	♦ provide challenging tasks that require the application of critical and creative thinking.

Language Learning	Language Teaching
Language learning is facilitated when learners:	*Teachers promote learning when they:*
♦ have opportunities to choose texts and tasks according to individual preferences.	♦ include procedures where students can choose between a variety of texts or tasks.
♦ read different text types that are appropriate to their level.	♦ provide exposure to a wide range of text types appropriate to their level.
♦ read level-appropriate books regularly and develop independent reading habits.	♦ set aside time for extensive reading (reading for pleasure).
♦ are motivated to explore language and cultures through creative and multi-modal texts (including literature).	♦ encourage learners to relate to different languages and cultures through creative and multi-modal texts (including literature).

B. Principles underlying beginning language learning and teaching

Instruction for young learners at the Pre Basic User (Pre-A1) 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 practice prior to the introduction of reading and writing.

Table 2

Principles of Beginning Language Learning and Language Teaching

Beginning Language Learning	Beginning Language Teaching
Beginning language learning is facilitated when learners:	*Teachers promote beginning language learning when they:*
♦ have developed literacy skills in their L1.	♦ work together with the homeroom teacher to ensure L1 literacy.
♦ encounter rich comprehensible language input.	♦ provide exposure to familiar and new comprehensible language from a wide variety of texts and contexts.
♦ are exposed to high-frequency vocabulary, lexical chunks and language patterns.	♦ focus on the most useful high-frequency words and conversational expressions.
♦ develop a basic oral vocabulary in English before starting to read and write.	♦ ensure an extensive period of meaningful listening and speaking (aural/oral) practice prior to the teaching of reading.

Beginning Language Learning	Beginning Language Teaching
Beginning language learning is facilitated when learners:	*Teachers promote beginning language learning when they:*
♦ reinforce their listening comprehension and speaking skills through extensive repetition.	♦ provide multiple opportunities for learners to listen to and recite rhymes, chants, songs and simple dialogues.
♦ learn through age-appropriate activities and materials.	♦ use stories, games, visual materials and realia to motivate young learners.
♦ attend to the sounds and sound combinations of the language as preparation for reading.	♦ teach phonemic awareness.
♦ learn the letters and their corresponding sounds.	♦ teach learners to decode and encode letters and syllables.
♦ can automatically, accurately and rapidly recognize a limited range of high-frequency written words and expressions.	♦ provide extensive practice to ensure the acquisition of sight vocabulary (automaticity).

C. Principles underlying the selection of materials

Instructional materials need to include a course book approved by the Ministry of Education. Additional materials may be either print or digital.

The following principles underlie the selection of materials. Materials:
- ♦ cover the *can-do statements* (activities and communicative competences), lexical bands and grammar component of the *English Curriculum 2020*;
- ♦ are inclusive, unprejudiced, inoffensive and non-stereotypical;
- ♦ include a variety of text types and media;
- ♦ are targeted to meet a variety of purposes as well as different audiences;
- ♦ provide opportunities for action-oriented, contextualized language practice and use;
- ♦ are appropriate to the age and language proficiency level of the learner;
- ♦ build on learners' backgrounds, interests, experiences and prior knowledge;
- ♦ enrich learners' general world knowledge and encourage further exploration;
- ♦ provide opportunities for meaningful communication;
- ♦ promote independent and self-regulated learning;
- ♦ motivate learners to seek out further exposure to the language through reading, listening and viewing.

D. Principles underlying the design of tasks

The following principles underlie the design of tasks. Tasks:
- ♦ are meaningful;
- ♦ are transparent to the learner in terms of goals, on-going process and product;
- ♦ focus on form and meaning;

♦ afford opportunities for recycling and enrichment of linguistic and communicative competences;
♦ encourage convergent and divergent thinking;
♦ link to the learners' prior knowledge and experiences;
♦ provide opportunities for applying global competences including critical thinking, problem solving, metacognition, collaboration and creativity;
♦ allow learners to respond using multiple modes of expression (e.g. drawing, writing, singing);
♦ promote opportunities for peer interaction;
♦ provide learners with simulated or real-world issues to apply or adapt new knowledge;
♦ broaden learners' horizons and motivate them to find out about other cultures through creative texts (including literature);
♦ encourage learners to use English as a means for gaining information in other subject areas;
♦ promote learner reflection and self-evaluation.

E. Principles underlying classroom assessment

Assessment constitutes an integral part of the teaching-learning process. It involves collecting evidence of learning over time, using a variety of traditional and alternative assessment methods. Assessment may be formal or informal, and includes formative assessment (to provide information to learners and teachers that will enable ongoing improvement) and summative (to provide a final grade). Traditional and alternative methods have advantages and disadvantages hence they form complementary components in the assessment process.

The following principles underlie classroom assessment.
♦ Assessment ensures that learners review what has been learned.
♦ Assessment tools are valid and reliable.
♦ Multiple methods of assessment are used for collecting information regarding students' progress and language development over time.
♦ Feedback is given in ways that benefit learners and other stakeholders (e.g., parents).
♦ Assessment should include tasks that promote learners' involvement and reflection on learning and require learners to use a variety of learning strategies and resources.
♦ Learners are familiar with assessment criteria.
♦ Learners take an active role in their assessment, evaluate their own progress and that of their peers 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.
♦ Teachers take measures to minimize test anxiety (e.g. explaining test layout, teaching test-taking strategies).

F. Principles underlying the integration of ICT

Rapid, on-going developments in ICT provide new means of communication and interaction as well as offer novel options and possibilities for accessing, using and creating information. These developments require specific skills learners need to function in an ever-changing digital world.

The following principles underlie the integration of ICT within language teaching and learning:

- ♦ Learners are encouraged to interact with digital media.
- ♦ Learners are provided with tools to access, manage, store, create, critically evaluate and use information media and technologies competently.
- ♦ Learners are encouraged to utilize different modes and channels of digital communication.
- ♦ Activities are provided to encourage learners to access online information, according to their language abilities.
- ♦ Teachers provide opportunities for learners to engage in collaborative language-learning and task-based activities based on Web environments, such as Google Docs, wikis, etc.
- ♦ Opportunities are provided for learners to communicate and collaborate with other local and/or global communities.
- ♦ Learners create and share original digital products online.
- ♦ Learners are aware of rules of acceptable online behavior (netiquette).
- ♦ Learners are aware of the possible dangers and ethical considerations involved in using the Internet (e.g., compliance with notions of intellectual property, confidentiality and e-safety).

Levels of Progression

The *English Curriculum 2020* provides a general frame of reference as it defines explicit, clear and transparent *can-do statements* that specify what a language learner can do with the language. It conforms to global standards and current views of language learning and use, while also satisfying the requirements of the Israeli Ministry of Education in terms of the competences, skills and strategies (i.e. benchmarks) required within each one of the *Revised English Curriculum 2018* domains (i.e. Social Interaction; Access to Information; Presentation; and Appreciation of Literature and Culture, and Language). Table 3 presents a comparison among the levels of development described in the *English Curriculum 2020*, the *CEFR Global Scale* and the *Revised English Curriculum 2018.*

Table 3
Comparison of Levels

English Curriculum 2020	CEFR Global Scale	Revised English Curriculum 2018
Pre Basic User	Pre-A1	Pre-foundation
Basic User I	A1	Foundation
Basic User II*	A2	Intermediate
Independent User I (4-point *Bagrut*)	B1	Proficiency
Independent User II (5-point *Bagrut*)	B2	

* Basic User II describes the level at the end of junior high school and the exit level for 3-point *Bagrut*.

Sources for *Can-do Statements* and Format of Presentation

As previously noted, the *English Curriculum 2020* is comprised of activities and communicative competences and presented in the form of global and operative *can-do statements*. Four sources served as a basis for formulating the *can-do statements*: the **CEFR**, the *Global Scale of English* (**GSE**) developed by Pearson, and the *Australian Curriculum* (**AUS**). The *Guidelines for the Teaching of English at the Pre-Foundation Level* (**GEPF**) (forthcoming) served as an additional source for the *can-do statements* for the Pre Basic User (Pre-A1) level. Each *can-do statement* presented in the curriculum includes the source and whether it was adopted verbatim from the original source, adapted or newly created to suit the local context.

