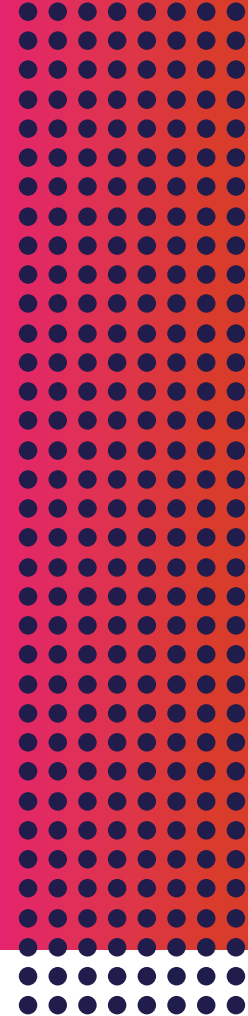
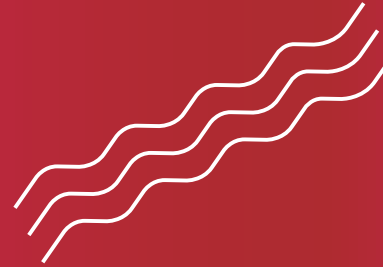




State of Israel
Ministry of Education
Pedagogical Secretariat
Language Department
English Language Education



Revised English Curriculum

Including Band III Lexis

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

January 2018



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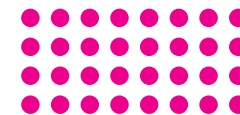
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Introduction

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

| Target Audiences | Possible Uses |
|----------------------------|---|
| Teachers | <ul style="list-style-type: none">• Unit planning• Integrating classroom testing and teaching• Developing tables of specification for classroom testing• Adapting materials• Mapping out additional tasks |
| Teacher Trainers | <ul style="list-style-type: none">• Training teachers in the implementation of the mapping process and the use of the checklists |
| Materials and Test Writers | <ul style="list-style-type: none">• Developing materials and tests |

One of the crucial implications of this development is the increased importance for all of a knowledge of English. Speakers of Hebrew or Arabic will need to be able to use both spoken and written English in order to progress in their professional, business or academic careers, as well as in order to travel, enjoy international entertainment, or take advantage of the opportunities offered by the Internet. The effective teaching of English thus takes high priority, necessitating a larger number of teaching hours, well-trained teachers, a carefully planned curriculum, attractive and learning-rich materials, and the setting of high standards for assessment. The English Curriculum in Israel sets out the expected standards for the teaching of English in Israel, in schools under the supervision of the Ministry of Education. This includes all sectors: secular, religious, Arab, Druze, and Bedouin. The document is an important contributor to classroom teaching; it will also be used to inform teacher trainers and materials and test writers, as shown in the table below.

Rationale for Updating the Curriculum

Research in foreign language acquisition and insights from the field during the last decade have set new challenges for EFL teaching, learning and assessment, requiring an in-depth re-examination of the English Curriculum “Principles and Standards for Learning English as a Foreign Language” published in 2001. As a result of this process, it was decided to revise and expand the document, resulting in a curriculum that will better address the needs of teachers, material writers and test designers.

The following new components have been integrated into the curriculum:

- Benchmarks for teaching English at the Pre-Foundation Level, in order to facilitate the teaching of the beginning stages of language acquisition to younger learners.
- Word and grammar lists, in order to standardize the linguistic content of materials being taught and tested.
- Higher-order thinking skills (HOTS) at all levels and all domains, in order to enhance learners’ understanding and critical thinking.
- Information Communications Technology (ICT) skills, in order to enable learners to be prepared to cope with the challenges of using modern digital tools.
- Key components for the teaching of literature (and access to information when appropriate) at all levels, in order to provide a more unified and comprehensive framework for literature teaching.

Goals of the Curriculum

This curriculum is an expansion of the curriculum published in 2001. It adheres to the goals set in 2001, whereby on completion of the twelfth grade, learners should be able to:

- interact effectively in a variety of situations;
- access and make use of information from a variety of sources and media;
- present information in an organized manner;
- appreciate literature and other cultures, and develop linguistic awareness.



Overview of Document

Section One of this document presents the principles underlying language learning and teaching. Section Two describes the organization of the curriculum and includes an overview of the domains and the levels. Section Three focuses on two linguistic components of language teaching: lexis and grammar. Section Four presents the benchmarks for the Pre-Foundation Level. Section Five provides a general overview for all levels. It includes standards, levels of progression, and benchmarks. Section Six focuses on each individual level: Foundation, Intermediate and Proficiency: for each level the benchmarks are again presented, together with higher-order thinking skills, required lexical items, and grammar. Section Seven deals with learner diversity. Section Eight provides recommendations for implementing the curriculum. Finally, there is a list of references and background reading.

Section One: Principles

The principles presented in this section have been drawn from insights based on expert teachers' professional judgment, enriched by current research in the fields of foreign language learning, education, assessment, cognitive psychology, and curriculum development. Their implementation is likely to create an effective and efficient language learning environment that fosters language development and achievement.

The principles included in this section are as follows:

- A. Principles underlying language learning and teaching;
- B. Principles underlying teaching the beginning stages of language acquisition (Pre-Foundation Level);
- C. Principles underlying the choice of materials;
- D. Principles underlying the choice of tasks;
- E. Principles underlying classroom assessment;
- F. Principles underlying the integration of technology.

Principles underlying meaningful language learning and language teaching

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

level, they are able to relate to them in depth, both cognitively and affectively.

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

The following principles underlie meaningful language learning and teaching:

| Language Learning Language learning is facilitated when learners: | Language Teaching Teachers promote learning when they: |
|--|--|
| have maximum exposure to the target language through encounter with a variety of written and spoken texts, allowing for incidental acquisition of English. | provide the learners with opportunities to acquire the vocabulary and other language features incidentally by speaking English in the classroom, and by providing a language-rich environment with a variety of verbal and visual stimuli. |
| can resort to the L1 occasionally when it helps them understand. | use the L1 occasionally and judiciously, where it can enhance learning of English. |
| are motivated and willing to invest effort needed for foreign language learning. | choose topics, materials and activities that are interesting for their learners. |
| develop a positive self-image and confidence in using the language. | provide success-oriented tasks and positive feedback. |
| are willing to take risks. | create a non-threatening and supportive learning environment. |
| build on their prior language and world knowledge. | choose content and language that will build on learners' prior knowledge. |
| are aware of their own progress and have a sense of accomplishment. | provide on-going formative feedback. |
| are challenged within the range of their zone of proximal development. | are aware of and sensitive to learners' diversity and cater to it, taking into account the learners' level of cognitive and linguistic development. |
| understand underlying language rules. | provide explanations that clarify problematic language points. |
| practice grammar, vocabulary and other language points in focused meaningful tasks. | give meaningful exercises that allow learners to practice grammar, vocabulary and specific language points. |
| increase their vocabulary. | teach a large number of lexical items and provide for frequent recycling of these in order to ensure learning. |

| Language Learning Language learning is facilitated when learners: | Language Teaching Teachers promote learning when they: |
|---|--|
| have opportunities to use the target language meaningfully and purposefully. | provide tasks which require learners to use the target language for 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 interactions 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. |
| are aware of learning objectives. | explain the objectives of the instructional unit, lesson, and specific tasks. |
| develop language-learning strategies that enable autonomous learning. | teach language-learning strategies and provide opportunities for applying them. |
| 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 higher-order thinking skills. |
| have opportunities sometimes 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. | set aside time for independent reading and provide a variety of texts that suit the learners reading levels. |
| read level-appropriate books regularly and develop independent reading habits. | set aside time for extensive reading (reading for pleasure). |
| are motivated to explore cultures and literature related to the language. | encourage learners to relate to different cultures or literature. |

Principles underlying teaching the beginning stages of language acquisition (Pre -Foundation Level – Stages One and Two)

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

| Beginning Language Learning Beginning language learning is facilitated when learners: | Language Teaching Teachers promote beginning language learning when they: |
|--|---|
| have developed literacy skills in their L1. | work together with the homeroom teacher in order 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. |
| 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 range of high-frequency written words and expressions. | make the acquisition of a sight reading vocabulary (automaticity) possible by providing extensive practice in simple, meaningful reading. |

Principles underlying the choice of materials

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

Materials:

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

Principles underlying the choice and design of tasks

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

The following principles underlie the design of all tasks.

- Tasks are meaningful.
- Tasks are transparent to the learner in terms of the goals, on-going process and product.
- Tasks focus on both form and meaning.
- Tasks encourage both convergent and divergent thinking.

The following principles underlie the design of at least some of the tasks.

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

Principles underlying classroom assessment

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

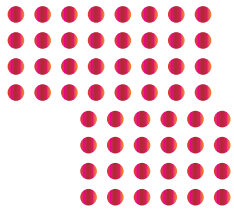
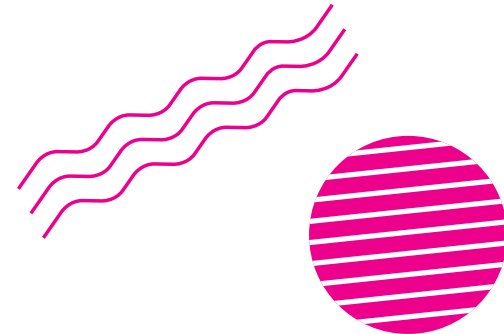
Assessment includes formative assessment (done in order to provide information to learner and teacher that will enable ongoing improvement) and summative (done in order to provide a final grade). Both traditional methods, such as tests, and alternative ones, such as performance-based assessment or portfolios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

Assessment focuses on the learners' ability to apply their skills and knowledge of English both meaningfully and accurately. The Bank of Performance Tasks for elementary and junior high school may be used to determine if learners are attaining the benchmarks. See [at this link](#)

The following principles underlie classroom assessment.

- Assessment tools are valid and reliable.
- Multiple methods of assessment are used for collecting information regarding students' progress and language development over a period of time.
- Feedback is given in ways that are beneficial for the learners and other audiences e.g. parents.
- Different levels of progress in learners' language development need to be assessed in all of the four domains.

- Assessment will sometimes include evaluation of group processes and products.
- Assessment should include tasks, such as thematic projects and performance-based tasks that promote learners' involvement and reflection on learning and require learners to use a variety of learning strategies and resources.
- Criteria for assessment are known to the learners prior to the assessment.
- Learners take an active role in their assessment, evaluate their own progress and may collaborate in the determination of criteria.
- Rubrics, assessment lists and checklists can be used to evaluate learners' performance of oral and written tasks.
- Steps are taken to minimize test anxiety, such as preparing and explaining test layout, and teaching test-taking strategies.

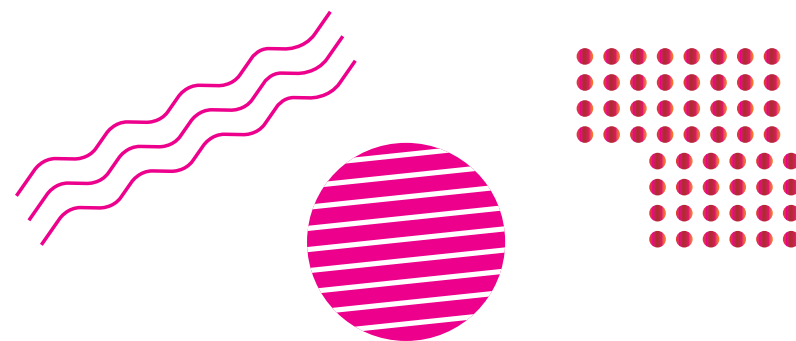


Principles underlying the integration of Information Communications Technology (ICT)

Technological changes have brought with them different forms of interaction between people, and between people and communication media. Different skills are required in order to ensure that learners are enabled to make full and appropriate use of digital tools in their language learning. It should be kept in mind that technology is only a means to an end and its integration in teaching should be informed by pedagogical considerations.

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

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



Section Two: Overview of the Curriculum

Brief Overview

The following graphic representation depicts the organization of the curriculum.

