The objectives, content, methods, and scope of Hebrew instruction for each level of a 3-year FLES program designed for intellectually gifted children are delineated in this curriculum guide. In the first part, an audiolingual approach is advocated, and specific techniques are suggested for teaching language skills, grammatical structures, and cultural backgrounds. Also discussed are the use of audiovisual resources and the testing of language skills. In the second part, there are topical outlines of instructional suggestions for the first, second, and third year of instruction that consist of an introduction followed by suggested procedure, vocabulary and speech pattern scope, and meaningful activities for each level. A bibliography of general and specific references for FLES Hebrew teachers is included. (WB)
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HEBREW
in the
Elementary Schools

BOARD OF EDUCATION OF THE CITY OF NEW YORK
FOREWORD

The teaching of foreign languages in the elementary schools (FLES), begun as an experiment in 1957, has been accepted as an optional curriculum area. French, Spanish, Hebrew and Italian are now being taught in a limited number of classes of intellectually gifted children.

Curriculum bulletins in French, Spanish (Nos. 13 and 14, 1961-62 Series) and Italian (No. 9, 1965-66 Series) are now in the schools. This bulletin for Hebrew will complete the current task of making available materials in these four languages.

Hebrew in the Elementary Schools is intended to meet the needs of supervisors and teachers of Hebrew in the elementary schools. The keynote of the program is the systematic development of the four language skills, i.e., listening, speaking, reading, and writing, with primary emphasis on listening and speaking. The program also recognizes the need to acquaint the pupils with the cultural background of the Israeli people as a means of strengthening international understanding.

JOSEPH O. LÖRETAN
Deputy Superintendent
Instruction and Curriculum

June, 1966
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Introduction

There has been a growing national awareness of the need for more Americans to be able to communicate in a language other than English. This awareness has been accompanied by a renewed interest in all the aspects of foreign language learning and a realization that we need to reexamine not only the nature of language and of language teaching, but also the length of time spent on language study.

Authorities agree that it takes a great deal of time to achieve competence in the communication skills of a foreign language. Even the most experienced language student will succeed in understanding and speaking a new language only in proportion as he spends time practicing these skills. Authorities agree too, that the young child, because of his ability to imitate and to reproduce sounds accurately, and because of his lack of self-consciousness, learns the communication skills much more quickly than the adolescent or the adult.

In order to provide for a longer sequence of foreign language learning, and to take advantage of the fact that children usually learn to understand and speak languages more easily than adolescents and adults, New York City instituted in 1957 an experimental program for the teaching of French and Spanish in four classes of intellectually gifted children. Enthusiasm on the part of the children, teachers, supervisors and parents led to the expansion of the program and the introduction of Hebrew and Italian. In March, 1964, the Board of Education officially established foreign languages as an optional curriculum area in the elementary school. As of September, 1964, approximately 217 classes of intellectually gifted children in 83 schools were being taught French, Spanish, Italian, or Hebrew.

The program will be extended as qualified teachers become available. To facilitate this, the Board of Examiners has been authorized to test licensed teachers of common branches for ancillary certification in foreign languages.

How to Use this Bulletin

This bulletin is intended as a guide to those teachers who are teaching Hebrew in the elementary school.

The first part of the bulletin is devoted to an explanation of the philosophy, the objectives and the outline of content of the foreign language
elementary school (FLES) program, as well as to the methods of teaching the various language skills. The second part develops in detail the various topics to be taught.

It is suggested that the teacher begin by reading carefully the first part of the bulletin. As she prepares her daily plans, she will find it helpful to refer frequently to and re-read specific sections, especially those which explain the techniques of teaching the various skills.

For the second part, which develops in detail each topic to be presented, a quick first reading is suggested in order to understand the general scope of the three year program. Teachers of first year language classes will then concentrate on the topics developed for that grade and prepare their plans from each topic sequentially. Teachers working with second year language classes will want to be completely familiar with the topics in the first year of instruction, since the development of the topics of the second year depends upon the learnings in the first year. Similarly, it is assumed that teachers assigned to third year language classes will read carefully and know thoroughly the content and procedures involved in the first and second years of language instruction.

The topics as outlined in the first, second and third year of instruction are not intended as daily lesson plans. It may take weeks to cover a particular topic, depending on the class. Each topic consists of an “Introduction,” “Suggested Procedure,” “Suggested Vocabulary and Speech Patterns” and “Suggested Activities.” Before beginning a topic with her class, the teacher will read the entire section devoted to that topic. In preparing her daily lesson plans, she will find that the “Introduction” will help by suggesting the most useful illustrative material. From the “Suggested Vocabulary and Speech Patterns” she chooses only those words and expressions that can be learned in one particular lesson. In the “Suggested Procedure” she finds a variety of recommended ways of presenting and drilling the new patterns and vocabulary. Finally, she chooses from “Suggested Activities” those exercises, games, songs, etc., that would be most appropriate for that particular lesson.

A number of songs, poems and games are suggested for each topic. It is not intended that all the games, songs and poems listed be taught. The teacher will choose the one or ones she thinks most appropriate. Singing, reciting poems and playing games are some of the activities of the Hebrew classroom. However, time should be apportioned in such a way that these activities are not carried out at the expense of the dialogue and pattern practice.