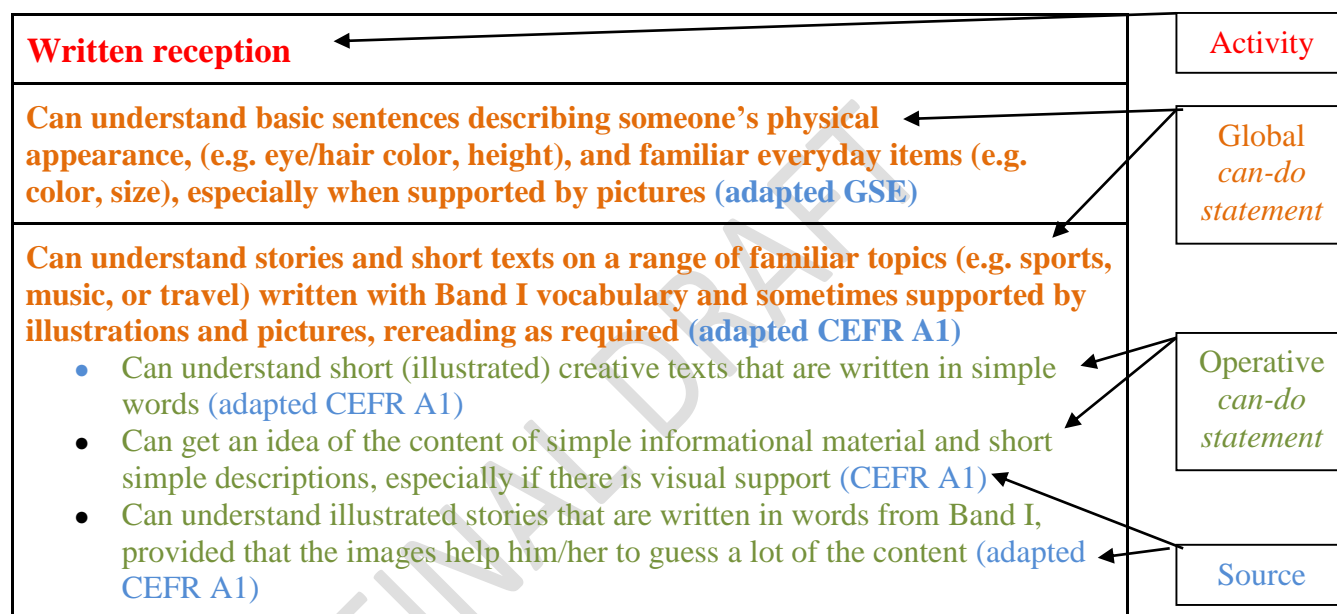The format of the presentation of *can-do statements* appears in Figure 1.

Written reception   Activity

Can understand basic sentences describing someone's physical appearance, (e.g. eye/hair color, height), and familiar everyday items (e.g. color, size), especially when supported by pictures (adapted GSE)

Global *can-do statement*

Can understand stories and short texts on a range of familiar topics (e.g. sports, music, or travel) written with Band I vocabulary and sometimes supported by illustrations and pictures, rereading as required (adapted CEFR A1)

- Can understand short (illustrated) creative texts that are written in simple words (adapted CEFR A1)
- Can get an idea of the content of simple informational material and short simple descriptions, especially if there is visual support (CEFR A1)
- Can understand illustrated stories that are written in words from Band I, provided that the images help him/her to guess a lot of the content (adapted CEFR A1)

Operative *can-do statement*

Source

Figure 1 Presentation format of *activities* and *can-do statements*

Vocabulary

Foreword by Prof. Batia Laufer

"The real intrinsic difficulty of learning a foreign language lies in that of having to master its vocabulary" (Sweet, 1906, p. 6). More and more, language researchers and practitioners have come to realize the truth of Sweet's statement. Unlike grammar, which is a system of a limited number of rules, vocabulary is an open set of many thousands of items.

Since many English second language learners operate with a limited vocabulary, the basic question for English syllabus designers and teachers is how many and which words these learners need to know in order to function in a language successfully.

Research shows that 3,000 most frequent word families suffice for comprehension of movies, TV and conversation, 5,000 for reading authentic argumentative texts and novels with support (of a dictionary or teacher) and 8,000 word families for reading without support. (A word family includes the base word, its inflections and most common derivations). Hence, word frequency in a language, as reflected in language corpora, was the main guiding principle for including words in the revised lexical syllabus. Some words may be infrequent in the language, but useful and relevant to learners in a particular language learning context. Such words were included in the syllabus as well. In addition to single words, numerous multiword units, or chunks, (e.g., as a matter of fact, take off, to say the least) appear on the lists. There is no consensus among researchers in criteria for deciding which chunks should be counted with the same status as single words, though some lists of multiword units have been suggested in recent years. It is the teaching experience of the list maker that provides the best guidance for deciding which chunks should be studied. The chunks that appear in the revised vocabulary syllabus were considered useful and important by the curriculum committee.

How do learners acquire lexical knowledge? Learning new vocabulary in a foreign language environment is determined by two major factors: how many times words are encountered in the language input and what learners do with these words. Furthermore, what is done with the word may have a more lasting effect on knowledge than exposure. There is no set number of word repetitions that will guarantee word retention. What all researchers emphasize is the importance of repetitions. There is also consensus and empirical evidence as to the efficacy of word-focused instruction – a variety of exercises that require learners to recognize, recall and use words in different contexts.

The principles that have guided my own word-focused teaching are variation in vocabulary activities, periodic recycling of words and a judicious exploitation of L1. The activities could be communicative and non-communicative, contextualized and decontextualized, related to textbook and to novel contexts, focused on comprehension and production. Such variation is particularly beneficial in the case of words that have different uses in different contexts.

Recycling words that have been introduced earlier in the course is of utmost importance because students are likely to forget words that are not repeatedly encountered or used. To prevent vocabulary loss, several minutes per lesson could be devoted to reviewing 'vocabulary oldies' in short activities or quizzes.

Earlier studies of errors and more recent analyses of learner corpora have shown that many lexical problems result from the influence of learners' first language. Students appreciate occasional translations of words, brief explanations of L1-L2 differences and practice of L1 induced difficulties, and research has provided evidence for the effectiveness of L1 related activities. Acquisition of functional and effective lexis is not an easy task, but the mission is not impossible.

Sweet, H. (1906). *The practical study of languages. A guide for teachers and learners.* NY: Henry Holt and Company.

The Lexical Bands

The target vocabulary in the *English Curriculum 2020* was selected on the basis of frequency and expert judgment, taking local context and learners' age into consideration. The target items for each level from Pre-A1 to B2 are presented in bands (see Table 4). For Basic Users I and II the bands have been further divided into two core lists, covering approximately one and a half years of study each. There is also a distinction between receptive and productive targets for each band.

Regarding high school, the *English Curriculum 2020* differentiates targets by *Bagrut* points (3, 4 and 5). In addition to the target lexis, the vocabulary includes expansion items for Bands I and II to be included at the teacher's discretion.

Table 4
Vocabulary Bands for Each Level

Level	Lexical Band	Grade Level
Pre Basic User (Pre-A1)	Pre Band I	Grade 3 and/or first months of Grade 4
Basic User I (A1)	Band I Core I	Grade 4 – Mid-Grade 5
	Band I Core II	Mid-Grade 5 – End Grade 6
Basic User II (A2)	Band II Core I	Grade 7 – Mid-Grade 8
	Band II Core II	Mid-Grade 8 – End Grade 9
Independent User I (B1)	Band III (4 points)	Grade 10 – Grade 12
Independent User II (B2)	Band III (5 points)	Grade 10 – Grade 12

The bands include nuclear word families[3] and formulaic phrases and chunks. Each Band is presented on a separate tab in the Excel file labelled *English Curriculum 2020 Lexical Bands*. Each tab includes information regarding frequency based on a range of frequency frameworks (COCA, BNC, EVP, WFF[4]). Information is available regarding parts of speech, irregular past and plural, selected family members, compound nouns/chunks and inclusion in the Academic Word List.

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[3] A nuclear word family, in this context, comprises the base form, inflections (irregular) and common derivatives.