Domains and Standards

Social Interaction Access to Information Presentation Appreciation of Language, Literature and Culture



Levels of Progression

Pre-Foundation Foundation Intermediate Proficiency



Benchmarks



HOTS

Grammar

Lexis

Standards

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

Domains

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

Domain of Social Interaction

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

Domain of Access to Information

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



Domain of Presentation

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

Domain of Appreciation of Language, Literature and Culture

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

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

Levels

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

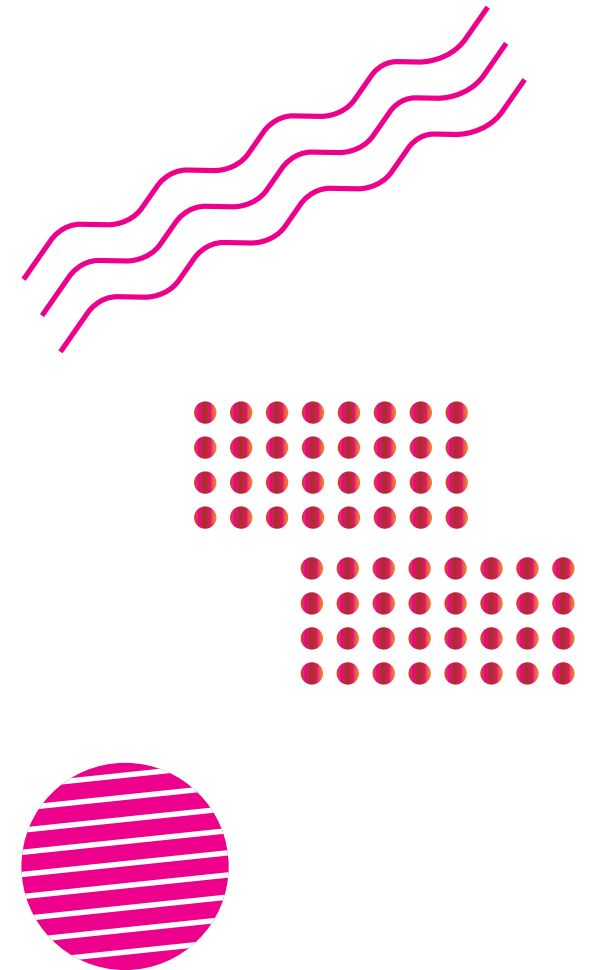
- Foundation Level - usually achieved by the end of sixth grade;
- Intermediate Level - usually achieved by the end of the ninth grade;
- Proficiency Level - usually achieved by the end of the twelfth grade.

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

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

Benchmarks

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

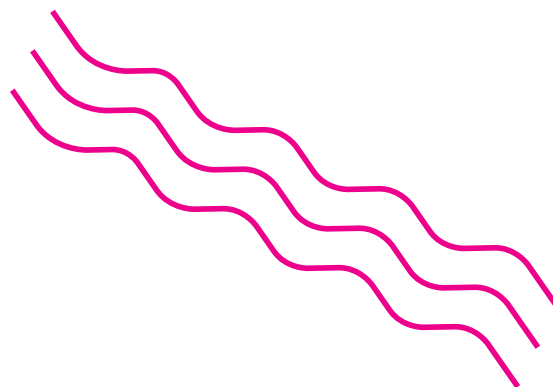


Section Three: Higher-Order Thinking Skills

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

The following principles underlie the learning of HOTS.

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



Section Four: Components of Language Teaching

This section presents two components of linguistic knowledge: lexis and grammar. These play a central role in the development of language proficiency.

Lexis

The lists of lexical items to be taught at each level are based on the criteria of word frequency and expert judgment by academics and practicing teachers. The following corpora have been used: British National Corpus (BNC), Corpus of Contemporary American English (COCA), Lexical Syllabus for the Common European Framework for English (LexiCLIL), General Service List (GSL), and Academic Word List (AWL). Also included in the lists are frequent phrasal expressions and chunks based on the work done by Liu (2003) and Martinez & Schmitt (2012).

Lexical items in each level are presented in alphabetical order. Note that multi-word items ('chunks') are listed under their main key word; so 'What's the matter' for example will be listed in the alphabetical place of the word "matter". Past forms of verbs have been inserted after the base form

only if these are irregular. Regular -ed past forms have not been inserted.

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

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

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

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

| | Foundation | Intermediate | Proficiency |
|----------------------|------------|--------------|-------------|
| Core | 600 | 800 | 2200 |
| Expansion | 600 | 1200 | |
| TOTAL for each level | 1200 | 2000 | 2200 |
| TOTAL | | 5400 | |

Grammar

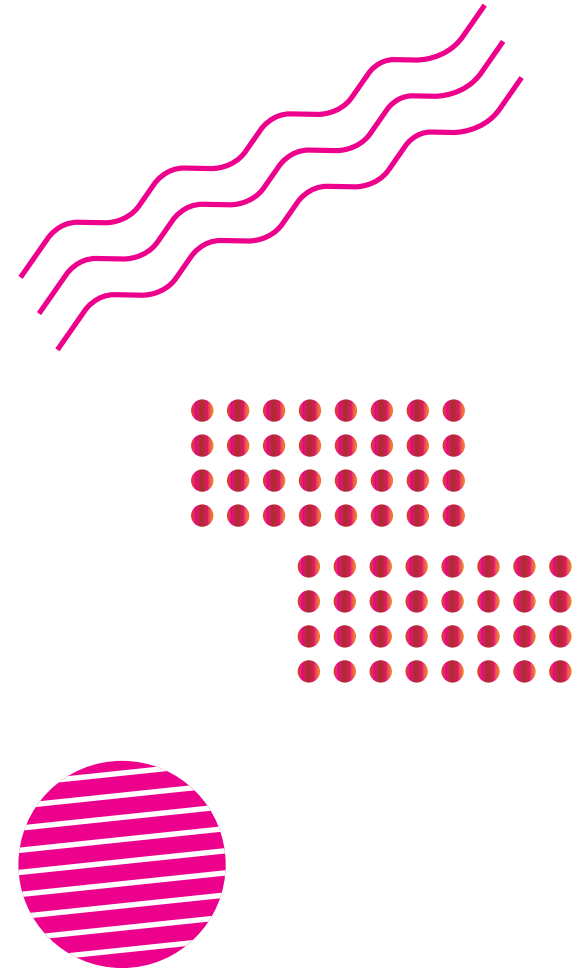
Grammar instruction is recognized as essential for efficient language acquisition in the context of the learning of an additional language in school. The learning of grammar includes learning the form, meaning and use of grammatical structures which promotes learners' understanding of what they hear or read, and enables them to convey meaning appropriately in speaking and writing. This grammatical knowledge helps learners to achieve the benchmarks in each of the four domains.

The lists of grammatical structures to be taught at each level are based on the criteria of frequency and expert judgment by academics and practicing teachers.

It is impossible to provide an exhaustive list of all grammatical structures. For each of the levels, grammatical structures were chosen for the Israeli EFL learner, as being those which are most essential for that level. The teaching of the grammar structures is cumulative i.e. all structures taught at the Foundation Level are included within the Intermediate Level, and all those taught at the Intermediate Level are included in the Proficiency Level.

Grammatical knowledge has been divided into the following components: syntax, verb, nouns, adjectives/adverbs and prepositions.

Conventions of print and prosody (rhythm, stress and intonation of speech) are included where appropriate.



Section Five:

Benchmarks for the Pre-Foundation Level - Stages One and Two

The following are the benchmarks for the Pre-Foundation Level:

Stage One

Benchmark

| Reading Readiness | Learners will be able to |
|--|--|
| Aural / Oral Listening and Speaking Aural / Oral Phonemic Awareness, Segmentation and Blending | <ul style="list-style-type: none"> understand and use language to carry out basic communicative tasks and to engage in simple interactive activities. identify different sounds of the English language, such as voiced / unvoiced sounds that are different phonemes. manipulate sounds to play with words (add or remove from word). segment word into: <ol style="list-style-type: none"> syllables; sounds. blend sounds together. be aware of sound patterns. be aware of the differences between sounds in their own language and similar sounds in English. know and be able to pronounce common sound combinations. |

Stage Two

Benchmark

| Reading Readiness | Learners will be able to |
|----------------------|--|
| Alphabetics | <ul style="list-style-type: none"> identify the letters by their sounds, their names, and their shapes. form letters by copying correctly in the right direction and producing letters upon hearing their sounds / names. be aware of sound patterns, letter sequences and common letter combinations and be able to pronounce them |
| Basic Reading | <ul style="list-style-type: none"> write letters and syllables according to sounds. decode and encode phonetically-spelled lexical items. read and understand lexical items they have learned orally. |

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

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

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

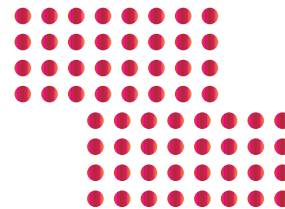
Domain of Social Interaction

Standard

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

Levels of Progression

| Foundation Level | Intermediate Level | Proficiency Level |
|---|---|---|
| Learners interact and convey simple messages. Learners interact using appropriate vocabulary and comprehensible grammar for this level. | Learners interact fluently using appropriate register for a limited range of social contexts. | Learners interact fluently using appropriate register for a limited range of social contexts. |
| | Learners use appropriate vocabulary and accurate grammar for this level. | |



Domain of Social Interaction Benchmarks

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

Domain of Access to Information

Standard

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

Levels of Progression

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

Domain of Access to Information Benchmarks

| Benchmarks for the Domain of Access to Information | | |
|--|--------------------|-------------------|
| Foundation Level | Intermediate Level | Proficiency Level |

Learners meet the standard for the domain of Access to Information when they:

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

Domain of Presentation

Standard

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

Levels of Progression

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

Domain of Presentation Benchmarks

| Benchmarks for the Domain of Presentation | | |
|---|--------------------|-------------------|
| Foundation Level | Intermediate Level | Proficiency Level |

Learners meet the standard for the domain of Presentation when they:

| | | |
|--|---|--|
| present information on limited content, supported by visual aids. | summarize and present information from a limited range of sources. | synthesize and present information in depth from multiple sources. |
| express a personal reaction to the content of something read, seen, or heard, using the appropriate higher-order thinking skills for this level. | react to the content of something read, seen, or heard using the appropriate higher-order thinking skills for this level. | react in depth to the content of something read, seen, or heard using the appropriate higher-order thinking skills for this level. |
| describe people, places, things, events, and personal experiences in familiar settings. | present an argument for or against a particular point of view. | present an argument for or against a particular point of view. |
| design a means for collecting information, such as a simple questionnaire and list the results. | design different means for collecting information, such as surveys and interviews, and report on the results and conclusions using appropriate higher-order thinking skills for this level. | |
| use digital media tools, such as online word processors, presentation creation tools, and simple Web 2.0 tools. | use digital media tools, such as podcasts and Web 2.0 tools. | |
| use given criteria, such as a checklist/rubric to prepare presentations. | review and edit presentations based on feedback from peers/teacher. | |

Levels of Progression

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

Domain of Appreciation of Language, Literature and Culture

Standard

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

Domain of Appreciation of Language, Literature and Culture, Benchmarks Language

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

Domain of Appreciation of Language, Literature and Culture, Benchmarks Literature and Culture

| Benchmarks for the Appreciation of Literature and Culture | | |
|---|--------------------|-------------------|
| Foundation Level | Intermediate Level | Proficiency Level |

Learners meet the standard for the domain of the Appreciation of Literature and Culture when they:

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

For practical information about the teaching of literature according to the curriculum, see:

tlc.cet.ac.il 

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

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

Foundation Level

- **Domains Benchmarks**
- **Text Characteristics**
- **Higher-Order Thinking Skills**
- **Lexis**
- **Grammar**

Foundation Level

Standard

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

Level of Progression

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

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

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

A variety of activities to use in order to teach and assess the benchmarks for Foundation level can be found on the website <http://cms.education.gov.il/EducationCMS/Units/Rama/AarachaBeitSifrit/MaagariMesimot.htm> under יסודי: אנגלית



Foundation Level: Higher-Order Thinking Skills and Strategies

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

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

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

Foundation Level: Lexis – Band I

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

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

Foundation Level: Lexis – Band I

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

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



Foundation Level: Lexis – Band I

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

| | | | | | |
|------------|--------------|---------------------------|---|--|--------------------|
| grow | help | immediately | kid | <i>I wrote a letter to my cousin.</i> | how many? |
| guess (n) | her | important | kind (n) | lie | March |
| guess (v) | herself | impossible | kind of | <i>It was wrong to lie to my friend.</i> | it doesn't matter |
| hair | here | in | know | lie down | What's the matter? |
| half | high | inside | large | life | May |
| half past | him | interested in | last (adj) | light (n) | maybe |
| hand | himself | interesting | last night | like (prep) | me |
| hang | his | into | late | like (v) | mean |
| happen | hold | invite | learn | listen | I mean |
| happy | home | is | at least | little | What do you mean? |
| hard (adj) | hope (v) | it | leave | <i>a little girl</i> | meaning |
| hard (adv) | hot | its | left | live (v) | meet |
| work hard | hour | itself | <i>I write with my left hand</i> | long look | meeting |
| hat | house | January | less | at lost | memory |
| have | how | job | lesson | a lot of | message |
| have to | How are you? | June | let's | lots of love | middle |
| he | hundred | July | letter | lunch | milk |
| head | hungry | just | <i>The last letter of the alphabet is Z</i> | make | Do you mind? |
| hear | idea | <i>She's just a baby.</i> | letter | man, men | minus |
| hello | if | keep | | many | minute (n) |



