

Hebrew Ulpan
HEB 100-130
Young Judeaa Year Course in Israel
American Jewish University College Initiative

Course Description

Hebrew is not only the Sacred Language of the Jewish people, but it is also the spoken language in Israel and in Jewish communities in the Diaspora. In this Hebrew ulpan, students will gain the skills of reading, writing, comprehension, and speaking. This course emphasizes the acquisition of day-to-day spoken language.

Course Goals and Objectives

- Acquisition of tools for primarily speaking Hebrew, but also for reading and writing.
- Raising the confidence of students to use Hebrew in and outside of class in the natural environment of the language.
- Learning the grammar, vocabulary, and syntax of Hebrew, by exposing the students to various linguistic structures.
- Encountering Israeli culture through texts, poetry, songs, class discussions on current events and dilemmas that concern Israeli society today.
- Initiating encounters with Israelis from a spectrum of ages, professions and beliefs, in order to create close contact with the people of Israel.

Skills Obtained throughout the course:

Integration of Listening & Speaking

The students begin by repeating and answering short phrases initiated by the teacher. They are then encouraged to create similar dialogues with fellow students and later interact with local Israelis. The content varies relating to day-to-day situations such as “In the bus\ cab,” “In a restaurant,” “Shopping,” etc. The length of these dialogues extends according to the progression of the course and the growing capabilities of the students. We also encourage the students to express their opinion on various dilemmas concerning Israelis today by exposing them to current events and popular culture.

Several listening comprehension exercises are dispersed throughout our books and appear on our website which is accessible to all our students at any time. Many of our activities involve listening to

popular songs and learning how to sing them. The songs usually relate to topics discussed in class. We also present to our students short spans from the local media.

Integration of Reading & Writing

We begin by teaching how to recognize and write the different consonants and vowels. The students are required to identify the print form but write using only the script form. We teach reading without "nikud". Gradually the students move from reading short sentences and dialogues to being able to read longer texts. Accordingly, they also advance from replying in short phrases to writing short paragraphs and essays. We put emphasis on reading comprehension by assisting the students with content and comprehension questions. As we deconstruct the text into its smaller parts, we discover the structure of the text.

The students are exposed to different genres such as legends, scientific texts, poetry and letters. The topics we engage in relate to daily life in Israel: Local attractions such as "The Machane Yehuda market" "The path of Israel", Popular TV and radio shows such as "A Star is Born", Dilemmas that concern Israeli society today such as "What does it mean to be Jewish?" "Must I stay in Israel?!" "Freeing Captives- in what price?" These topics stimulate lively conversation and in return help create thoughtful essays. We also encourage creative writing of short dramatic dialogues, short stories and even small poems.

Course content

Naim meod, our unique program, was built specifically for the needs of our students. It contains 3 textbooks for level aleph. In addition we provide our teachers with a detailed guide to aid them with the preparation of lessons. The materials and lesson structures were obtained after years of experience, teaching Year Course and WUJS Students. We have remodeled it several times to have reached the current fourth edition.

Assessments

Students are assessed using the following methods: Attendance, participation, homework, quizzes (written and oral), midterm (written and oral), and final (written and oral).

Elementary Hebrew (100-130 levels)

Textbook 1

Phonetics

Learning the Hebrew Alphabet

Morphology

Pronouns

Nouns – Masculine/Feminine, Singular/Plural

Adjectives – Masculine/Feminine, Singular/Plural

Verb structures – four basic groups in present and infinitive: פעל ע"ו, פעל שלמים, פעל ל"י, פיעל שלמים

Syntax

Agreement of nouns and adjective in gender and number

Question words- מ, מאיפה, מה, איפה, מתי, לאן, למה, איזה

Conjunction אבל, גם, ו, או

Possessive Sentences יש/אין

Prepositions מ, ב, ל (+ ה הידוע) עם, של, על, את

Demonstrative pronouns זה, זאת, אלה

Causal Clauses and Consequence Sentences למה? כי

Auxiliary verbs + infinitive רוצה, אוהב, צריך, יכול

The Impersonal (Masculine Plural) איך מגיעים ל _____ ?