[4] COCA – Corpus of Contemporary American English (https://www.wordfrequency.info/top5000.asp)
BNC – British National Corpus (https://www.wordfrequency.info/top5000.asp)
EVP – English Vocabulary Profile (http://www.englishprofile.org/wordlists)
WFF – Word Family Framework (https://www.teachingenglish.org.uk/article/word-family-framework)

Table 5 presents the number of receptive and productive targets for each level as well as the cumulative receptive and productive targets by level. In addition, it displays the targets for 3, 4 and 5 point *Bagrut* learners. These lexical targets ensure that at minimum all learners will graduate knowing the core vocabulary of the language and learners at the 4 and 5 point *Bagrut* level will have knowledge of mid-frequency items that are essential for academic, professional and social purposes.

Table 5
Vocabulary Targets for Each Level

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

Grammar

Foreword by Prof. Elite Olshtain

The goal of grammar teaching and learning is to enable learners to communicate effectively in context (Celce-Murcia, 2016): they need to understand the language produced by others and they need to produce and communicate their own ideas to others. Context entails the situation within which the communicative interaction takes place, and the topic or purpose of that interaction. All these are relevant to the grammatical choices we make.

Grammatical constructions in English can be characterized by three dimensions: 1) structure or form, 2) meaning, and 3) use in terms of pragmatic appropriacy (politeness rules or sociocultural norms). For example, a question in the progressive entails the employment of **be** as an auxiliary and the inversion of elements of form as in "Are you limping?" The meaning of this question refers to the fact that the speaker wants to find out whether the listener, for some reason, is in a temporary condition of 'limping'. With regards to politeness, you can ask a friend such a question; but when the listener is a stranger, this might be offensive.

Traditional grammar teaching has stressed **form** and as a result, learners often felt that they needed to remember a rule without understanding its meaning or use. Nowadays we want to place more emphasis on **meaning** and its relation to context. This is particularly important since very few grammatical structures in English are completely context-free. This means that their form does not depend on context, and in all situations, they function the same way like the **s** on third person singular, or agreement of subject predicate in "be" sentences. Thus, **s,** on third person singular, is always required irrespective of context or the intended purpose of communication.

Most English structures are context-dependent and therefore allow the language user to make choices like the one between present progressive and present simple – "I live in Tel Aviv" when this is a fact about me, but "I am living in Tel Aviv" when this is a temporary state which might change soon. It is therefore important that learners always use language in relevant contexts. Learners can use grammatical forms in given situations before possessing full understanding of these forms. The acquisition of grammar is gradual and enhanced by exposure and use. Grammar learning must entail constant recycling and reintroduction at all levels in order to allow this gradual acquisition.

With young language learners we try to keep explicit teaching of form to a minimum. Instead, we want to make sure that we expose them to large amounts of language in use. Rather than explain how present simple versus present progressive 'works', we engage learners in hearing and reading texts where progressive is used for descriptions of "here and now" and present simple for typical behavior and natural, stable and timeless phenomena. The following sentences illustrate these typical uses. "The boys are playing in the backyard" as opposed to "They always play football; They don't play basketball", and "The sun rises in the east." In this way, learners will first begin to understand the difference between these two aspects and much later they will also be able to produce them appropriately and accurately. We should draw the learners' attention to form and meaning so that they notice the differences, but always within a relevant context.

Following ample exposure to a grammatical construction, when learners seem to grasp the meaning, we begin to practice the form more consciously and to talk about it explicitly, yet we do not expect fully accurate use by learners. The general sequence for a grammatical structure will

be: 1) **massive exposure** of use in context; 2) learners show some, mostly receptive, understanding of the **meaning** of the new structure; 3) they begin to use the structure appropriately either as a chunk or memorized phrase (emerging production); 4) they use it accurately most of the time but may still have some issues with form (developing production) and therefore make some errors. When teaching grammar to young children we want to arouse their interest in the ways English works, and we expect them to engage in activities that are meaningful without an emphasis on accuracy. The more learners engage in language use, the more they express their own ideas successfully, the more they will feel motivated and enjoy the learning process.

Celce-Murcia, M. (2016) The importance of the discourse level in understanding and teaching English grammar. In E. Hinkel (Ed.) *Teaching English grammar to speakers of other languages* (pp. 6-17). New York, Routledge.

Description of the grammar component

The grammar component of the *English Curriculum 2020* is aligned with the *English Grammar Profile*[5] (EGP). Grammar is presented as *can-do statements* that focus on meaning and emphasize what learners can do with the language. All the grammar *can-do statements* support the four activities – reception, production, interaction and mediation.

The following quote sums up the approach of the CEFR to grammar:

> "Since the primary evidence for second language acquisition (i.e. progress) is the *emergence* of new forms and not their mastery, the *Range* of language at the user/learner's disposal is a primary concern. Secondly, attempting to use more complex language, taking risks and moving beyond one's comfort zone, is an essential part of the learning process. When learners are tackling more complex tasks, their control of their language naturally suffers, and this is a healthy process. Learners will tend to have less control over more difficult, more recently learnt morphology and syntax than when they stay within their linguistic comfort zone and this needs to be taken into consideration when viewing (lack of) accuracy. Key concepts operationalized in the scale include the following:
> - range of settings – from A1 to B2, then unrestricted;
> - type of language: from memorized phrases to a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity;
> - limitations: from frequent breakdown/misunderstanding in non-routine situations to no signs of having to restrict what he/she wants to say."
>
> (Council of Europe, 2018, p. 131)

Mastery of grammar, similar to vocabulary, develops from receptive knowledge to productive use. Every stage is inclusive, re-entering and building on previous introduced structures. As learners progress over time, they become more aware of the structure, its form and usage(s), developing

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[5] The EGP is a free access searchable database containing the grammar suitable for each level of the CEFR (https://www.englishprofile.org/english-grammar-profile)

receptive understanding and the ability to use it in appropriate contexts, creatively and with greater accuracy. The terms used to describe this development are as follows:

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

Emerging production
Learners understand the message conveyed by the structure, attempt to use the structure in known and novel contexts, and production begins to be 'creative' (novel utterances) with errors that may interfere with intelligibility.

Evolving usage and accuracy
Learners understand the message conveyed by the structure; usage appears in a greater variety of relevant contexts and focuses on communication; production may be accurate or with errors that do not interfere with intelligibility.

Format of the grammar component

The format of the presentation of the grammar *can-do statements* is similar to the format for all other *can-do statements.* The presentation format of the grammar component appears in Figure 2.
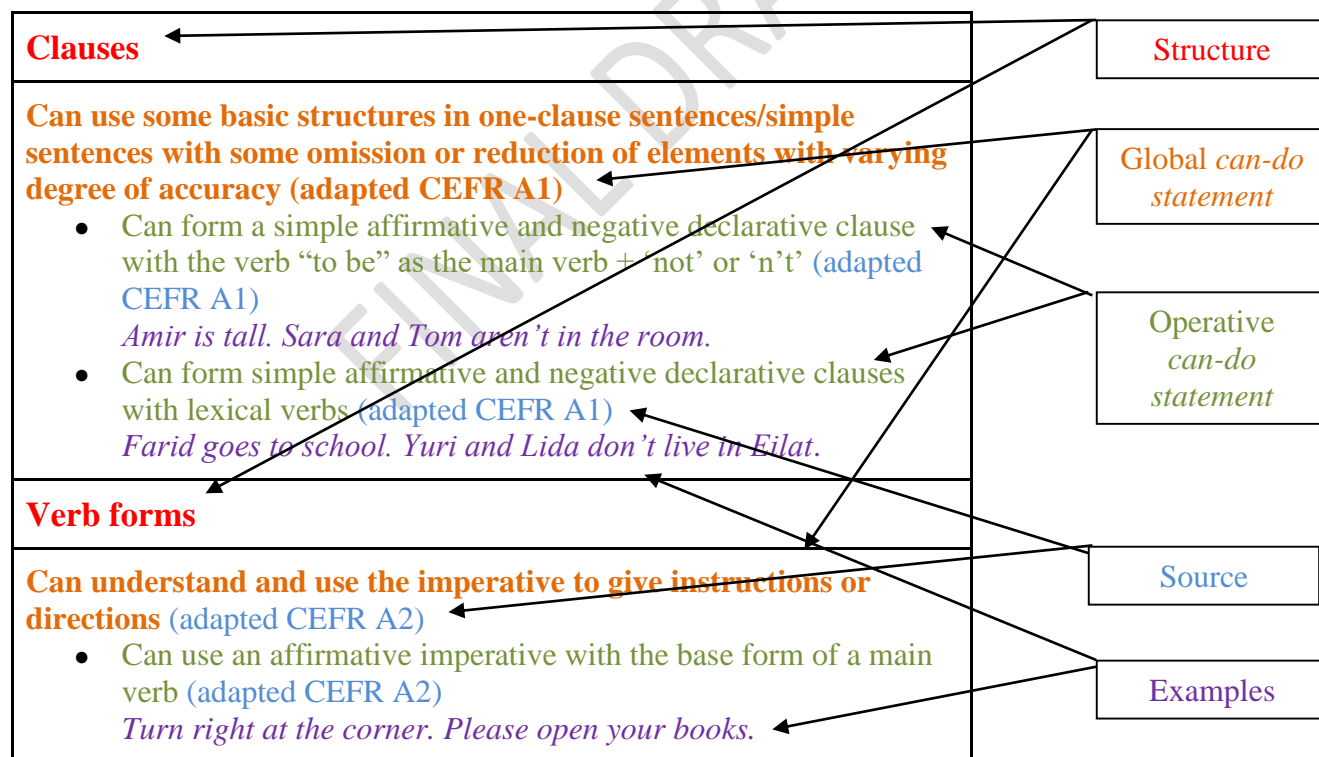