Foundation Level: Lexis – Band I

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

| | | | | | |
|---------------|----------------|-------------------|---------------------------------|--------------|----------------|
| in a minute | How much? | nineteen | once upon a time | pay (v) | project |
| mistake | music | ninety | one | pen | pupil |
| mix | my | no | only | pencil | push |
| mom / mum | myself | nobody | open (v) | people | put |
| at the moment | name | no-one | open (adj) | perhaps | question |
| Monday | What's your | not | or | person | quick |
| money | name? | notebook | other | pick up | quiet |
| month | My name is ... | nothing | our | picture | Be quiet! |
| moon | near | November | ourselves | piece (of) | radio |
| more | need | now | out | place (n) | read |
| morning | neighbor | number (n) | over | plan (n) | ready |
| most | never | October | own | plan (v) | Are you ready? |
| mother | new | of | (my own, your own ...) | play | I'm ready |
| mouth | news | often | <i>He writes his own music.</i> | play a game | real |
| move | next | OK / okay | parents | please | really |
| movie | next to | old | page | poor | red |
| Mr | nice | How old are you? | paper | possible | remember |
| Mrs | night | I'm ... years old | part (n) | practice (v) | rest (v) |
| Ms | at night | on | past (n & adj) | problem | return |
| much | nine | once | | no problem! | rich |



Foundation Level: Lexis – Band I

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

| | | | | | |
|--------------------------|-----------------------------|-----------------------------|-------------------------------|--------------|---------------------|
| right | send | six | sometimes | sure | there |
| <i>my right hand</i> | sentence | sixteen | son | take | there is, there are |
| right | September | sixty | soon | talk (v) | these |
| <i>the right answer.</i> | seven | size | song | tall | they |
| right now | seventeen | <i>What size...?</i> | sorry | tea | thing |
| all right, alright | seventy | sky | I'm sorry | teach | think |
| road | she | sleep | speak | telephone | third |
| room | short | special | spell (v) | television | thirteen |
| round | <i>The movie was short.</i> | spring | sport | tell | thirty |
| rule | shout | summer | start | tell a story | this |
| run | show (v) | slow | still | test | those |
| sad | shut (adj) | small | <i>They're still waiting.</i> | than | three |
| the same (as) | shut (v) | smart | story | thank you | Thursday |
| Saturday | sick | <i>You look very smart!</i> | straight | thanks | time |
| say | side (n) | smile (n) | strong | that | What's the time? |
| school | sign (n) | smile (v) | student | the | The time is... |
| second | simple | so | suddenly | their | to |
| <i>I was happy with</i> | sing | some | sun | them | today |
| <i>second place.</i> | sister | somebody | Sunday | themselves | together |
| see | sit | something | supper | then | tomorrow |



Foundation Level: Lexis – Band I

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

| | | | | |
|----------------------------------|----------------|-----------------------------|--------------|-----------|
| tonight | under | way | what | world |
| too | understand | Which way...? | when | worse |
| <i>You can come too.</i> | until | we | where | worst |
| too | up | wear | while | write |
| <i>The question is too hard.</i> | us | Wednesday | white | wrong |
| too much | use (v) | week | who | year |
| town | usually | welcome | why | yellow |
| tree | vacation | you're welcome! | will | yes |
| go on a trip | very | well | window | yesterday |
| truck | wait (for) (v) | <i>I feel very well.</i> | winter | you |
| true | walk (v) | well | wish | young |
| try | wall | <i>He did the job well.</i> | with | your |
| Tuesday | want | as well | without | |
| turn (v) | was, were | as well as | woman, women | |
| turn left/right | wash | Well done! | wonderful | |
| twenty | watch | What a pity | word | |
| two | water | shame! | work | |

Foundation Level: Grammar

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

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

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

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

Syntax

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



Foundation Level: Grammar

Verbs

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

Nouns

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

Adjectives/Adverbs

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

Prepositions (according to Band I)

Writing Conventions

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

Conventions of Prosody

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

Intermediate Level

- **Domains Benchmarks**
- **Text Characteristics**
- **Higher-Order Thinking Skills**
- **Lexis**
- **Grammar**

Intermediate Level

Standard

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

Level of Progression

| Domains | | | |
|---|---|---|--|
| Social Interaction | Access to Information | Presentation | Appreciation of Language, Literature and Culture |
| Learners interact fluently using appropriate register for a limited range of social contexts. Learners use appropriate vocabulary and accurate grammar for this level. | Learners obtain and use information from a variety of longer oral and written texts that deal with less familiar topics, in more complex language. Learners obtain and use information by applying knowledge of vocabulary, grammar, punctuation, text structure, digital media. | Learners organize and present ideas and information orally and in writing, about general topics, suiting register and text type to purpose and audience. Learners use appropriate vocabulary and accurate grammar for this level, incorporating discourse markers, following conventions of prosody/print. | Learners appreciate that languages are different. Learners read or listen to age - and level-appropriate literary texts. Learners are aware that their culture is different from other cultures. |

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




| Domains | | | |
|--|---|--|--|
| Social Interaction | Access to Information | Presentation | Appreciation of Language, Literature and Culture |
| Learners meet the standard when they: | | | |
| discussion forums, and different Web 2.0 tools showing awareness of context, audience and purpose. | information from a limited number of sources for a specific purpose. <ul style="list-style-type: none"> • use information tools, such as a dictionary, simplified Web 2.0 tools. | <ul style="list-style-type: none"> • Learners present ideas and information in an organized, planned manner in a variety of formats in spoken and written English on a wide range of topics, using print and digital media. | express ideas and opinions about literary texts. <ul style="list-style-type: none"> • are aware of the social and cultural framework within which the literary texts were written • compare different cultural practices, behaviors and traditions with their own. |



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

A variety of activities to use in order to teach and assess the benchmarks for Intermediate level can be found on the website <http://cms.education.gov.il/EducationCMS/Units/Rama/AarachaBeitSifrit/MaagariMesimot.htm> under

Some ideas for the teaching and assessment of oral social interaction and presentation can be found at: http://cms.education.gov.il/EducationCMS/Units/Rama/AarachaBeitSifrit/Erka_Safa_Dvora.htm חט"ב אנגלית 

Intermediate Level: Higher-Order Thinking Skills and Strategies

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

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

Intermediate Level: Lexis Band II

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

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



Intermediate Level: Lexis Band II

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

| | | | | | |
|--------------|----------------|---------------------|------------------------------------|-------------------------|--------------|
| cause | climb | on condition (that) | cover (v) | definitely | disappointed |
| celebrate | club | connect | crazy | definition | discover |
| celebration | clue | connection | cream | delete | discuss |
| century | clothes | consider | <i>There is cream on the cake.</i> | deliver | discussion |
| certain | cloud | contact (v) | <i>She put cream on her face.</i> | depend on | divide |
| chance | coast | contents | create | It depends... | to do with |
| by chance | coat | continue | crime | describe | doubt (n) |
| chapter | code (n) | control (n) | crowd | description | doubt (v) |
| character | collect | control (v) | culture | desk | no doubt |
| in charge of | comfortable | under control | cupboard | detail (n) | dramatic |
| check (v) | common | conversation | dance | difference | dream |
| choice | in common | cook | danger | make a difference | dress |
| choose | communication | corner | in danger | It makes no difference. | drop (v) |
| Christian | company | correct | dangerous | dig (v) | Druz / Druze |
| Circassian | compare | could | dead | digital | due to |
| circle (n) | complain | couple | deal (n) | dinner | during |
| city | complete (v) | course | deal with | direction | each other |
| clever | complete (adj) | I took a course | a good/great deal | director | earth |
| climate | condition | a couple of | death | disappear | east |
| | | | deep | | |



Intermediate Level: Lexis Band II

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

| | | | | | |
|-------------------------------|----------------|-------------------------|--------------------------------|-------------------------------------|-------------------|
| education | ever | so far | fish (n) | <i>It costs nothing, it's free.</i> | go ahead |
| effect (n) | ever since | fat | fit (v) | frequently | go away |
| make an effort | exact | fear | fix (v) | fresh | go back |
| either...or | exactly | feed | flat (adj) | frightening | go down |
| electric | examination | feel like | floor | fruit | go out |
| else | exciting | festival | follow | fun | go up |
| What else? | excellent | few | the following | furniture | god |
| nothing else | except | <i>Few people came.</i> | force (to) | future | government |
| empty | expect | field | foreign | garbage | grammar |
| encourage | experience (n) | fight (n) | forest | gas | graph |
| energy | explain | fight (v) | forever | general | gray |
| engine | explanation | file (n) | forgive | in general | ground |
| enormous | expert | fill | form (n) | get back | guy |
| environment | express (v) | fill in / fill out | form (v) | get off | on the one hand |
| equal | extremely | final | fortunately | get on | on the other hand |
| especially | fail | finally | forward | get rid of | hardly |
| even | false | finger | free | get away | hate (v) |
| <i>We worked even harder.</i> | famous | at first | <i>The bird is free.</i> | get up | headache |
| even if/though | as far as | first of all | <i>I'm free this afternoon</i> | give up | health |
| | | | free. | | |



Intermediate Level: Lexis Band II

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

| | | | | | |
|----------|---------------|-----------------|--------------------------------|----------------------------------|-------------|
| healthy | identify | invitation | leader | look after | map |
| heart | identity | involved (with) | least | look for | mark (n) |
| heat | ill | island | let | look forward to | mark (v) |
| height | imagine | issue (n) | library | look like | market |
| heavy | improve | item | be likely to | look up | marry |
| hers | include | Jew, Jewish | line | lose | match (v) |
| hide | increase | join | limit | loud | material |
| history | indeed | joke (n) | limited to | low | math(s) |
| hit | independent | key | link | lucky | no matter |
| holiday | individual | kind (adj) | a little | machine | maximum |
| honest | information | knife | <i>We walked a little.</i> | magazine | may |
| horrible | for instance | label (n) | <i>A little sugar, please.</i> | mail (n) | meal |
| hospital | instead of | lady | load (n) | mail (v) | meat |
| hotel | intelligent | land (n) | local | main | member |
| however | international | at last | lock (v) | mainly | mention |
| huge | interview (n) | laugh (v) | long ago | mad | might |
| hurt (v) | interview (v) | lay | long before | <i>The movie was about a mad</i> | million |
| husband | introduce | lead (v) | as long as | <i>scientist.</i> | mind (v) |
| no idea | invent | lead to | no longer | manage to | Never mind! |



Intermediate Level: Lexis Band II

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

| | | | | | |
|-------------------------|------------------------------|---------------|-------------------|---------------------------------|--------------------|
| I don't mind. | newspaper | once again | on one's own | popular | process (n) |
| Do you mind...? | noise | once more | pair | position | program (n) |
| mine | none | at once | park (v) | possible | proper |
| <i>The car is mine.</i> | normal | one another | park (n) | power | protect |
| minimum | north | onto | take part in | powerful | proud |
| modern | not | operate | particular | predict | prove |
| moment | only | operation | in particular | prefer | provide |
| more and more | note | opinion | partner | present (n) | public |
| more or less | notice (n) | in my opinion | party | <i>a birthday present</i> | purpose |
| Moslem/ Muslim | notice (v) | opportunity | passenger | present (n, adj) | on purpose |
| mountain | a number of | opposite | pass | <i>past, present and future</i> | quarter |
| museum | object (n) | ordinary | past (prep) | at present | quite |
| must | occur | order (n) | perfect (adj) | pressure | quite a lot |
| nation | odd | order (v) | photo, photograph | previous | race (n) |
| nature | <i>Your behavior is odd.</i> | in order to | take place | price | railway / railroad |
| neat | offer (n) | ought to | plenty of | print | rain |
| necessary | offer (v) | ours | plus | private | raise |
| neither ...nor | office | organize | point of view | prize | rather |
| nervous | oil | original | police | probably | rather than |