Dialogues

“Shalom”, “Good Morning”, “What is This?”, “In the University”, “a Blind -Date in a Restaurant”, “In a Falafel stand”, “In a Taxi”

"שלום", "בוקר טוב", "מה זה?", "באוניברסיטה", "בליינד דייט במסעדה", "בפללפל", "במונית"

Listening Exercises

“Nice to Meet You”, “At the Pub”, “In a Falafel Stand”, “How does one get to....”, “In a Taxi”

“נעים מאוד”, “בפאב”, “בפללפל”, “איך מגיעים ל...”, “במונית”

Miscellaneous

Eating and Drinking, Shopping, Cities, Countries & languages, Numbers (0-20 Feminine & Masculine)

and cardinal numbers, Clock

Semantics

Vocabulary derived from dialogues and thematic subjects mentioned above. For detailed lists, contact our department.

Textbook 2

Morphology

Nouns – Agreement of nouns and adjectives in gender, number and definitiveness.

Irregular suffixes of plural nouns

Verb structures – five basic groups in present, past and infinitive: פעל ע"ו, פעל שלמים, פעל פ"י, פעל ל"י, פיעל

Conjugated Prepositions שלי, שלך.... לי לך..

Syntax

Adverbs מהר/ לאט

Double negation לא, לא, שום דבר _____

Nominal sentences

Possessive Sentences conjugated.... לי, לי, לך / אין לי, לך....

Constructs: creating, pluralizing, specifying

Dialogues

"Restaurant- Menu", "In the market", "Travelling" "מסעדה—תפריט", "שוק", "טיולים"

Texts

"The Mahne- Yehudah Market", "The Path of Israel", "Letters to Varda"

"שוק מחנה יהודה", "שביל ישראל", "מכתבים לורדה"

Listening Exercises

"On the Bus", "In a Restaurant"

Miscellaneous

Apartment, Breakfast, On the bus, Restaurant- Menu, Fruits and vegetables, Days of the week, Hebrew

Months and Gregorian Calendar, Interview, Travelling, colors, family, Body parts, Numbers (21-100

Fem & Mas)

Semantics

Vocabulary derived from Dialogues, Texts and thematic subjects mentioned above. For detailed lists, contact our department.

Textbook 3

Morphology

Irregular suffixes of plural nouns

Verb structures – seven basic groups in present, past and infinitive: פעל ע"ו, פעל שלמים, פעל פ"י, פעל ל"י, פעל ע"ו, פעל ע"ו, פעל ע"ו

פיעל, הפעיל שלמים, התפעל שלמים

Future Tense- פעל שלמים

Conjugated Prepositions... את: אותי, אותך... עם: איתי, איתך

Syntax

Constructs: creating, pluralizing, specifying, adding adjectives

Distinction between constructs and Nouns + adjectives

Direct and Indirect speech

Double negation לא פעם לא

Temporal conjunction and temporal clauses: לפני, אחרי, לפני ש, אחרי ש, כש, אחר כך

Impersonal phrases with infinitive form: אפשר/אי אפשר, כדאי, מותר, אסור, צריך

Causal conjunction and causal clause: בגלל, כי, מפני ש, לכן

Dialogues and Texts

"Clothes for the party", "The Emperor's new clothes", "A letter to the parents", "Who can be a star?",

"Ron Arad"

"בגדים למסיבה", "בגדי המלך החדשים", "מכתב להורים", "מי יכול להיות כוכב", "רון ארד"

Miscellaneous

Clothes, Numbers (100- 1000,000), Characteristics, Being Jewish, Animals, Sport

Semantics

Vocabulary derived from Dialogues, Texts and thematic subjects mentioned above. For detailed lists, contact our department.