Figure 2 Presentation format of grammatical structures and *can-do statements*

Pre Basic User – Pre-A1 (Pre-foundation)

Activities

Reception

Spoken reception
Can recognize Pre Band I vocabulary, including instructions, provided they are delivered clearly and slowly in a well-defined, familiar, everyday context (adapted CEFR Pre-A1) • Can recognize numbers, prices, dates and days of the week, provided they are delivered slowly and clearly in a defined, familiar, everyday context (CEFR Pre-A1) • Can recognize words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly (CEFR Pre-A1) • Can understand short, simple instructions for actions such as 'Stop,' 'Close the door,' etc., provided they are delivered slowly face-to-face, accompanied by pictures or manual gestures and repeated if necessary (CEFR Pre-A1)
Can understand short, very simple questions and statements provided that they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary (CEFR Pre-A1)
Written reception
Can recognize all the words and phrases in Pre Band I that appear in different contexts (new) • Can demonstrate understanding of a word by matching it to a picture (GSE) • Can recognize familiar words accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary (CEFR Pre-A1) • Can recognize a range of basic everyday nouns and adjectives (e.g. colors, numbers, classroom objects) and basic action words (e.g. 'clap', 'stamp', 'jump', 'walk') (adapted GSE)
Can read and understand sentences that contain words from Pre Band I (adapted GEPF) • Can recognize the letters of the alphabet in upper and lower case (GSE) • Can recognize the use of a full stop to signal the end of a sentence and a question mark to signal a question (adapted GSE) • Can recognize the use of upper case to signal the beginning of a sentence and a proper noun (new) • Can read sentences in the correct direction, from left to right and from the top of the page to the bottom (GSE)

Production

Spoken production
Can use everyday words and phrases for a limited range of everyday functions (new)
• Can use basic informal expressions for greeting and leave-taking (e.g. 'hello', 'hi', 'bye') (GSE)
• Can introduce themselves using a basic phrase (e.g. 'My name's …') (GSE)
• Can ask someone their name using a basic phrase (GSE)
• Can use a few basic words and phrases to show politeness (e.g. 'please', 'thank you') (GSE)
• Can ask about the identity of an object using a basic phrase (e.g. 'What is it?') (GSE)
• Can give a simple evaluation, using a fixed expression (e.g. 'Yes/No', 'Good/Bad') (GSE)
Can describe him/herself and say how he/she is feeling (adapted GEPF)
• Can produce short phrases about themselves, giving basic personal information (e.g. name and address) (CEFR Pre-A1)
• Can describe him/herself (e.g. name, age, family), using simple words and formulaic expressions, provided he/she can prepare in advance (CEFR Pre-A1)
• Can say how he/she is feeling using simple words like 'happy' accompanied by body language (CEFR Pre-A1)
Can recite and sing using appropriate stress, rhythm and intonation (new)
• Can recite a short, simple rhyme or chant (GSE)
• Can sing a basic song from memory with or without the support of gestures and pictures (adapted GSE)
• Can repeat phrases and short sentences, if spoken slowly and clearly (GSE)
Written production
Can form letters and words following standard printed form and using correct heights and parts of the writing line (adapted GEPF)
• Can trace individual letters in the correct direction (adapted GSE)
• Can copy individual letters in the correct direction (adapted GSE)
• Can copy some short familiar words presented in standard printed form (GSE)
• Can write their own name with the correct use of capital letters (GSE)
• Can write the letters of the alphabet in upper and lower case (adapted GSE)
• Can copy short sentences containing only familiar words, if presented in standard printed form (GSE)
• Can signal the end of a sentence using a full stop (GSE)
• Can label simple pictures related to familiar topics by copying single words (GSE)
• Can write basic personal information (e.g. name, age) (adapted GSE)

Interaction

> **Can ask and answer questions related to personal information using short formulaic expressions and using gestures when necessary (adapted CEFR Pre-A1)**
> - Can understand simple questions which directly concern him/her, for example about name, age and address or similar things, if the person is asking slowly and clearly (CEFR Pre-A1)
> - Can tell people his/her name and ask other people their name (CEFR Pre-A1)
> - Can ask and answer questions about him/herself and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information (CEFR Pre-A1)
> - Can ask very simple questions for information, such as 'What is this?' and understand 1- or 2-word answers (CEFR Pre-A1)
> - Can understand and use some basic, formulaic expressions such as 'Yes,' 'No,' 'Excuse me,' 'Please,' 'Thank you,' 'No thank you,' 'Sorry.' (CEFR Pre-A1)
> - Can recognize simple greetings and greet people, say his/her name and take leave of them (adapted CEFR Pre-A1)

Communicative Competences

Linguistic (Pre Band I Vocabulary and Grammatical Elements)
● Can use isolated words and basic expressions in order to give simple information about him/herself (CEFR Pre-A1) ● Can spell words according to the appropriate stage in developmental spelling (GEPF) ● Can employ very simple principles of word order in short statements (CEFR Pre-A1)
Spoken Fluency
● Can manage very short, isolated, rehearsed, utterances using gesture and signaled requests for help when necessary (CEFR Pre-A1)

Basic User I – A1 (Foundation)

Activities

Reception

Spoken reception

Can understand concrete information (e.g. places and times) on familiar topics encountered in everyday life, delivered in slow and carefully articulated speech when necessary (adapted CEFR A1)
- Can understand some words and expressions when people are talking about themselves, family, school, hobbies or surroundings (adapted CEFR A1)
  - o Can recognize words and simple phrases related to familiar topics with or without the support of pictures (adapted GSE)
  - o Can understand simple language related to naming and describing people's clothes (GSE)
  - o Can understand basic information about someone's immediate family with or without the support of pictures or gestures (adapted GSE)
  - o Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE)
- Can understand words and short sentences when listening to a simple conversation (e.g. between a customer and a waiter in a cafe), when people talk slowly and clearly (adapted CEFR A1)
- Can understand and follow short and simple instructions/directions addressed carefully and slowly to him/her, including simple teacher directions and explanations (adapted CEFR A1)
- Can understand teacher feedback expressed in simple language (adapted GSE)
- Can understand when someone tells him/her where something is, provided the object is in the immediate environment (adapted CEFR A1)
- Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered slowly and clearly (CEFR A1)
- Can understand basic questions about objects present in their immediate surroundings or in pictures (e.g. 'What's this?') (adapted GSE)
- Can understand information (e.g. figures, prices and times) given slowly and clearly in a public announcement, (e.g. at a railway station or in a shop) (adapted CEFR A1)
- Can identify the day, date and time (e.g. 8:00, this afternoon) in short, simple dialogues, spoken slowly and clearly, with or without the support of pictures or gestures (adapted GSE)
- Can understand basic phrases about the weather, spoken slowly and clearly (adapted GSE)
- Can understand short, simple questions related to basic personal information (adapted GSE)
- Can follow a short, familiar story, with or without the support of pictures, gestures and repetition (adapted GSE)
  - o Can recognize familiar words and basic phrases in short illustrated stories, read out slowly and clearly (adapted GSE)

- o Can recognize familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), spoken slowly and clearly (adapted GSE)
- o Can understand sentence types (e.g. questions) through word order rather than intonation alone (adapted AUS)