Intermediate Level: Lexis Band II

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

| | | | | | |
|--------------|-------------------|--------------------------|--------------|----------------------------|------------------------------------|
| would rather | report (v) | save | shoes | sort (n) | step (n) |
| reach | request (n) | <i>save money / time</i> | shop | sort (v) | stick (v) |
| realize | request (v) | schedule | shopping | sort of | stage |
| reason | respect (n) | science | go shopping | sort out | <i>the first stage of the game</i> |
| receive | respect (v) | score (n) | should | sound (n) | stay |
| recent | respect (v) | sea | shoot | sound (v) | store (n) |
| recognize | responsible (for) | search | silent | south | strange |
| record (v) | responsibility | season | silence | space | strike (v) |
| regular | the rest | seat (n) | silly | specific | go on strike |
| relate | result | second (n) | silver | speed | study (v) |
| relation | as a result of | secret | similar (to) | spend | stuff |
| relax | rice | seem | since | <i>spend money / time</i> | stupid |
| religion | ride (v) | self | singer | in spite of | subject |
| religious | ring (v) | sell | single | stage | <i>the subject of the article</i> |
| remind | rise | serious | site | standard | succeed (in) |
| repeat (v) | risk (n) | serve | smell (v) | star | suggest |
| reply (n) | river | service | smoke | state (v) | suggestion |
| reply (v) | role | set (n) | so that | state (n) | suit (v) |
| report (n) | safe | set (v) | and so on | <i>the State of Israel</i> | support (v) |
| | sale | set up | social | <i>the state of play</i> | suppose |
| | on sale | several | society | statement | make sure |
| | salt | shape (n) | soft | station | |
| | | shirt | solve | | |



Intermediate Level: Lexis Band II

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

| | | | | | |
|-----------------------|------------------|------------------|----------------------------------|--------------|---------------------------|
| surprise | thought (n) | toward / towards | up to | wave (v) | wonder (v) |
| sweet | through | tradition | used to | by the way | wood |
| switch off | throw | traffic | <i>We used to live in Eilat.</i> | on the way | <i>It's made of wood.</i> |
| switch on | throw away/out | train (n) | be used to | weather | in other words |
| taste (v) | thousand | translate | <i>I'm used to waiting.</i> | weight | at work |
| team | ticket | translation | useful | west | worth ...ing |
| technology | tidy | transport | usual | whatever | would |
| teenager (teen) | all the time | trash (n) | as usual | which | worried (about) |
| tend to | by the time | travel (v) | vacation | on the whole | worry |
| term | in time | treasure | vegetable | the whole | yet |
| terrible | on time | treat | view | whose | not yet |
| text | at the same time | trick | village | wide | yours |
| over there | title | trouble | visit (n) | wife | zero |
| -th (fifth, sixth...) | tool | trust (v) | visit (v) | win (v) | |
| theirs | top | tune | voice | wind (n) | |
| therefore | topic | type (n) | wake up | within | |
| thick | total | type (v) | warm (adj) | | |
| thin | touch | ugly | warn | | |
| | in touch with | unit | waste (v) | | |
| | tour | unless | | | |

Intermediate Level: Grammar

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

The lists below, alphabetically ordered, refer to grammatical components to be taught explicitly (productive knowledge): the rule is taught, practiced and applied.

The lists are according to syntax, verbs, nouns, adjectives/adverbs, prepositions and conventions of print and prosody. The lists do not include grammar that learners are naturally exposed to in the teaching/learning process in the classroom (receptive knowledge).

Syntax

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

Verbs

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

Nouns

- relative pronouns

Adjectives/Adverbs

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

Prepositions

(according to Band II)

Writing Conventions

- quotation marks
- parenthetical punctuation, such as parentheses, dashes, commas

Proficiency Level

- **Domains Benchmarks**
- **Text Characteristics**
- **Higher-Order Thinking Skills**
- **Lexis**
- **Grammar**

Proficiency Level

Standard

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

Level of Progression

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

| Domains | | | |
|---|---|---|---|
| Social Interaction | Access to Information | Presentation | Appreciation of Language, Literature and Culture |
| <p>Learners meet the standard when they:</p> <ul style="list-style-type: none"> • express ideas and opinions, providing in-depth explanations. • interact for a wide variety of purposes, such as persuading, discussing and group decision making. • engage in conversations on a wide range of general topics, such as social and global issues, using language to suit context, audience, and purpose. • create, collaborate and respond to a variety of written texts in print or handwriting, as well as digital, such as Skype, discussion forums, and different Web. • 2.0 tools showing awareness of context, audience and purpose. | <p>Learners meet the standard when they:</p> <ul style="list-style-type: none"> • follow the development of an argument in a range of texts and use this knowledge as needed. • identify the features of different text. • types and use this knowledge as needed. • identify and infer the attitudes of the writer/ speaker and draw conclusions. • follow directions and a sequence of complex instructions in a variety of contexts. • transfer information extracted from visual data, such as diagrams. | <p>Learners meet the standard when they:</p> <ul style="list-style-type: none"> • synthesize and present information in depth from multiple sources. • react in depth to the content of something read, seen, or heard using the appropriate higher order thinking skills for this level. • present an argument for or against a particular point of view. • design different means for collecting information, such as surveys and interviews, and report on the results and conclusions using appropriate higher-order thinking skills for this level. | <p>Learners meet the standard when they:</p> <ul style="list-style-type: none"> • are aware of subtle meanings and connotations of words and expressions, differences between synonyms or translations, and word derivations. • are aware of the way words are structured (morphology) • are aware that words in English are borrowed from different languages. • compare different elements of English, such as tense and syntax, to their home language; • are aware that languages use different idiomatic expressions in order to convey the same idea. • are aware of the differences between languages in communicative function and use, and of the dynamics of language changes, such as shifts in word meanings and connotations. |



| Domains | | | |
|--------------------|--|---|--|
| Social Interaction | Access to Information | Presentation | Appreciation of Language, Literature and Culture |
| | <ul style="list-style-type: none"> independently find and integrate information from multiple sources for a specific purpose. use information tools, such as online thesaurus Google, Web 2.0 tools. | <ul style="list-style-type: none"> use digital media tools, such as podcasts and Web 2.0 tools. review and edit presentations based on feedback from peers/teacher. | <ul style="list-style-type: none"> identify and describe events, setting and main characters in literary texts, using lower-order thinking skills. analyze and interpret literary texts, using higher-order thinking skills; recognize and explain the use of appropriate literary techniques in a text, such as imagery, irony, metaphor. understand the historical, social, cultural contexts of the text and its author and/or universal themes and explain how these are reflected in the text or how they have influenced the writing of the text. provide an oral, written or visual response to a literary text. reflect on the literary text and the process of integrating the higher-order thinking skills. are aware of the relationship between cultural practices, literature, and a variety of cultural products. |

For practical information about the teaching of literature according to the curriculum, see tlc.cet.ac.il

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

Proficiency Level: Higher-Order Thinking Skills and Strategies

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

Proficiency Level: Lexis

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

Band III - Introduction

The core list for proficiency level (Band III) consists of about 2,000 useful lexical items for this level, of which about 300 are frequently used chunks (phrases, expressions and phrasal verbs) that will be a continuation of the core vocabulary list for intermediate level. Note that in contrast to the previous Bands, single-word items are in a separate list from the chunks.

Our assumption is that a substantial number of the items on the core list will already be familiar

- to the students. The three core lists (Bands I, II and III) together with a similar number of items (extension vocabulary) chosen freely by teachers and textbook writers will hopefully bring the students to a lexical threshold of at least 5,400 items, which will enable them to cope with 5 point Bagrut texts targeting B2 reading level for Bagrut students according to the CEFR (Common European Framework of Reference) standards.



The list was created on the basis of the following:

- AVL (the Academic Vocabulary List)
- AWL (the Academic Word List)
- COCA (Corpus of Contemporary American English)
- BNC (British National Corpus)
- EVP (English Vocabulary Profile which is based on both British and American corpora)

Like previous bands, Band III is composed of actual words and expressions and not word families. We have excluded members of a word family which are relatively rare, and included only those that are frequently used, important and useful at this level. Some words may have one entry but represent two different parts of speech, and therefore are considered two separate items. For example; touch is entered once but will have n+v in the column for parts of speech. This means that both touch the verb and touch the noun should be taught. We have also added glosses to illustrate meanings of possibly ambiguous words.

Finally, it is important to stress that this is a core list, of items which in our opinion every student at Bagrut level should know. It is recommended that teachers and textbook writers add to the list. Such additions may come from reading or listening texts or the literature, or classroom interaction. We recommend also using the English Vocabulary Profile (<http://vocabulary.englishprofile.org/staticfiles/about.html>) (username is englishprofile and the password is vocabulary) as a useful source for the selection of further vocabulary. *Note that this and previous vocabulary lists will be revised in due course, taking into account feedback from the field and developments in research and thinking.

Professor Penny Ur,
Dr. Elisheva Barkon,
Sharon Fayerberger

Band III core word list

| lexical item | PoS | Example |
|---|-------------------|------------------|
| a.m | | |
| absence | v | |
| absolute | adj | |
| abstract | adj | |
| abuse | n+v | |
| acceptable acceptance | adj,n | |
| access | v+n | |
| accompany | v | |
| accordingly | adv | |
| accurate, inaccurate, accuracy, accurately | adj, adj,n,adv | |
| achieve, achievement | v,n | |
| acknowledge, acknowledgment, acknowledged | v,n,adj | |
| acquire,acquisition | v,n | |
| act,inactive,actor | v,adj,n | |
| actual | adj | The actual facts |

| lexical item | PoS | Example |
|------------------------------------|-----------------|---------------------------------|
| adapt,adapted, adaptation | v,adj,n | |
| additional, additionally | adj,adv | |
| address | v | We need to address the problem. |
| adequate,adequately, inadequate | adj, adv,adj | |
| administration | n | |
| adopt,adoption | v,n | |
| adjust, adjustment | adv,v,n | |
| advance, advanced | v,adj, | |
| advocate | n+v | |
| affair | adjn | |
| affect | v | |
| afford, affordable | v | |
| afterwards | adv | |
| agent, agency | n,n | |
| aggression, aggressive behavior | n | |
| agreement, in agreement | n | |

Band III core word list

| lexical item | PoS | Example |
|---------------------------|---------|---------|
| agriculture, agricultural | n,adj | |
| aid | n+v | |
| airport | n | |
| allow | v | |
| alter, alteration | v,n | |
| amongst | prep | |
| analogy | n | |
| analyze, analysis | v,n | |
| ancient | adj | |
| announce, announcement | v,n | |
| annual | adj | |
| anxious, anxiety | adj,n | |
| anybody | p | |
| anymore | adv | |
| anyway | adv | |
| apparent,apparently | adj,adv | |
| application | n | |
| appreciate, appreciation | v,n | |

| lexical item | PoS | Example |
|---------------------------------|---------|---|
| approach | v+n | |
| appropriate | adj | |
| approve, approval | v,n | |
| approximately | adv | |
| Asian | adj | |
| aspect | n | |
| aspire,aspiration | v,n | |
| assignment | n | |
| assist, assistance | v,n | |
| associate, association | v,n | |
| assume,assumption | v,n | |
| attachment,attach | n,v | |
| attack | v+n | |
| attempt | n+v | |
| attend, attendance | v,n | |
| attitude | n | |
| attract, attraction, attractive | v,n,adj | A tourist attraction. Magnetic attraction |
| audience | n | |
| authentic | adj | |

Band III core word list

| lexical item | PoS | Example |
|-------------------------|-------|---|
| author | n | |
| authority | n | A boss has authority over the workers. She is an authority on sociology. The Palestinian Authority. |
| autonomy, autonomous | n,adj | |
| average | n+adj | |
| avoid | v | |
| award | n+v | |
| back | adv | |
| back up | v | He backed up his friend. Make sure you back up your work on the computer. |
| background | n+adj | |
| balance | n+v | |
| ball | n | |
| ban | n+v | |
| band | n | The band played some music. |
| bank | n | Put your money in the bank. |
| bar | n | A bar of chocolate. A bar of a cage. We bought some orange juice at the bar. |
| barely | adj | |

| lexical item | PoS | Example |
|---------------------|-------|------------------------------|
| barrier | n | |
| basically | n | |
| battle | n | |
| beach | n | |
| bear | v | I can't bear it! |
| beauty | n | |
| beginning | n | At the beginning |
| belief | n | |
| beneath | prep | |
| benefit, beneficial | v,adj | |
| bias | n | |
| bill | n | Pay the bill. A dollar bill. |
| billion | n | |
| bind | v | |
| biology, biological | n,adj | |
| bird | n,adj | |
| block | v+n | |
| bold | adj | |
| bond | n | |