Can understand a talk, teacher instructions or classroom discussions, when the language is in context across a range of social and learning situations (adapted AUS)
- Can seek repetition and clarification in order to understand spoken language, and may ask other first language speakers for meanings of words to check or confirm their own understandings (AUS)
- Can understand basic descriptors (adjectives from Band I Cores I and II) about where things or people are, if spoken slowly and clearly and supported by pictures or gestures (adapted GSE)
- Can identify the names of people or places in short, simple dialogues, if spoken slowly and clearly (GSE)
- Can get the gist of short, simple stories, if told slowly and clearly and supported by pictures or gestures (GSE)

Written reception

Can read (blend and decode) at the word/chunk level (adapted GEPF)
- Can self-correct when decoding a familiar word by choosing the correct phoneme for a grapheme that may be associated with multiple phonemes (GEPF)
- Can read familiar 'irregular words' (adapted GEPF)
- Can accurately read and pronounce phonetically-spelled words and words with familiar orthographic patterns (adapted GEPF)
- Can accurately and fluently read familiar words and chunks aloud (adapted GEPF)

Can understand basic sentences describing someone's physical appearance, (e.g. eye/hair color, height), and familiar everyday items (e.g. color, size), especially when supported by pictures (adapted GSE)

Can understand stories and short texts on a range of familiar topics (e.g. sports, music or travel) written with Band I vocabulary and sometimes supported by illustrations and pictures, rereading as required (adapted CEFR A1)
- Can understand short (illustrated) creative texts that are written in simple words (adapted CEFR A1)
- Can get an idea of the content of simple informational material and short simple descriptions, especially if there is visual support (CEFR A1)
- Can understand illustrated stories that are written in words from Band I, provided that the images help him/her to guess much of the content (adapted CEFR A1)
  - o Can understand simple stories and shorter texts with the help of pictures and drawings (CEFR A1)
  - o Can recognize key words and basic phrases in short, simple cartoon stories (GSE)
  - o Can follow simple dialogues in short illustrated stories (adapted GSE)
- Can understand short, simple messages in postcards, social media or email (e.g. proposing what to do, when and where to meet) (adapted CEFR A1)

- Can find and understand simple, important information in advertisements, in programs for special events, in leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times, etc.) (CEFR A1)
- Can understand the information in a simple school timetable giving days and times of classes (GSE)
- Can follow basic instructions for making something (e.g. a mask, a clock), if supported by pictures (GSE)
- Can understand basic written instructions for classroom activities (e.g. 'Read and match') (GSE)
- Can understand short, simple descriptions of familiar places, if supported by pictures (GSE)
- Can use a range of strategies for working out words and their meanings and to self-correct, including their developing knowledge of everyday and specialist vocabulary, and their knowledge of sentence structure and sound–letter relationships (AUS)
    - Can find proper names (e.g. people, places, nationalities) in short, simple texts by looking for capital letters (GSE)
    - Can use appropriate intonation when reading descriptors, questions and dialogue (AUS)
    - Can use growing oral language and grammatical knowledge to read at the phrasal level, putting collocating words together as they read (e.g. 'once upon a time'), and following simple cohesive devices in texts (e.g. 'later', 'next', 'in the end') (AUS)
- Can read common irregular words such as 'which' and 'who', and can recognize and read more complex, but still common, letter patterns (e.g. '-igh'). When instructed, they can recognize common suffixes and prefixes, and use these to construct meaning (e.g. '-ed' for past tense of regular verbs) (AUS)

Production

Spoken production

Can provide factual personal information about him/herself using Band I vocabulary (adapted CEFR A1)
- Can say when their birthday is (day, month) (GSE)
- Can give a phone number using standard conventions (GSE)
- Can answer simple questions about their family and friends, using basic phrases (GSE)
- Can talk about their immediate family members in a basic way, if guided by questions or prompts (GSE)
- Can express likes and dislikes in relation to familiar topics in a basic way (GSE)

Can ask about and/or describe aspects of daily life in a series of sentences, using Band I vocabulary, allowing for advanced preparation when necessary (adapted CEFR A1)
- Can describe someone's physical appearance in a basic way, especially when guided by questions or prompts (GSE)
- Can answer simple questions about where people or things are, using basic phrases (GSE)
- Can say what the weather is like (GSE)
- Can draw simple conclusions about people in pictures (e.g. 'he's happy'), using a limited range of fixed expressions (GSE)
- Can say what someone's job is, using familiar common job names (GSE)
- Can ask and answer simple questions about objects or pictures (e.g. color, size, location) (adapted GSE)
- Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, especially when he/she can prepare in advance (adapted CEFR A1)
- Can describe the position of objects or people in a basic way, using pictures or gestures (GSE)
- Can say who objects belong to (GSE)
- Can ask about and give the location of an object using a basic phrase (adapted GSE)
- Can ask basic questions about objects (e.g. color, size, location) (GSE)
- Can ask basic questions to find out what possessions others have got (GSE)

Can engage in creative play with language (new)
- Can sing a basic song from memory (GSE)
- Can say simple tongue-twisters and other types of playful language (GSE)
- Can take part in basic games that use fixed expressions or rhymes (GSE)
- Can re-tell parts of a story (with or without pictures) from the story or from previous knowledge, starting in L1 when needed and gradually increasing the amount of English used over the years (GEPF)

Can express immediate needs using Band I vocabulary (e.g. 'I want a drink', 'I need a pen') (GSE)
- Can ask someone the time (GSE)
- Can ask someone the date (GSE)
- Can ask for the spelling of a word, using a basic phrase (GSE)

- Can demonstrate a beginning understanding of word order in simple phrases and sentences (AUS)
- Can get someone's attention using a fixed expression (GSE)
- Can respond politely when introduced to someone, using simple fixed expressions (GSE)
- Can make an apology using basic polite fixed expressions (GSE)
- Can ask people to do things with them, using a fixed expression (e.g. 'Let's play.') (GSE)
- Can start and end a simple phone call to family or friends using basic informal fixed expressions (GSE)
- Can make a few basic requests related to immediate personal needs (e.g. 'Can I go to the bathroom?', 'Can I have a pen, please?') (GSE)
- Can ask for repetition and clarification when they don't understand, using simple fixed expressions (GSE)

Written production

Can write simple isolated phrases and sentences using Band I vocabulary with spelling that approximates accurate spelling based on a developmental continuum (adapted CEFR A1 and GEPF)
- Can use a range of phrases expressing the circumstances related to an event (adapted AUS)
- Can write simple facts about themselves (e.g. name, age), especially when given prompts or a model (adapted GSE)
- Can write lists for specific purposes (e.g. shopping lists, gift lists) using memorized words and/or using pictures as support (adapted GSE)

Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using Band I vocabulary (adapted CEFR A1)
- Can write about themselves and fictitious people, where they live and what they do (adapted CEFR A1)
- Can describe certain everyday objects (e.g. the color of a car, whether it is big or small) (adapted CEFR A1)
- Can write a few basic sentences introducing themselves and giving basic personal information, especially when given prompts or a model (adapted GSE)
- Can write basic sentences identifying immediate family members, especially when given prompts or a model (adapted GSE)
- Can write basic sentences describing everyday items (e.g. color, size), especially when given prompts or a model (adapted GSE)
- Can write about simple, daily routines and activities (adapted GSE)
- Can write basic sentences about what they and others possess (e.g. everyday items, pets), given prompts or a model (GSE)

Can write short, simple texts for an increasing variety of purposes (e.g. greeting card, invitation, short message) using Band I vocabulary (adapted AUS)

Interaction

Spoken interaction

Can engage in limited interactions (restricted in the number of turn-takings and scope) but communication may be dependent on repetition at a slower rate of speech and rephrasing (adapted CEFR A1)
• Can understand simple personal information (e.g. name, age, place of residence, origin) when other people introduce themselves, provided that they speak slowly and clearly directly to him/her, and can understand questions on this theme addressed to him/her, though the questions may need to be repeated (CEFR A1)
   o Can ask for and give a phone number (CEFR A1)
• Can ask and answer simple questions in areas of immediate need or on very familiar topics (adapted CEFR A1)
   o Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions (CEFR A1)
   o Can understand simple questions which directly concern him/her, (e.g. name, age and address), if the person is asking slowly and clearly (adapted CEFR A1)
   o Can act on basic instructions that involve times, locations, numbers, etc. (CEFR A1)
   o Can ask people for things and give people things (CEFR A1)
   o Can ask for food and drink using basic expressions (CEFR A1)
   o Can ask and answer questions about themselves and other people, where they live, people they know, things they have (CEFR A1)
   o Can ask and answer questions about him/herself and daily routines using short, formulaic expressions and relying on gestures to reinforce the information (CEFR A1)
   o Can ask and tell day, time of day and date. Can ask for and give a date of birth (CEFR A1)
   o Can say and ask people about their age (CEFR A1)
   o Can ask very simple questions for information, such as 'What's this?' and understand 1- or 2-word answers (CEFR A1)
• Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details (CEFR A1)

Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school, etc. (CEFR A1) • Can make an introduction and use basic greeting and leave-taking expressions (CEFR A1) • Can ask how people are (CEFR A1) • Can exchange likes and dislikes for sports, foods, etc. using a limited repertoire of expressions, when addressed clearly, slowly and directly (CEFR A1) • Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker (CEFR A1) • Can indicate with words, intonation, and gestures that he/she does not understand (CEFR A1)

- Can understand a number of familiar words and greetings and recognize key information such as numbers, dates and days of the week, provided speech is delivered very slowly, with repetition if necessary (CEFR A1)
  - o Can express numbers, quantities and cost in a limited way (CEFR A1)
  - o Can name the color of clothes or other familiar objects and can ask the color of such objects (CEFR A1)

Written interaction

Can write a short, very simple message (e.g. a text message) to family/friends to give information, react or ask a question (adapted CEFR A1)
- Can write short phrases and sentences to give basic information (e.g. name, address, family, on a form or in a note) (CEFR A1)
- Can ask for or pass on personal details in written form (CEFR A1)
- Can leave a simple message giving information on e.g. where he/she has gone, what time he/she will be back (e.g. 'Shopping: back at 5 p.m.') (CEFR A1)
- Can write messages and online postings as a series of very short sentences about hobbies and likes/dislikes, using simple words and formulaic expressions (CEFR A1)
- Can post short positive and negative reactions to simple online postings using formulaic expressions and combinations of simple words (adapted CEFR A1)
- Can post simple online greetings, using basic formulaic expressions and emoticons (CEFR A1)

Mediation

Note: Language A = communication **source**
        Language B = communication **output**

Can convey, in <u>speech</u>, simple, predictable information of immediate interest given in short, simple signs and notices, posters and programs (adapted CEFR A1)
- Can provide a simple, rough spoken translation into (Language B) of simple, everyday words and phrases written in (Language A) that are encountered on signs and notices, posters, programs and leaflets (CEFR A1)

Can convey, in <u>writing</u>, simple, predictable information of immediate interest given in short, simple signs and notices, posters and programs (adapted CEFR A1)
- Can list (in Language B) names, numbers, prices and very simple information of immediate interest (given in Language A), provided that the speaker articulates very slowly and clearly, with repetition (CEFR A1)

Can express a personal response to a creative text (including literature) (adapted CEFR A1)
- Can use Band I vocabulary to say how a creative text (including literature) made him/her feel (adapted CEFR A1)

Communicative Competences

Linguistic (Band I Vocabulary and Grammatical Elements)

- Has a very basic range of simple expressions about personal details and needs of a concrete type (CEFR A1)
- Can use some basic structures in sentences with some omission or reduction of elements (adapted CEFR A1)
- Has a basic vocabulary repertoire of words and phrases related to particular concrete situations (CEFR A1)
- Shows limited and evolving control of a few simple grammatical structures and sentence patterns in a learned repertoire (adapted CEFR A1)

Phonological control

- Can reproduce correctly a range of sounds as well as the stress on simple, familiar words and phrases (adapted CEFR A1)
- Can use prosodic features of a limited repertoire of words and phrases intelligibly, in spite of a strong influence on stress, rhythm, and/or intonation from other language(s) he/she speaks (adapted CEFR A1)

Orthographic control

- Can copy familiar words and short phrases (e.g. simple signs or instructions), names of everyday objects, names of shops and set phrases used regularly (CEFR A1)
- Can spell the productive entries of Band I with reasonable accuracy (adapted CEFR A1)
- Shows limited and evolving control of periods, commas, question marks, apostrophes and capital letters (adapted CEFR A1)

Sociolinguistics

- Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying 'please', 'thank you', 'sorry', etc. (CEFR A1)

Pragmatic

- Can communicate basic information about personal details and needs of a concrete type in a simple way (CEFR A1)
- Can manage short, isolated, mainly pre-packaged utterances (language chunks), pausing to search for expressions, to articulate less familiar words and to repair communication (adapted CEFR A1)
- Can link words or groups of words with very basic linear connectors (e.g. 'and', 'then') (CEFR A1)

Grammar

Table 6 describes the structures introduced at the Basic User I (A1) level. Learners should be exposed to as much language as possible without explicitly teaching grammatical rules. The choice of target structures at each stage is based on the *EGP* (mostly A1 level) and the *Revised English Curriculum 2018*.

Every stage is inclusive, re-entering and building on previously introduced structures. As learners progress over time, they become more aware of the structure, its form and usage(s), making the transition from receptive understanding to productive use in relevant and novel contexts with greater accuracy.

Table 6
Grammatical Structures for Grades 4, 5 and 6

Grade 4	Grade 5	Grade 6
Verb 'to be' as main verb (present) – affirmative, negative, Yes/No questions. →*Mostly receptive*	→*Emerging production*	→*Evolving usage and accuracy*
Wh-questions + verb 'to be' (present) with complement/object and/or prepositions of location. →*Mostly receptive*	→*Emerging production*	→*Evolving usage and accuracy*
'Who' to ask about subject →*Mostly receptive*	→*Emerging production*	→*Emerging production*
Wh-question inversion. →*Mostly receptive*	→ *Emerging production*	→ *Emerging production*
'There is'/'There are' with a + noun and plural nouns – affirmative, negative and interrogative forms. →*Mostly receptive*	→*Emerging production*	→*Evolving usage and accuracy*
Adjectives – pre-noun position →*Mostly receptive*	→*Emerging production*	→*Evolving usage and accuracy*
Imperatives (affirmative, negative) →*Emerging production*	→*Evolving usage and accuracy*	→*Evolving usage and accuracy*

Grade 4	Grade 5	Grade 6
'Let's' + Verb →*Emerging production*	→*Evolving usage and accuracy*	→ *Evolving usage and accuracy*
Present simple –affirmative, negative + interrogative (Yes/No and Wh-questions) →*Mostly receptive*	→*Emerging production*	→*Emerging production*
'Can' + Verb (for ability) affirmative →*Mostly receptive* 'Can' + Verb (for ability) negative + interrogative (Yes/No and Wh-questions) →*Mostly receptive*	→*Emerging production* →*Emerging production*	→*Evolving usage and accuracy* →*Emerging production*
Wh-questions + verb 'to be' as main verb (past) with complement/object and/or preps of location. →*Mostly receptive*	→*Emerging production* Wh-questions with inversion →*Emerging production* 'Who' ('Who was that?') →*Mostly receptive*	→*Evolving usage and accuracy* →*Emerging production* →*Emerging production*
Articles (definite and indefinite) →*Mostly receptive*	→ *Emerging production*	→ *Evolving usage and accuracy*
Present progressive – affirmative and negative →*Mostly receptive*	→*Emerging production* Present progressive interrogative (Yes/No and Wh-questions) →*Emerging production*	→*Evolving usage and accuracy* →*Evolving usage and accuracy*
Past simple irregular forms (see Band I) and regular forms in affirmative form →*Mostly receptive*	→*Emerging production*	→*Emerging production*
	Ownership – possessive forms (nouns, proper nouns, and pronouns)	

Grade 4	Grade 5	Grade 6
	→*Mostly receptive*	→*Emerging production*
	Present simple vs Present progressive – (focus on meaning and contextual usage) →*Mostly receptive*	→*Emerging production*
	Past simple – negative and interrogative (Yes/No + Wh-questions) – regular and irregular) →*Mostly receptive*	→*Emerging production*
	'Going to' for future intentions – affirmative, negative + interrogative →*Mostly receptive*	→*Emerging production* 'Going to' interrogative forms (Yes/No and Wh-questions) →*Emerging production*
		Modal verbs (request and obligation) + Verb →*Mostly receptive*
		Comparative and Superlative adjectives ('-er'; '-est') →*Mostly receptive* Comparative and Superlative adjectives ('more'; 'most' + Adj) →*Mostly receptive*
		Mental process verbs (stative verbs) as lexical chunks →*Mostly receptive*
		Quantifying – count/non-count nouns →*Mostly receptive*
		Reporting what someone has said – reported speech (without the grammatical backshift) →*Mostly receptive*
		Adverbs of manner

Grade 4	Grade 5	Grade 6
		→*Mostly receptive*
		'Will' + Verb →*Mostly receptive*

Can-do Statements

The grammatical structures for the Basic User I (A1) level are presented as global and operative *can-do statements*. Examples are provided for the various *can-do statements* and appear in italics.