Band III core word list

| lexical item | PoS | Example |
|------------------------|---------|---|
| bone | n | |
| boundary | n | |
| break | n | Take a short break! A break in relations. |
| breath, breathe | n,v | |
| brief, briefly | adj,adv | |
| British | adj+n | The British people. Do you like the British? |
| budget | n | |
| building | n | |
| burn | v | |
| cabinet | n | |
| calculate, calculation | v,n | |
| campaign | n+v | The political party's campaign was successful: they were elected. We were campaigning for equal rights. |
| cancer | n | |
| candidate | n | |
| capable, capability | adj, n | |
| capacity | n | This student has great capacity for hard work. The hall has a seating capacity of 1000. |

| lexical item | PoS | Example |
|----------------------------|---------|---|
| capture | n | |
| career | n | She had a very successful career. |
| carefully | adj | |
| category | n | |
| Catholic | n+adj | |
| cell | n | Our body is made up of cells. A prison cell. |
| cellphone | n | Turn off your cell (phone). |
| census | n | |
| central, centrally | adj,adv | |
| certainly | adv | |
| chain | n | |
| chair (man, woman, person) | n | She was chair of the committee. |
| challenge | n+v | |
| change (n) | n | |
| channel | n | |
| characteristic | n+adj | |
| charge (v) | v | They charged too much money. Charge a battery. |

Band III core word list

| lexical item | PoS | Example |
|-------------------------|---------|---|
| checklist | n | |
| chemistry, chemical | n,adj | |
| chicken | n | |
| chief | n+adj | |
| chief of staff | n | |
| Chinese | n+adj | Chinese food. The Chinese are an oriental nation. |
| Christmas | n+adj | |
| church | n | |
| circumstance(s) | n | |
| cite | v | |
| citizen, citizenship | n | |
| civil, civilian | adj,adj | |
| civilized, civilization | adj,n | |
| claim | n+v | |
| clarify, clarification | v,n | |
| classify | v | |
| clearly | adj | |
| client | n | |
| colleague | n | |

| lexical item | PoS | Example |
|---|---------|---|
| collection | n | |
| college | n | |
| combine, combina- tion | v,n | |
| commander | n | |
| comment | n+v | |
| commerce, commercial | n,adj | |
| commit, commitment | v | Commit a crime. They committed themselves. They were committed to helping the poor: it was a serious commitment. |
| committee | n | |
| community | n | |
| comparison, comparative | n,adj | |
| compete, competition, competitive | v,n,adj | |
| completely | adv | |
| complex | adj | |

Band III core word list

| lexical item | PoS | Example |
|----------------------------|--------|---|
| component | n | |
| compose, composition | v, n | |
| comprehend, comprehension | v, n | |
| comprehensive | adj | |
| comprise, comprised of | v, adj | |
| concentrate, concentration | v, n | Please concentrate on the assignment! The population was concentrated in the cities. |
| concept | n | |
| concern, concerned | n, adj | As far as I'm concerned. It's no concern of yours. I'm concerned about these problems. |
| conclusion, conclude | n, v | in conclusion. We may conclude that the answer is wrong. |
| conduct | n, v | He conducted a study. She conducted the band. |
| conference | n | |
| confident, confidence | adj, n | She has a lot of self-confidence. |

| lexical item | PoS | Example |
|----------------------------|----------|--|
| confirm, confirmation | v, n | Please confirm the arrangements. The research confirms my hypothesis. |
| conflict | n | |
| consensus | n | |
| consequence, consequently | n, adv | |
| considerable, considerably | adj, adv | |
| consideration | n | Take into consideration. |
| considered (as) | adj | |
| consist | v | |
| consistent, consistently | adj, adv | |
| constant, constantly | | in constant contact. We're constantly hearing about this event. |
| constitution | n | the American constitution is a list of laws. |
| construct, construction | v, n | |
| consume, consumer | n | |
| contain, container | v, n | |
| contemporary | adj | |

Band III core word list

| lexical item | PoS | Example |
|--------------------------|---------|--|
| context | n | |
| continuous, continuously | adj,adv | |
| contradict | v | - |
| contrast | n+v | In contrast. |
| contribute, contribution | v,n | |
| convention, conventional | n,adj | |
| convert | v | |
| convey | v | |
| cooperate, cooperation | v,n | |
| coordinate, coordination | v,n | |
| core | n+adj | |
| correspond | v | |
| council | n | |
| count | v | That doesn't count, it's not relevant. |
| cover | v,n | Your essay covers all the main points. The book has a nice cover. |
| creative, creation | adj,n | |

| lexical item | PoS | Example |
|--------------------------------|-------|-----------------------------|
| criminal | n+adj | |
| crisis | n | |
| criterion (pl: criteria) | n | |
| criticize, criticism, critical | adj | |
| crucial | adj | |
| current,currently | adj | |
| curriculum | n | |
| customer | n | |
| cut | v | Cut the cost of production. |
| cycle | n | |
| daily | adj | |
| damage | n+v | |
| data | n | |
| debate | n+v | |
| debt | n | In debt (to) |
| decade | n | |
| decision | n | |
| declare, declaration | v,n | |
| decline | n | |

Band III core word list

| lexical item | PoS | Example |
|--|-------------|---|
| decline | v | To decline an invitation. Decline and fall. |
| decrease | v+n | |
| defend, defense | v+n | |
| define | v | |
| degree | n | 100 degrees. An academic degree. |
| delegation | n | |
| demand | v+n | |
| democracy, democratic | n,adj | |
| demonstrate, demonstration | v,n | |
| deny, denial | v,n | |
| depart, departure | v,n | |
| department | n | |
| depress, depressed, depression, depressing | v,adj,n,adj | |
| derive | v | |
| desert | n | |
| design | n+v | |
| desire | n+v | |

| lexical item | PoS | Example |
|--------------------------------|-----------|---------|
| despite | prep | |
| destroy, destruction | v,n | |
| detail, detailed | n,adj | |
| detect, detective, detection | v, n,n | |
| determine, determination | v,n | |
| develop, development | v,n | |
| device | n | |
| devise | v | |
| diagram | n | |
| dialogue | n | |
| die, death | v,n | |
| difference | n | |
| differentiate, differentiation | v,n | |
| difficulty | n | |
| dilemma | n | |
| dimension | n | |
| diminish | v | |
| direct, directly | v+adj,adv | |

Band III core word list

| lexical item | PoS | Example |
|------------------------------|-------|---|
| discipline | n | Science is a discipline. Classroom discipline. |
| discovery | n | |
| discriminate, discrimination | v,n | |
| disease | n | |
| dish(es) | n | |
| display | v+n | |
| dispose, disposal | v,n | |
| dissatisfied | adj | |
| distance, distant | n,adj | |
| distinction, distinguish | n,v | |
| distribute,distribution | v,n | |
| district | n | |
| disturb, disturbance | v,n | |
| diverse,diversity | adj,n | |
| division | n | |
| document | v | |
| domain | n | |
| domestic | adj | |

| lexical item | PoS | Example |
|--|-------------|---------|
| dominant, dominate, domination | adj,v,n | |
| double | adj | |
| dozen | adj+n | |
| draft | n+adj | |
| drawing | n | |
| driver | n | |
| drug | n | |
| dual | adj | |
| duty | n | |
| dynamic(s) | adj | |
| e.g | | |
| earn | v | |
| easily | adj | |
| Easter | n+adj | |
| eastern | adj | |
| economic economically, economics,economy | adj,adv,n,n | |
| edge | n | |
| edit, editor | v,n | |

Band III core word list

| lexical item | PoS | Example |
|--|-----------|---------|
| educate, educational | v,adj | |
| effective | adj | |
| efficient,efficiently, efficiency | adj,adv,n | |
| egg | n | |
| elect, election | v,n | |
| electronic | adj | |
| element | n | |
| elementary | adj | |
| eliminate, elimination | v,adj | |
| elsewhere | adv | |
| emerge, emergence, emerging | v,n,adj | |
| emergency | n | |
| emotion, emotional | n,adj | |
| emphasize, emphasis | v,n | |
| employ, employee, employer, employ- ment | v,n,n,n | |
| enable | v | |
| encounter | v+n | |

| lexical item | PoS | Example |
|-----------------------|---------|---|
| end | n | Do the means justify the end? |
| end | v | |
| enemy | n | |
| engage, engagement | v,n | They engaged in the task. The couple became engaged. |
| engineer, engineering | n,n | |
| enhance | v | |
| ensure | v | |
| enterprise | n | |
| entire, entirely | adj,adv | |
| entitled | adj | You are entitled to a promotion. |
| entrance | n | |
| entry | n | |
| environmental | adj | |
| equally, equality | adv,n | |
| equip, equipment | v,n | |
| equivalent | adj+n | |
| era | n | |
| error | n | |
| escape | v,n | |

Band III core word list

| lexical item | PoS | Example |
|---------------------------------------|---------|--------------|
| essential, essentially | adj,adv | |
| establish, established, establishment | v,adj,n | |
| estimate, estimation | v,n, n | |
| etc. | adv | |
| ethical | adj | |
| ethnic | adj | |
| European | adj | |
| evaluate, evaluation | v,n | |
| even | adj | Even numbers |
| event | n | |
| eventually | adv | |
| everywhere | adv | |
| evidence | n | |
| evident, evidently | adj,adv | |
| evolve, evolution | v,n | |
| exceed, excessive | v,adj | |
| except | prep | Except for |
| exchange | n+v | |
| exclude, exclusion | v,n | |

| lexical item | PoS | Example |
|----------------------------|---------|--|
| exclusive, exclusively | adj,adv | |
| executive | n+adj | |
| exercise | v | |
| exhibit, exhibition | v,n | |
| exist, existing, existence | v,adj,n | |
| exit | n+v | |
| expand, expansion | v,n | |
| expectation(s) | n | |
| expense(s), expensive | n,v | |
| experience | v | |
| experiment | n+v | |
| expert, expertise | n,n | |
| explicit, explicitly | adj,adv | |
| exploit, exploitation | v,n | |
| explore, exploration | v,n | |
| export | n+v | |
| expose, exposed | n,adj | |
| expression | n | An idiomatic expression. She had a sad expression on her face. |

Band III core word list

| lexical item | PoS | Example |
|-------------------------------------|-----------|---------------------------------------|
| extend, extended, extension, extent | v,adj,n,n | |
| external | adj | |
| face | v | |
| facilitate | v | |
| facility | n | |
| fact | n | |
| factor | n | |
| factory | n | |
| failure | n | |
| fairly | adv | |
| faith, faithful, faithfully | n,adj,adv | |
| fall (= autumn) | n | |
| familiar | adj | |
| fan | n | She's a great fan of classical music. |
| farm, farmer | n,n | |
| fashion, fashionable | n,adj | |
| favor, favorable | n,adj | |
| feature | n | |
| fee | n | |
| feel, feeling | v,n | |

| lexical item | PoS | Example |
|-----------------------------|-----------|--|
| female, feminine | adj,adj | |
| figure | n,v | The figure '2'. She has a slim figure. The figures on this survey show a population increase. I can't figure it out. |
| file | v | |
| financial, finance | adj,n | |
| findings | n | |
| fire | v | |
| firm | adj | |
| firm | n | I work for an international firm. |
| fit | adj | We keep fit by having regular exercise. We don't think you are fit for the job. |
| flexible, flexibility | adj,n | |
| flight | n | The flight to New York is late. |
| flow | n+v | |
| focus | n+v | |
| folk | n+adj | Folk music. They are nice folk. |
| forest | n | |
| formal, formally, formality | adj,adv,n | |
| format | n+adj | |

Band III core word list

| lexical item | PoS | Example |
|---------------------------------|-----------|---|
| former | adj | She is a former president of the company. The former / the latter. |
| formulate, formula | v,n | |
| forum | n | |
| fraction | n | |
| frame | n | |
| framework | n | |
| France, French | n,n+adj | |
| free, freedom | adj,n | |
| frequent, frequently, frequency | adj,adv,n | |
| fuel | n | |
| fully | adv | |
| function , functional | n+v, adj | |
| fund | n+v | They set up a fund to build a school. The rich man funded the institution. |
| fundamental, fundamentally | adj,adv | |
| further | adj+adv | Further research is needed. We don't need to look further. |

| lexical item | PoS | Example |
|---------------------------------|------------|---------|
| furthermore | adv | |
| gain | n+v | |
| gate | n | |
| gender | n | |
| generally | adv | |
| generate | v | |
| generation | n | |
| gentle | adj | |
| gentleman | n | |
| geography, geographic | n,adj | |
| German, Germany | adj+n,n | |
| global, globally, globalization | adj,adv,n | |
| goal | n | |
| god | n | |
| gold, golden | n+adj, adj | |
| goods | n | |
| govern | v | |

Band III core word list

| lexical item | PoS | Example |
|--|-----|---|
| grant | n+v | She got a grant to go to University. I was granted an extension to finish my assignment. |
| graph | n | |
| greatly | adv | |
| group | n+v | |
| growth | n | |
| guard | n+v | |
| guess | v+n | |
| guest | n | |
| guide (n & v), guidance, guidelines | v | |
| gun | n | |
| hand | v | He handed her the book. |
| handle | n | |
| hardware | n | |
| head | n+v | She is the head of the company. He headed the investigation. We headed home. |
| hearing | n | My hearing is not too good. |
| heaven | n | |

| lexical item | PoS | Example |
|--------------------------------|----------|---|
| hell | n | |
| hence | adv | |
| hero, heroine | n,n | |
| hierarchy | n | |
| highlight | n+v | That was the highlight of our trip! I highlighted the most important words in the text. |
| highly | adv | |
| hill | n | |
| hire | v+n | We hired a car. The car was for hire. |
| historical, historically | adj,adv | |
| hole | n | |
| homemaker | n | Housewife or househusband |
| hopeful, hopefully | n,adv | |
| horizontal | adj | |
| horse | n | |
| host | n+v | |
| human being | n | |
| human, humanity (= mankind) | n+adj, n | |
| humanities | n | |

Band III core word list

| lexical item | PoS | Example |
|------------------------------------|---------------|---------|
| hypothesis | n | |
| i.e. | adv | |
| ice | n | |
| ideal, ideally, idealism, idealist | n+adj,adv,n,n | |
| identical | adj | |
| identification | n | |
| ignore, ignorant, ignorance | v,adj,n | |
| illegal | adj | |
| illness | n | |
| illustrate, illustration | v,n | |
| image, imagery | n | |
| imagination | n | |
| immediate | adj | |
| immigrate, immigrant, immigration | v,n,n | |
| immoral | adj | |
| impact | n | |
| implementation, implement | n,v | |

| lexical item | PoS | Example |
|---------------------------------|----------|---------|
| implication, imply | n,v | |
| implicit | adj | |
| import | n+v | |
| importance | n | |
| impose | v | |
| impress, impressive, impression | v,adj,n | |
| improvement | n | |
| incentive | n | |
| incident, incidentally | n,adv | |
| including | adj | |
| income | n | |
| increasingly | adv | |
| independence | n | |
| index | n | |
| India, Indian | n, n+adj | |
| indicate, indication, indicator | v,n,n | |
| indirect | adj | |
| individually | adv | |
| industry, industrial | n,adj | |

Band III core word list

| lexical item | PoS | Example |
|--|---------|---------|
| inevitable, inevitably | adj,adv | |
| inferior | adj | |
| influence | n+v | |
| inform | v | |
| informal | adj | |
| infrastructure | n | |
| inherent, inherently | adj,adv | |
| initial, initially | adj,adv | |
| initiative | n | |
| injury, injured | n,adj | |
| innovation | n | |
| input | n | |
| inquire, inquiry (enquire, enquiry) | n | |
| insight | n | |
| insist | | |
| instant, instantly | adj,adv | |
| institute, institution | n,n | |
| instruction | n | |
| instrument | n | |

| lexical item | PoS | Example |
|---------------------------------------|---------|---|
| insurance, insure | n,v | |
| integrate, integration | v,n | |
| integrity | n | |
| intellectual | adj+n | |
| intelligence (military) | n | |
| intend, intention | v,n | |
| intense, intensive | adj,adj | |
| interact, interaction, interactive | v,n,adj | |
| interest | n | This topic raises a lot of interest. I invested the money in order to earn interest. |
| internal | adj | |
| interpret, interpreta- tion | v | |
| intervention | n | |
| introduce, introduc- tion | v,n | |
| invention | n | |
| invest, investment | v,n | |

Band III core word list

| lexical item | PoS | Example |
|----------------------------|----------|---|
| investigate, investigation | v,n | |
| invisible | adj | |
| involvement | n | |
| iron | n+adj | This tool is made of iron. |
| irresponsible | | |
| Islam | n | |
| Japan, Japanese | n, adj+n | |
| joint | adj | We worked together; it was a joint project. |
| journal | n | |
| journalist, journalism | n,n | |
| Judaism | n | |
| judgment, judge | n,n+v | |
| jump | n+v | |
| just,justice | adj,n | |
| justify | v | |
| key (adj) | adj | |
| kill | v | |
| king, kingdom | n,n | |

| lexical item | PoS | Example |
|--------------|-------|------------------------|
| kit | n | |
| kitchen | n | |
| knee | n | |
| knowledge | n | |
| label | | |
| labor | n | |
| lack | n | |
| land | v | |
| landscape | n | |
| language | n | |
| largely | adv | |
| last | v,adj | |
| late | adj | The late Shimon Peres. |
| latter | n,adj | former / latter |
| laughter | n | |
| law, lawyer, | n,n | |
| leadership | n | |
| leaf | n | The leaf on a tree. |
| lean | v | |
| leg | n | |

Band III core word list

| lexical item | PoS | Example |
|----------------------|---------|-----------------------------|
| legal, legally | adj,adv | |
| length | n,v | |
| level | n | |
| lift | n | I need a lift to Jerusalem. |
| lift | v | |
| light | adj | |
| lips | n | |
| list | n+v | |
| literature, literary | n | |
| local | adj | |
| locate, location | v | |
| logic, logical | n,adj | |
| long-term | adj | |
| look(s) | n | |
| loss | n | |
| lovely | adj | |
| lower | v | |
| luckily | adv | |
| madam | n | |

| lexical item | PoS | Example |
|------------------------------|----------|---|
| maintain, maintenance | v,n | |
| major, majority | adj,n | |
| male, masculine | adj,adj | |
| manage ,manager, management, | v,n,n | |
| manner | n | |
| manners | n | |
| manufacture | n | |
| market, marketing | v,n | |
| marriage, married | n,adj | |
| mass, massive | n,adj | |
| master | n+v | |
| mean | n+adj, n | A statistical mean; the mean result. He's really mean, I don't like him. |
| measure, measure-ment | v+b, n | |
| mechanism | n | |
| media | n | |
| medical, medicine | adj,n | A medical student. You have to take your medicine every day. She's studying medicine. |

Band III core word list

| lexical item | PoS | Example |
|----------------------|---------|---|
| membership | n | |
| mental, mentally | adj,adv | |
| merely, mere | adv,adj | |
| metal | n+adj | |
| method | n | |
| mile | n | |
| military | adj | |
| minimal, minimize | adj,v | |
| minister, ministry | n,n | |
| minority, minor | n,adj | |
| mirror | n | |
| miss | v | I missed the train. I miss my mother very much. |
| mission | n | |
| mobile | adj,n | I have a new mobile (phone). (British English for American 'cellphone') |
| mode | n | |
| model | n+v | |
| modify, modification | v,n | |
| monitor | v | |

| lexical item | PoS | Example |
|------------------------------|---------|---------|
| moral, morality | adj,n | |
| moreover | adv | |
| mostly | adv | |
| motive, motivate, motivation | n,v,n | |
| motor | n | |
| movement | n | |
| multiple, multiply | adj,v | |
| municipal, municipal-ity | adj,n | |
| murder | v+n | |
| mutual, mutually | adj,adv | |
| myth | n | |
| name | v | |
| natural, naturally | adj | |
| nearly | adv | |
| necessarily, necessity | adj | |
| neck | n | |
| need | n | |
| negative | adj | |

Band III core word list

| lexical item | PoS | Example |
|---------------------------|-----|-------------------------|
| negotiate, negotiation | v,n | |
| net | adj | Net income |
| network | n | |
| neutral | adj | |
| nevertheless, nonetheless | adv | |
| norm | n | |
| normally | adv | |
| northern | adj | |
| nose | n | |
| notion | n | |
| novel | n | |
| nuclear | adj | |
| numerous | adj | |
| nurse | n+v | |
| object, objection | v,n | |
| objective | n | |
| objective | adj | |
| oblige, obligation | n | I was obliged to agree. |
| observe, observation | v,n | |

| lexical item | PoS | Example |
|-------------------------------|-----------|--|
| obtain | v | |
| obvious, obviously | adj,adv | |
| occasion | n | |
| occasionally | adv | |
| occupy, occupation | v,n | Is this chair occupied? The occupied territories. |
| occur | v | |
| ocean | n | |
| offend, offence, offender | v,n,n | I was offended by his remark. The offender was fined ten thousand shekels. |
| offense | n | |
| officer, official, officially | n,adj,adv | |
| ongoing | adj | |
| opening | n | The opening of the new theatre. |
| oppose, opposition | v,n | |
| option, optional, optionally | n,adj,adv | |
| organization | n | |
| origin, original, originally | v | |

Band III core word list

| lexical item | PoS | Example |
|----------------------------|---------|--|
| otherwise | adv | |
| outcome | n | |
| outline | n+v | |
| output | n | |
| overall | adj,adv | |
| own, owner | v,n | |
| p.m. | adv | |
| package | n | |
| pain, painful | n,adj | |
| paint, painting, painter | v,n,n | |
| parliament | n | |
| part, partial | n | |
| participate, participation | v | |
| particularly | adv | |
| partly | adv | |
| passage | n | A passage between two houses. A passage of prose. |
| passive | n,adj | |
| pattern | n | |

| lexical item | PoS | Example |
|-----------------------------|-----------|--|
| pay, payment | n,n | |
| peace, peaceful, peacefully | n,adj,adv | |
| pepper | n | |
| per | prep | |
| perceive, perception | v | |
| percent, percentage | adv,n | |
| perform, performance | v,n | |
| period | n | |
| permanent, permanently | adj,adv | |
| permit, permission | v,n | |
| personal, personally | adj,adv | Personally, I don't agree. Personal taste. |
| personality | n | |
| perspective | n | |
| persuade | | |
| phase | n | |
| phenomenon, phenomena | n | |
| physical | adj | |
| physics | adj | |

Band III core word list

| lexical item | PoS | Example |
|------------------------------------|---------|---------------------------------------|
| pilot | n | |
| place | v | |
| planet | n | |
| planning | n | |
| plant | n+v | |
| plastic | n+adj | |
| play, player | n,n | |
| pleasure | n | It's a pleasure! (response to thanks) |
| pocket | n | |
| point | n | |
| point | v | |
| policy | n | |
| politics, politician, political | n,n,adj | |
| pool | n | A pool of water. A pool of resources. |
| population | n | |
| positive, positively | adj,adv | |
| possess, possession, possessive | v, n,v | |
| possibly, possibility | adv,n | |

| lexical item | PoS | Example |
|----------------------|---------|--|
| post | v | We posted our responses on the forum. I posted my letter. (British) |
| potential | n,adj | |
| pour | v | |
| poverty | n | |
| practical | adj | |
| practically | adv | |
| precise, precisely | n | |
| predict, prediction | | |
| prepare, preparation | v,n | |
| present, presence | adj,n | |
| presentation | n | |
| president | n | |
| press | n | The main headlines in the press. |
| press, pressure | v,n | |
| pretty | adj | |
| pretty | adv | |
| prevent, prevention | v,n | |
| previous, previously | adj,adv | |
| pride | n | |

Band III core word list

| lexical item | PoS | Example |
|------------------------------|----------|---------|
| primary | adj | |
| principal | adj,n | |
| principle | n | |
| prior, priority | adj,n | |
| prison, prisoner | n,n | |
| probable, probability | adj,n | |
| problematic | adj | |
| proceed, procedure | v,n | |
| process | v | |
| produce, product, production | v,n,n | |
| profession, professional | n,adj | |
| profile | n | |
| profit, profitable | n+v,adj | |
| progress, progressive | n+v, adj | |
| project | n | |
| project | v | |
| promise | v+n | |
| promote, promotion | v+n | |

| lexical item | PoS | Example |
|---------------------------|----------|--------------------------------------|
| properly | adv | |
| property | n | |
| proportion | n | |
| propose, proposal | v,n | |
| prospect | n | |
| protection | n | |
| protest | n+v | |
| provision | n | The provision of essential supplies. |
| psychology, psychological | n, adj | |
| publish, publication | v,n | |
| pull | v | |
| pursue | v | |
| quality | n | |
| quantity | n | |
| race, racial, racism | n,adj,n | |
| radical | adj | |
| random | adj | |
| range | n | |
| rapid, rapidly | adj, adv | |