Clauses

Can use some basic structures in one-clause sentences/simple sentences with some omission or reduction of elements with varying degree of accuracy (adapted CEFR A1)

- Can form a simple affirmative and negative declarative clause with the verb 'to be' as the main verb + 'not' or 'n't' (adapted CEFR A1)
  Amir is tall. Sara and Tom aren't in the room.
- Can form simple affirmative and negative declarative clauses with lexical verbs (adapted CEFR A1)
  Farid goes to school. Yuri and Lida don't live in Eilat.
- Can form an affirmative declarative clause with Band 1 modal verbs (adapted CEFR A1)
  Amit can swim.
- Can use single word (word + word) coordinating conjunctions ('and', 'but', 'or') to connect single and plural nouns and adjectives (adapted CEFR A1)
  Rachel speaks French and Japanese. Naomi drinks milk or orange juice in the morning.
- Can use single word conjunctions ('and', 'but', 'or') to combine phrases (phrase + phrase) (adapted CEFR A1)
  The children can swim in the pool or in the sea. We can visit the museum in the morning and the park in the afternoon.

Can request and confirm information using yes/no questions with varying degrees of accuracy (new)

- Can form affirmative interrogative clauses (yes/no forms) with auxiliary 'be' and 'have' (adapted CEFR A2)
  Are Ibrahim and Naim at home now? Yes, they are. No, they aren't. Do you have a dog? Yes, I do. No, I don't. Does Hani have a cat? Yes, she does. No, she doesn't.
- Can form affirmative interrogative clauses (yes/no forms) of main lexical verbs with auxiliary 'do' (adapted CEFR A2)
  Does Anna play sports? Yes, she does. No, she doesn't. Do Olga and Misha speak English? Yes, they do. No, they don't.
- Can use Band 1 modal verbs + subject + main verb to form yes/no questions (adapted CEFR A1)
  Can you ride a bicycle? Yes, I can. No, I can't.

Can elicit information using wh-questions and respond appropriately with varying degrees of accuracy (new)

- Can form affirmative wh-interrogative clauses with a wh-word as object using the verb 'to be' as the main verb and lexical verbs (adapted CEFR A2)
  Where is the party? [The party is] at my house. When does the lesson begin? [The lesson begins] at 10.

Can understand and convey more than one proposition/idea using basic compound and complex sentences with varying degrees of accuracy (new)
- Can understand and combine two main declarative clauses using coordinating conjunctions ('and', 'but', 'or')/main clause + main clause (adapted CEFR A1)
  Mika likes most vegetables, but she doesn't like avocadoes. Henry read the sign and turned left at the corner.
- Can understand and use a finite subordinate clause with 'because', after a main clause, to introduce reasons (adapted CEFR A1)
  Alex is tired because he went to sleep late. Salim and David walked home because the bus was late.

Can understand that someone is reporting what someone else has said (new)
- Can understand descriptors using a reporting clause with 'say' + that-clause, with pronoun shift (adapted CEFR A2)
  The teacher said that the test is tomorrow. My mother said that she made a cake.
- Can understand descriptors using a reporting clause with 'tell' + direct object + that-clause, with a pronoun shift where relevant (adapted CEFR A2)
  My father told me to do my homework. My sister told me that she was hungry.

Verb forms

Can understand and use the imperative to give instructions or directions (adapted CEFR A2)
- Can use an affirmative imperative with the base form of a main verb (adapted CEFR A2)
  Turn right at the corner. Please open your books.

Can use 'Let's' + base form of a main verb, for first person plural imperatives to make a suggestion (adapted CEFR A2)
Let's eat ice cream. Let's go to the park.

Can understand a description and describe a person or object in its present state (new)
- Can use the present verb 'to be' as the main verb – affirmative and negative (adapted CEFR A1)
  I am/I'm 10 years old. The hats are not/aren't red.
- Can use the present verb 'to be' as the main verb with complements – affirmative and negative (adapted CEFR A1)
  Rana and Maha are/aren't from Jerusalem. The kitchen is not/isn't very tidy.
- Can use wh-questions with the present verb 'to be' as the main verb (adapted CEFR A2)
  Where is/Where's the book? How much are the red shoes?

Can understand a description and describe a person or object in its past state (new)
- Can use past 'to be' as the main verb for affirmative and negative forms (adapted CEFR A1)
  The movie was/wasn't very exciting. The children were/weren't hungry.
- Can use past 'to be' as the main verb with complements – affirmative and negative (adapted CEFR A1)

Salina was/wasn't very tired yesterday after school. The visitors were/weren't from France.
- Can understand wh-questions with past 'to be' as the main verb (adapted CEFR A2)
Where were you yesterday? How was the birthday party?

Can understand and use the present simple to talk about repeated events or habits, and general facts (adapted CEFR A1)
- Can use the affirmative form with Band 1 verbs (adapted CEFR A1)
Sara goes to school. Igor and Anya eat eggs for breakfast every morning. The sun rises in the east.
- Can use the negative form with Band 1 verbs (adapted CEFR A2)
Lucie does not/doesn't like to swim in the sea. Solomon and Joseph don't walk to school every day.
- Can use Band 1 adverbs to talk about frequency (adapted CEFR A1)
Luba sometimes plays video games with her friends. Duaa and Haya always go running in the park on Tuesdays.
- Can use wh-questions with auxiliary 'do' (adapted CEFR A2)
What does Mike like to eat for breakfast? When do you usually visit your grandparents?

Can understand and use the present simple with BAND 1 mental process verbs (stative verbs) such as 'think', 'hope', 'know' (CEFR A2 adapted)
I think it's a great idea. Vadim hopes he can learn how to swim this summer.
- Can use the affirmative form with Band 1 verbs (adapted CEFR A1)
I hope you feel better. I think that is a good idea.

Can understand and use the past simple for completed common events (adapted CEFR A1)
- Can use the affirmative form with Band 1 verbs (adapted CEFR A1)
We walked to the park yesterday after school. Dana and Mayan found a dog near the school yesterday.
- Can use the negative form with Band 1 verbs (adapted CEFR A2)
Tedo did not/didn't play football after school yesterday. Hasan and Mehri did not/didn't go shopping on Monday.
- Can use wh-questions with auxiliary 'do' (adapted CEFR A2)
Why did Timor get another cat? When did Sam and Judy come home from the park?

Can understand and use the present continuous with Band 1 verbs to talk about situations and events in progress (adapted CEFR A1)
- Can use the affirmative form (CEFR A1)
Gal is walking the dog right now. Masoud and Malik are baking bread now.
- Can use the negative form (CEFR A2)
Ziva and Mayan are not/aren't going outside because it is cold and wet.
- Can use wh-questions with axillary 'be' (CEFR A2)
What are you eating? Why is Einat pointing at the tree?

Can understand and use the present continuous with Band 1 verbs to refer to temporary situations in the affirmative, negative, and interrogative (adapted CEFR A2)

- Can use the affirmative form (CEFR A1)
  My mother is working today. She usually works on Mondays.
- Can use the negative form (CEFR A2)
  Ziva and Mayan are not/aren't learning chess this month because the center is closed.
- Can use wh-questions with auxillary 'be' (CEFR A2)
  What sports are you playing this year?

Can use 'will' for plans and intentions (adapted CEFR A1)
- Can use affirmative forms (CEFR A1)
  Raja will send you a message next week. I will/I'll call you tomorrow afternoon.
- Can use negative forms (CEFR A2)
  The doctor will not/won't be in his office tomorrow at 15:00.
- Can use wh-words + modal verbs + subject + main verb to form wh-questions (adapted CEFR A2)
  When will you visit us again? Where will have dinner tonight?