Band III core word list

| lexical item | PoS | Example |
|---------------------------|-----|---|
| rate | n | |
| rating | n | |
| ratio | n | |
| rational | adj | |
| rationale | n | |
| react, reaction | v,n | |
| readily | adv | |
| reality | n | |
| reasonable | adj | |
| recall | v | |
| receipt | n | |
| reception | n | Please go to the reception at the hotel. The President had a warm reception. |
| recognition | n | |
| recommend, recommendation | v,n | |
| recover, recovery | v,n | |
| recruit, recruitment | v,n | |
| reduce, reduction | v,n | |
| refer, reference | v,n | |

| lexical item | PoS | Example |
|---|-----------|---------|
| reflect, reflection | v,n | |
| reform | v+n | |
| refugee | n | |
| refuse, refusal | v,n | |
| regard | v+n | |
| regarding | prep | |
| regime | n | |
| region, regional | n,adj | |
| regulation | n | |
| reinforce | n,v | |
| reject, rejection | v,n | |
| relationship | n | |
| relative, relatively | adj, adv | |
| release | v+n | |
| relevant, relevance | adj,n | |
| relief, relieved | n,adj | |
| rely, reliable | v,adj | |
| represent, representative, representation | v,n+adj,n | |

Band III core word list

| lexical item | PoS | Example |
|-------------------------------|-------------|--|
| require,required, requirement | v,adj,n | |
| research | n+v+adj | |
| resident, reside, residential | n+adj,v,adj | |
| resist, resistance | n+v | |
| resolve,resolution | v,n | She resolved to leave. We resolved the problem. The UN approved the resolution. |
| resource | adv | |
| respectively | adv | |
| respond, response | v,n | |
| restaurant | n | |
| restrict, restriction | v,n | |
| retain | v | |
| reveal | v | |
| review | n+v | |
| revise, revision | v,n | The author was asked to revise the article. We revised the material before the test. (British) |

| lexical item | PoS | Example |
|---------------------------|---------|---|
| revolution, revolutionary | n,adj | |
| ring | n,v | She wore a ring. I heard a ring. Please ring me when you have time. |
| ritual | n | |
| rock | n | We climbed up to the rock at the top of the mountain. |
| roll | v+n | The ball rolled into a corner. A bread roll. |
| roof | n | |
| root | n | |
| route | n | |
| row | n | We stood in a row. |
| rural | adj | |
| rush | v+n | |
| Russia, Russian | n,adj+n | |
| safety | n | |
| salary | n | |
| sample | n | |
| sanctions | n | |
| satisfy, satisfaction | v,n | |
| scale | n | Large-scale, small-scale |

Band III core word list

| lexical item | PoS | Example |
|--------------------------------|---------|---|
| scenario | n | |
| scene | n | |
| scenery | n | |
| scheme | n | |
| science, scientific, scientist | n,adj,n | |
| score | n | The score was 2-1. |
| screen | n+v | |
| secondly | adv | She was introduced first of all as a brilliant scientist, and secondly as a composer. |
| section | n | |
| sector | n | |
| secure, security | adj, n | |
| seek | v | |
| select, selection | v,n | |
| senior | adj | |
| sensitive, sensitivity | adj,n | |
| separate, separation | adj+v,n | |
| sequence | n | |

| lexical item | PoS | Example |
|--|-----------|--------------|
| series | n | |
| seriously | adv | |
| servant | n | |
| setting | n | |
| settle, settlement | v,n | |
| severe, severely | adj,adv | |
| shadow | n | |
| shake | v | Shake hands. |
| share | v | |
| ship | n | |
| short-term | adj | |
| shot | n | |
| shoulder | n | |
| sight | n | |
| signal | n | |
| significant, significantly, significance | adj,adv,n | |
| sir | n | |
| skill, skilled | n,adj | |

Band III core word list

| lexical item | PoS | Example |
|---------------------------------|-----------|---|
| slight, slightly | adj,adv | |
| slip | v+n | He slipped and fell. I made a slip in spelling. |
| snow | n | |
| software | n | |
| soldier | n | |
| sole,solely | adj,adv | |
| solution | n | |
| somehow | adv | |
| somewhat | adv | |
| somewhere | adv | |
| soul | n | |
| source | n | |
| southern | adj | |
| spatial | adj | |
| specialize | v | |
| specify, specific, specifically | v,adj,adv | |
| speech | n | |
| spirit, spiritual | n,adj | |
| spot | n | |

| lexical item | PoS | Example |
|----------------------|-------|-----------------------------------|
| spread | n+v | |
| stable | adj | |
| stairs | n | |
| stand | v | Where do you stand on this issue? |
| stare | n | |
| statistics | n | |
| status | v | |
| steal | v | |
| steel | n | |
| stereotype | n,v | |
| stimulate | v | |
| stock | n | |
| stone | n | |
| storm | n | |
| strategy, strategic | n,adj | |
| strength, strengthen | n,v | |
| stress, stressful | n,adj | |
| stretch | v | |
| strongly | adv | |
| structure | n | |

Band III core word list

| lexical item | PoS | Example |
|-----------------------------------|-----------|---------|
| struggle | n+v | |
| studio | n | |
| subjective | adj | |
| subsequent, subsequently | adj,adv | |
| substance | n | |
| substantial | adj | |
| success, successful, successfully | n,adj,adv | |
| suffer, suffering | v,n | |
| sufficient, sufficiently | adj,adv | |
| sugar | n | |
| suit | n | |
| suit, suitable | v,adj | |
| sum | n | |
| summarize, summary | v,n | |
| supply | v+n | |
| surely | adj | |
| surface | n,adj | |

| lexical item | PoS | Example |
|------------------------|-----|---|
| surgery | | He had surgery, but is recovering well. I went to the surgery to consult the doctor. |
| surround, surroundings | v,n | |
| survey | v+n | |
| survive, survival | v,n | |
| suspect | v | |
| sustain | v | |
| symbol | n | |
| system | n | The education system. We have a new system of grading exams. |
| table | n | The figures are shown in a table. |
| talk | n | |
| target | n | |
| task | n | |
| taste | n | It's a question of taste. |
| teaching(s) | v+n | The teachings of Socrates. |
| tear | v | To tear a piece of paper. |
| tear | n | He had tears in his eyes. |
| technical | adj | |

Band III core word list

| lexical item | PoS | Example |
|---------------------------|----------|---|
| technique | n | |
| technology, technological | n,adj | |
| temperature | n | |
| temporary, temporarily | adj, adv | |
| tendency | n | |
| term | n | |
| terms | n | The terms of the agreement. |
| territory | n | |
| theater | n | |
| theme | n | |
| theory | n | |
| thereby | adv | |
| threat, threaten | n,v | |
| thus | adv | |
| tie | v | |
| tiny | adj | |
| tip | n | Give a good tip. The tip of an iceberg. Give the waiter a tip. |
| tired | adj | |

| lexical item | PoS | Example |
|---------------------------------------|------------|---|
| tone | n | A tone of voice A telephone ring-tone. |
| tooth | n | |
| totally | adv | |
| touch | n+v | He was touched by her kind words. A touch screen. |
| tough | adj | |
| track | n | We walked along the track. Please play the first track on the disk. |
| tradition, traditional, traditionally | n, adj,adv | |
| transfer | v | |
| transform | v | |
| transmit | v | |
| transport, transportation | n,n | |
| travel | n | |
| trek | v+n | |
| trend | n | |
| trial | n | |
| troops | n | |
| truly | adv | |

Band III core word list

| lexical item | PoS | Example |
|----------------------------|----------|---------|
| trust | n+v | |
| truth | n | |
| twice | adv | |
| typical, typically | adj, adv | |
| unable | adj | |
| unemployed unemployment | adj, n | |
| unfortunately | adv | |
| union | n | |
| unique | adj | |
| unite, united | v, adj | |
| universe, universal | n, adj | |
| university | n | |
| unlikely | adj | |
| upper | adj | |
| urban | adj | |
| use, user | n, n | |
| valid | adj, n | |
| value, valuable | n, adj | |
| variety, variation | n, n | |

| lexical item | PoS | Example |
|-----------------------|-------------|--|
| vary, various, varied | v, adj, adj | |
| vehicle | n | |
| version | n | |
| vertical | n | |
| via | prep | |
| victim | n | |
| victory | n | |
| video | n+adj | |
| violent, violence | adj, n | |
| virtual, virtually | adj, adv | Virtual reality. I understood virtually all of what they said. |
| virtue | n | |
| visible | adj | |
| vision | n | He is a man of vision. Her vision is poor. |
| visitor | n | |
| vital | adj | |
| volume | n | The volume was very loud. What is the volume of a cube? |

Band III core word list

| lexical item | PoS | Example |
|----------------|-------|-------------------------------------|
| voluntary | adj | |
| volunteer | n+v | |
| vote, voter | n,n | |
| wave | n | |
| way | n | |
| weak, weakness | n,n | |
| weapon | n | |
| weekend | n,adj | |
| welfare | n | |
| western | adj | |
| whereas | conj | |
| whom | pron | |
| wicked | adj | |
| widely | adv | |
| width | n | |
| wild | n | |
| will | n | Where there's a will there's a way. |
| willing | adj | |
| wine | n | |

| lexical item | PoS | Example |
|--------------|-----|--|
| wing | n | The wing of a bird. |
| winner | n | |
| withdraw | n+v | |
| witness | n | |
| workshop | n | |
| writer | n | |
| yard | n | The yard behind a house. |
| youth | n | I remember my youth. The youth of today. |
| zone | n | |

Band III chunks

| Chunk | Example sentences |
|---------------------|--|
| a degree of | You need a degree of confidence to succeed. |
| a handful of | |
| about to do sth | I was about to call you when you rang. |
| aimed at | These activities are aimed at senior citizens. |
| all in all | |
| all sorts of sth | |
| all the way | |
| among other things | |
| as a matter of fact | |
| as a whole | |
| as follows | |
| as for | |
| as though | |
| at a time | two at a time |
| at first sight | |
| at risk | |
| at the expense of | |
| at times | |

| Chunk | Example sentences |
|-------------------------------------|---|
| attached to sb or sth | |
| back up sb / sth / back sb / sth up | |
| be able to do sth | |
| be no good / be not any/much good | |
| be the case | That is not the case, it's not true |
| be to blame | |
| bear in mind | |
| bear/keep in mind | |
| better off | - |
| blow up | The children blew up the balloons for the birthday party. They blew up the old building with dynamite |
| bound to | It's bound to happen, inevitable. |
| break down | The old car broke down |
| break off | We broke off the discussion to have coffee |
| break out | a disease broke out and many people died |
| break up | They broke up the meeting. |

Band III core word list

| Chunk | Example sentences |
|-------------------------------|--|
| bring up | The chairperson brought up a new issue. The parents bring up their children. |
| by / in contrast (to) | |
| by far | They are by far the best team in the country |
| by means of | |
| by means of sth | |
| by no means | |
| by now | |
| call for | I'll come by and call for you at eight o'clock at your home. |
| can tell | I can tell by your smile that you are satisfied. |
| care for | She cares for her old mother. |
| carry on sth / carry sth on | |
| catch up (with) | Let's meet and catch up! I was walking faster than he was, so I soon caught up with him. |
| check out | Check out of the hotel by 12 o'clock. |
| check out sth / check sth out | We checked out the area: it's safe. |
| clean up | Please clean up after you've finished working here. |

| Chunk | Example sentences |
|---------------------------------|---|
| close down sth / close sth down | |
| come across sth/ sb | I came across this idea as I was reading. |
| come down with sth | He came down with the flu |
| come on! | |
| come out | The books comes out next month. |
| come over | Please come over when you're in town! |
| come true | |
| come up (to) | A stranger came up (to me) to ask for directions |
| come up with sth | She came up with an amazing idea. |
| common sense | |
| concerned with sth | The article is concerned with matters of health. |
| consist of | |
| contrary to | |
| cope with | - |
| cut off | We talked on the telephone until we were cut off. |
| do so | |

Band III core word list

| Chunk | Example sentences |
|--------------------------------------|--|
| during/in/over the course of | |
| end up | She studied medicine but ended up being a teacher. |
| even so | |
| except that/for | |
| fail to do sth | I failed to complete the assignment on time. He failed to turn up. |
| figure out sth/sb, figure sth/sb out | |
| fond of | |
| for good | |
| for life | |
| for long | |
| for some time | |
| for the moment | |
| for the sake of | |
| free from | |
| from time to time | |
| full-time | |
| get away with | He cheated and got away with it. |
| get into | He got into University. |

| Chunk | Example sentences |
|-------------------------------|--|
| get it | I just don't get it. |
| get on sb nerves | |
| get on with | She gets on well with her neighbors. |
| get out | Don't get out before I park the car. |
| get over | She couldn't get over her disappointment. |
| get rid of | |
| get through | |
| get to | I'm worried where they got to, they're very late. |
| give back sth / give sth back | |
| give in | I finally gave in to his persuasion, and agreed to do it. |
| give out sth / give sth out | Please give out the books to the students. |
| go for it! | |
| go for sth | You should go for the auditions as you are good at singing. |
| go into | We'll go into details later. |
| go off | They stayed for a while, and then went off. The milk wasn't fresh and went off quickly. |
| go over | Please go over your work before you submit it. |
| go through | |