Can understand and use the affirmative and question forms of 'be going to' to convey plans and intentions (adapted CEFR A2)
- Can use the affirmative form (CEFR A2)
  Lena is going to buy some ice cream. We are/We're going to visit my grandparents tomorrow.
- Can use the question form (CEFR A2)
  What time are you going to leave for school tomorrow? What time does the bus to Haifa leave? How is Alex going to get to the shopping center?
- Can understand the negative form (adapted CEFR B1)
  Abdul is not/isn't going to forget your birthday. We are not/aren't going to watch the football game next Monday.

Can understand and use 'can' for the ability to do something (adapted CEFR A1)
- Can use the affirmative form (CEFR A1)
  Eden can ride a bike.
- Can use the negative form (CEFR A1)
  Abbie can't speak Chinese.
- Can use the affirmative question form (CEFR A1)
  Can you stand on your head? Can Saree fix my computer?

Noun forms

Can understand and refer to objects in the singular and plural and understand frequent irregular plural forms (new)
- Can form plurals by adding -s to common countable nouns on Band 1 (adapted CEFR A1)
  animals, friends
- Can form plurals of countable nouns (Band 1) ending in a consonant plus -y, by changing the 'y' to 'i' and adding -es (adapted CEFR A2)
  party-parties, story-stories

Can understand and express ownership of objects and relationships (new)

- Can use Band 1 possessive determine (adapted CEFR A1)
  (e.g., *his book; her mother*)
- Can use 's' after singular or proper nouns to indicate possession (CEFR A2)
  Dina's cat, the teacher's name

Can differentiate between new and known information using indefinite and definite articles (new)

- Can use articles 'the', 'a' and 'an' before nouns (CEFR A1)
  a dog, an orange, the store
- Can use 'a' and 'an' before adjectives in a noun phrase (CEFR A1)
  in a bookstore, an old sweater
- Can understand 'the' + [Band 1 adjectives] in a noun phrase; can refer to already mentioned information (adapted CEFR A2)
  *the book; the red book; Sharif is Laila's brother. **She** saw **him** yesterday.*; *Where is **the cheese**? **It** is in the fridge in the kitchen.*

Pronouns

Can refer to previously mentioned ideas, persons, objects, or situations using a pronoun (new)

- Can use the pronouns 'I', 'you', 'he', 'she', 'it', 'we' and 'they' in the subject position before a verb in descriptors (CEFR A1)
  He went home early from school. They like to go swimming in the summer.
- Can use the pronouns 'me', 'you', 'him', 'her', 'us' and 'them' in the direct object position after a transitive verb (CEFR A1)
  Alla saw her at school.
- Can use the object pronouns 'me', 'you', 'him', 'her', 'it', 'us' and 'them' in the object position after prepositions (CEFR A1)
  Music is very important to us.
- Can use the pronoun 'it' as a direct object to refer to an object or situation already referred to (CEFR A1)
  The laptop is on the table. I put it there. There are three dogs. They are sleeping in the corner.

Adjective/adverb forms

Can understand and describe quantities (new)

- Can use Band 1 quantifying determiners with plural nouns (adapted CEFR A1)
  some friends, any apples
- Can use Band 1 quantifying determiners with uncountable nouns (adapted CEFR A2)
  some fish, any sugar

Can understand and express a simple contrast or comparison of people, places or things (new)

- Can form Band 1 comparative adjectives from adjectives of one syllable by adding '-er '(adapted CEFR A2)
  hard-harder, big-bigger
- Can form Band 1 comparative adjectives with adjectives of two syllables ending in

'-y' by changing the 'y' to an 'i' and adding '-er' (adapted CEFR A2)
easy-easier, happy-happier

- Can form Band 1 irregular comparative adjectives (adapted CEFR A2)
  good-better
- Can understand Band 1 comparative adjective phrases using 'more' + longer adjectives (usually three or more syllables) (adapted CEFR A2)
  more comfortable, more interesting
- Can understand a comparative adjective with 'than' to compare two nouns or noun phrase (adapted CEFR A2)
  bigger than…, happier than…
- Can understand a noun phrase with 'he' + superlative Band 1 adjective + noun (adapted CEFR A2)
  the tallest building, the happiest day)
- Can understand superlative Band 1 adjective phrases using 'the most', with longer adjectives of two or more syllables (adapted CEFR A2)
  the most beautiful bird, the most comfortable chair

Can understand and use Band 1 manner adverbs and adverb phrases to modify how something happens (adapted CEFR A2)

- Can use Band 1 manner adverbs to modify verbs (CEFR A2 adapted)
  walked slowly, always eats

Prepositions

Can understand and use prepositions that refer to temporal and spatial relationships (new)

- Can use a limited range of simple (single-word) prepositions (CEFR A1)
  on Monday, …to Tarik, …with me
- Can form prepositional phrases with a preposition and a noun phrase (CEFR A1)
  …in the summer, …with my friends, …on the floor

Global *Can-do Statements*

The *English Curriculum 2020,* in keeping with the spirit of the CEFR, takes a more descriptive rather than prescriptive approach to language teaching. As such, many of the *can-do statements* are presented in a general, open-ended format (global) that allows for interpretation. Thus teachers and material writers are invited to implement the *can-do statements* in ways that tailor lesson planning and instructional activities to varied educational contexts and diverse language learners. For easy access, the global *can-do statements* are presented here without the operational *can-do statements*.

Pre Basic User - Pre-A1 (Pre-foundation)

Reception

Spoken reception
Can recognize everyday, familiar words, including instructions, provided they are delivered clearly and slowly in a well-defined, familiar, everyday context (adapted CEFR Pre-A1)
Can understand short, very simple questions and statements provided that they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary (CEFR Pre-A1)
Written reception
Can recognize all the words and phrases in Pre Band I that appear in different contexts (new)
Can read and understand short texts (new)

Production

Spoken production
Can use everyday words and phrases for a limited range of everyday functions (new)
Can describe him/herself and say how he/she is feeling (new)
Can recite and sing using appropriate stress, rhythm and intonation (new)
Written production
Can form letters and words following standard printed form (new)

Interaction

Can ask and answer questions related to personal information using short formulaic expressions and using gestures when necessary (adapted CEFR Pre-A1)

Basic User I - A1 (Foundation)

Reception

Spoken reception
Can understand concrete information (e.g. places and times) on familiar topics encountered in everyday life, delivered in slow and carefully articulated speech when necessary (adapted CEFR A1)
Can understand a talk, teacher instructions or classroom discussions, when the language is in context across a range of social and learning situations (adapted AUS)
Written reception
Can understand basic sentences describing someone's physical appearance, (e.g. eye/hair color, height), and familiar everyday items (e.g. color, size), especially when supported by pictures (adapted GSE)
Can understand stories and short texts on a range of familiar topics (e.g. sports, music, or travel) written with Band I vocabulary and sometimes supported by illustrations and pictures, rereading as required (adapted CEFR A1)

Production

Oral production
Can provide personal information about him/herself using Band I vocabulary (adapted CEFR A1)
Can ask about and/or describe aspects of daily life in a series of sentences, using Band I vocabulary, allowing for advanced preparation when necessary (adapted CEFR A1)
Can engage in creative play with language (new)
Can express immediate needs using Band I vocabulary (e.g. 'I want a drink', 'I need a pen') (GSE)
Written production
Can write simple isolated phrases and sentences using Band I vocabulary (adapted CEFR A1)
Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using Band I vocabulary (adapted CEFR A1)
Can write short, simple texts for an increasing variety of purposes (e.g. greeting card, invitation, short message) using Band I vocabulary (adapted AUS)

Interaction

Spoken interaction
Can engage in limited interactions (restricted in the number of turn-takings and scope) but communication may be dependent on repetition at a slower rate of speech and rephrasing (adapted CEFR A1)
Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school, etc. (CEFR A1)
Written interaction
Can write a short, very simple message (e.g. a text message) to friends to give information, react or ask a question (adapted CEFR A1)

Mediation

Note: Language A = communication **source**
       Language B = communication **output**

Can convey, <u>in speech</u>, simple, predictable information of immediate interest given in short, simple signs and notices, posters and programs (adapted CEFR A1)
Can convey, <u>in writing</u>, simple, predictable information of immediate interest given in short, simple signs and notices, posters and programs (adapted CEFR A1)
Can express a personal response to a creative text (including literature) (adapted CEFR A1)

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