Band III core word list

| Chunk | Example sentences |
|--|-----------------------------------|
| good for you! | |
| grow up | |
| hand out sth / hand sth out | |
| hand over sth/sb / hand sth/sb over | |
| hang on | Hang on, it won't take long! |
| hold back sth / hold sth back | He held back his tears. |
| hold on | hold on a minute, I am not ready! |
| hold up sb/sth / hold sb/sth up | |
| how come | |
| How/What about ...? | |
| I suppose (so) | |
| I/you/he etc. had better do sth | You'd better see a doctor. |
| if only | |
| if so | |
| if you like | |

| Chunk | Example sentences |
|-----------------------------------|---|
| I'm afraid | I'm afraid you're wrong |
| in a way | |
| in advance | |
| in case of sth | |
| in detail | |
| in favor of | |
| in full | |
| in itself | The book wasn't interesting in itself but the illustrations were good. |
| in need of | |
| in part | |
| in practice | In practice, the rules have had a positive effect. |
| in public | |
| in relation to | Buying a house is expensive in relation to income. We have questions in relation to your decision. |
| in return (for) | |
| in short | |
| in sth terms / in terms of sth | In political terms, the move was a failure. |
| in that case | |
| in the first place | Why didn't you say so in the first place. |

Band III core word list

| Chunk | Example sentences |
|------------------------------------|---|
| in the first place | There are various reasons for this. In the first place.... |
| in the form of sth | |
| in the light of sth | In light of the new information.... |
| in the long run | |
| in the meantime | |
| in this respect / in many respects | |
| in view of | |
| in/by contrast | |
| in/with regard to | |
| it would appear (that) | |
| it's a good thing | |
| just about | |
| just as | Just as I was leaving.... Her painting was just as good as his. |
| (just) in case | |
| keep on doing sth | |
| keep up sth / keep sth up | |
| let alone | He can't take care of his pet dog let alone a baby! |

| Chunk | Example sentences |
|---|--|
| line up (sb/sth) / line (sb/sth) up | Please line up to get your certificates. |
| long-term | |
| look down on sb | |
| look out for sb/sth | |
| Look out! | |
| made up of | |
| make a (big) difference, make no difference | |
| make no difference/not make any difference Make up one's / your mind | |
| make out sth / make sth out | Could you make out his meaning? |
| make up one's your mind / make your mind up | |
| make up sth / make sth up | I made up a story |

Band III core word list

| Chunk | Example sentences |
|------------------------------------|--|
| make use of | |
| make-up, make up | She made up her face with new make-up |
| more or less | |
| move on | |
| never heard of sb/ sth | |
| next-door (adj) next door (adv) | next-door neighbor, the flat next door |
| no such thing | |
| no wonder | |
| nothing but | |
| now and then | |
| old fashioned | |
| on and off | - |
| on average | |
| on behalf of | |
| on board | There were 500 passengers on board. |
| on the contrary | |

| Chunk | Example sentences |
|------------------------------------|--|
| on the grounds (that/of) | I declined the offer on the grounds of my health. |
| open up sth / open sth up | |
| or so | ten or so |
| or something (like that) | |
| other than | |
| out of | The table is made out of wood. Out of all the people I saw today, I enjoyed seeing the most! |
| out of date | |
| owing to | |
| part-time | |
| pass away | |
| pass on sth / pass sth on | Please pass on this message as soon as you can. |
| pay attention (to sth) | |
| pay off sth / pay sth off, pay off | We paid off our debts at last! His efforts paid off. |

Band III core word list

| Chunk | Example sentences |
|--|---|
| point out sth / point sth out | |
| prior to | |
| provided that | |
| put down sth / put sth down | Put down your bags and come in. |
| put forward sth / put sth forward | The students have put forward a proposal to shorten the term. |
| put off sth / put sth off | |
| put on sth / put sth on | |
| put sth together / put together sth | |
| put up sb / put sb up | Can you put me up overnight? |
| put up with | I won't put up with this nonsense! |
| refer to | He referred to his parents as "my folks". |
| regardless (of) | |
| relate(d) to sb/sth | Many youngsters can't relate to old people. |
| rely on/upon | |

| Chunk | Example sentences |
|---|--|
| result in | |
| run into | I ran into him the other day which was a nice surprise. |
| run out (of) | .We ran out of paper |
| run over | The car ran over the dog. |
| set off | They set off on their journey. |
| set out | They set out at sunrise |
| set out / set out sth / set sth out | The teacher set out the rules on the first day of class. |
| settle down | |
| shake hands | |
| shake your head | He shook his head in disagreement. |
| short of sth | He was short of time. |
| short term / in the short term / long term/ in the long term | |
| show up | She showed up earlier than expected. |
| shut down (sth) / shut down (sth) | We shut down the computer. |
| shut (sb) up | You're talking too much: shut up! |

Band III core word list

| Chunk | Example sentences |
|---------------------------------|--|
| slow down | |
| so as to | |
| so-called | His so-called friends didn't help him. |
| stand for | UN stands for United Nations |
| stand out | |
| stand up for sb/ sth | |
| stand up to sb/sth | |
| start out | |
| straight away | |
| such as | |
| sum up sth/sb/ sum sth/sb up | |
| supposed to do/ be sth | You were supposed to be ready at six o'clock. |
| take advantage of sth/sbd | I took advantage of my free time to catch up on work. You shouldn't take advantage of someone's weakness. |
| take back sth/ take sth back | |
| take for granted | |
| take off | The plane took off (fly). I took off my hat (remove). |

| Chunk | Example sentences |
|--|---|
| take on sb/take sb on / take on sth/ take sth on | We took on too much work. We took too much work on ourselves. |
| take over sth/take sth over | |
| take turns | |
| take up sth/take sth up | It takes up too much time. She took up dancing. |
| that sort of thing | |
| that's it | |
| the idea of | |
| the main thing | |
| the other day/ week | |
| the other way round/around | |
| the thing is... | |
| these days | |
| things like that | |
| think over sth or think sth over | |
| throw up | If you eat too much chocolate you might throw up. |

Band III core word list

| Chunk | Example sentences |
|---|---|
| to date | |
| to some extent/to a certain extent | |
| turn (sth) back | |
| turn down sb/sth / turn sb/sth down | She proposed marriage and he turned her down. |
| turn down sth / turn sth down | Please turn down the volume. Please turn it down. |
| turn off sth / turn sth off | |
| turn on sth / turn sth on | |
| turn out | Everything turned out well. We were turned out of our house. |
| turn sb/sth into sb/sth | The frog turned into a prince. The witch turned the prince into a frog. |
| turn to | She had nobody to turn to for help. |
| turn up | He turned up unexpectedly. |
| turn up sth / turn sth up , turn up (somewhere) | Please turn up the volume. Please turn it up. |
| up and down | The children were running up and down the hall. |

| Chunk | Example sentences |
|----------------------------------|---|
| up to date | |
| up to date, out of date | |
| well-being | |
| Who cares?! | |
| with respect to | |
| with a view to doing sth | |
| work out | I work out at the gym three times a week. |
| work sth out / work out sth | |
| worth sth/doing sth | |
| Would you like ...? | |
| write sth down or write down sth | |

Proficiency Level: Grammar

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

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

Syntax

- use complex sentence structure using connectors, such as: however, in spite of, nonetheless
- use complex sentence structure in order to express, for example, conditions, wishes
- use complex sentence structure that includes the use of a variety of grammatical structures
- second conditional
- third conditional
- wish clauses
- zero conditional

Verbs

- future perfect
- modal perfect
- passive – all tenses
- past perfect progressive
- present perfect progressive

Writing Conventions

- uses of italicization
- use of a comma to separate introductory or independent clauses

Section Eight:

Key Components in the Teaching of Literature

- ***Pre-Reading Activity***

Pre-reading activities motivate the learners and encourage involvement in the topic and theme of the text.

- ***Basic Understanding of Text***

Activities for Basic Understanding ensure that all learners have understood the basic story line or literal meaning of a story, play, or poem. Questions should be used that relate to the literal meaning of the text. This component also includes the teaching and review of relevant lexical items and grammatical structures. When necessary, background knowledge should be taught.

- ***Analysis and Interpretation***

Analysis and interpretation activities encourage learners to probe beyond the literal meaning of the text, and may employ relevant literary terms. In addition, activities should include tasks that induce learners to use HOTS. Some specific HOTS should be taught explicitly: this may be done before, during or after reading a text. Decisions about when to teach them are driven by the following considerations:

1. the text being studied: length of text, theme, setting, characters;
2. the level of the class;
3. the choice of HOTS being introduced: Some HOTS cannot be taught after a text has been read (such as prediction) while others cannot be taught before the class has finished reading the text (such as synthesis);
4. teacher preference.

- ***Bridging Text and Context***

Activities for Bridging Text and Context encourage learners to understand connections between the text, universal themes and relevant information and ideas from other sources. These sources may include the biography and personality of the author, and aspects of the historical, social and cultural contexts of the text. This component may be taught at any stage in the teaching of the unit.

Section Eight:

Key Components in the Teaching of Literature

- **Post-reading Activity**

Post-reading activities offer learners the opportunity to make connections between the text(s) and their own experiences. They allow for self-expression and creative responses to the text, and enable learners to apply a more global understanding and interpretation of the text and integrate information from different parts of the text.

- **Reflection**

Activities for Reflection encourage learners to articulate their thoughts about what they have learned and their thinking process. The reflection should be personal and relate to the following aspects of studying the text:

1. reflection on the piece of literature;
2. reflection on the process of learning and applying HOTS;
3. reflection on how this process has influenced their reading of the text, giving specific examples.

- **Summative Assessment**

The Summative Assessment provides the learners with the opportunity to demonstrate their knowledge, understanding and interpretation of the text, including the specific HOTS studied.

For more information about the teaching of literature according to the curriculum, see:

tlc.cet.ac.il 



Section Nine: Learner Diversity

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

- *These populations include:*

Learners who are native speakers of English, or have grown up in a bilingual home or have lived or studied in an English-speaking environment;

Learners who are native speakers of Arabic, whose school language learning load includes Modern Standard Arabic as well as Hebrew and English;

Learners who are new immigrants, and need to learn Hebrew as a second language as well as English as a foreign language;

Learners who, as a result of socio-economic circumstances, are inadequately prepared for schooling;

Learners who have special needs, such as learners with hearing and vision problems, dyslexia, attention disorders, and emotional and cognitive impairments.

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

http://cms.education.gov.il/educationcms/units/tochniyot_limudim/special/tochniyot/english.htm



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

http://cms.education.gov.il/EducationCMS/Units/Mazkirut_Pedagogit/English/NativeSpeakers/Objectives+and+Behaviors.htm



Section Ten:

Recommendations for Implementing the Curriculum

The following are recommendations to schools for implementing the curriculum.

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

For detailed information how the Curriculum is reflected in the Bagrut examinations, see:
http://cms.education.gov.il/EducationCMS/Units/Mazkirut_Pedagogit/English/Bagrut/TableSpecs.htm

Teachers should keep themselves informed by regularly visiting the site of the English Inspectorate:

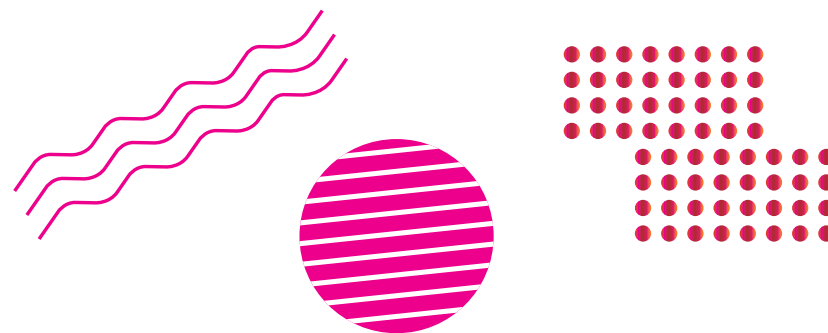
www.edu.gov.il/english

Section Ten:

Recommendations for Implementing the Curriculum

computers and additional resource materials.

- Recommended sites related to the teaching of English can be found on the site of the English Inspectorate.
- Teachers should be encouraged to be members of professional development organizations, such as the English Teachers' Association in Israel (ETAI).
- Teachers should find ways of integrating the use of English with other curriculum areas. English teachers, together with teachers of other subjects, such as science and history, may seek ways to coordinate their lessons and develop learning and assessment materials that are interdisciplinary. English teachers should also seek ways of cooperation with teachers of the other languages taught at the school.



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