Dialogues are frequently presented in both masculine and feminine forms.
The Foreign Language Program in the Elementary Schools

OBJECTIVES

The New York City elementary foreign language program has been planned not as an end in itself, but rather as the beginning of a long, unbroken sequence of foreign language learning. Authentic, systematic language learning is the keynote of the program, and the objectives are realistic and specific. It is expected that by the end of the third year of foreign language instruction in the elementary school, the child will have developed progressively:

1. The ability to listen to and understand a native speaker in a conversational situation within the child's experience.
2. The ability to express himself in the foreign language using the correct sound system in a conversational situation within his experience.
3. The ability to read aloud (using the correct sound system) and to read silently (with comprehension and without recourse to English translation) material which has been mastered audio-lingually.
4. The ability to copy material that has been mastered audio-lingually and to write it from dictation, and the ability to do simple written exercises based on the structures learned.

In addition, it is hoped that the children in the foreign language elementary school (FLES) program will gradually develop an understanding and insight into the behavior and thought processes of the people whose language they have been studying, since language is an integral part of the culture of a people. This will help break down their monocultural orientation and pave the way not only for acceptance, but for appreciation of differences among peoples.

Finally, it is hoped that by the end of the third year of Hebrew instruction the children in this program will have developed a favorable attitude toward foreign language study, and that, in the national interest, some will have been identified as having special aptitude.
RELATIONSHIP TO OTHER CURRICULUM AREAS

The elementary foreign language program is in harmony with the broad educational aims of the elementary school. The topics for each grade were chosen on the basis of the interests of children of elementary school age. The procedures and techniques take into consideration not only the nature of language and of language learning, but also the nature of children's learning. For each topic developed, there are many suggested activities which correlate the foreign language with the program in arithmetic, art, health education, language arts, music, science, and social studies. It has been found that for some children the introduction of the foreign language has vitalized their interest in school.

TEACHING THE LANGUAGE SKILLS

In this bulletin, an eclectic method of foreign language teaching is advocated with emphasis on the development of the understanding and speaking skills. The FLES program takes from all methods those features which would help attain the goals of the elementary foreign language program and rejects those that were not in harmony with the over-all philosophy of elementary education. It was agreed, for example, that the basic language learnings (pronunciation, intonation, structural patterns, vocabulary, etc.) in a beginning language course should be the same in the elementary, junior and senior high school. Nevertheless, it was felt that the subject matter of the authentic conversational situations, which are the core of beginning second language learning, cannot be the same for elementary and secondary school children; that for the elementary school child, pattern drills need to be modified and not overly emphasized; that it is advisable to use a variety of devices to fix a pattern; that it is unwise to prescribe a routine to be followed rigidly during every foreign language lesson; that dialogues are valuable, but they need not be the jumping off point of every presentation.

Guiding Principles

In spite of the fact that there are conditions and procedures which are peculiar to the elementary language program, there are nevertheless fundamental principles of the nature of language and of language learning which are basic to sound language programs at any level. These principles are embodied in the following statements quoted from the writings of two recognized authorities in the field of foreign language, Nelson Brooks of Yale University, and Robert L. Politzer of the University of Michigan:
“Elements of one language cannot be equated with those of another language.”

“... the student learns the constructions of the foreign language by processes which work from within the foreign language, not through translation from his native tongue, and that he learns them by observation and by speaking the foreign language, not by speaking about it.”

“The psychology of second language learning must take into account three important facts which inevitably determine much of the learning process: First... that the native language interferes with the acquisition of the new one; second, that language is habit (or a complex of habits); and third, that language is an elaborate system.”

“Language is the most typical, the most representative and the most central element in any culture. Language and culture are not separable.”

In the application of these principles to the materials presented in this bulletin, the following suggestions are made:

Words and expressions are taught in context, never in isolation.

Associations are made between the foreign language and the object, picture or action, rather than with the English equivalent.

Hebrew is the language of the classroom. English is used sparingly and only when necessary for purposes of economy. Sometimes, a brief advance explanation in English may save time. However, skipping back and forth from Hebrew to English is to be avoided. To learn to speak a foreign language, a maximum amount of practice in speaking that language is needed.

Grammar is learned by imitation, repetition and analogy. Analysis and rules are put off until the more advanced course.

The ear and the tongue are trained before the eye. Every expression is heard and said before it is read and written.

The teacher guards against moving ahead too quickly and every lesson includes some review.

The teacher is the model and speaks at a normal rate of speed. The children, from the very start, express complete thoughts at normal speed and with the correct sound system.

The tempo of the language class is lively and maintained by well-timed changes from one activity to another.

In every presentation, choral response is used before individual response. This permits more oral participation by each pupil, eliminates embarrassment, and bolsters confidence.

**Listening and Understanding**

Ear training is an essential part of language learning. What has not been heard accurately cannot be reproduced accurately in speech. From the start, children in the language class are taught to listen attentively and discriminately as the teacher models each utterance. The children have to listen attentively in order to understand the meaning, and discriminately in order to distinguish sounds and sound patterns which will have to be reproduced.

From the very beginning, the teacher uses a few new classroom commands and expressions each day and gradually builds up a repertoire of expressions which require spontaneous comprehension and action response. Early in the course, most of the youngsters learn to understand and to respond to such phrases as:

- שקט, בבקשה
- בבקשה לקושי
- דוד הקופים
- כל הלילה
- בקשתי לך
- בקשתי להשתתף
- בקשתי לה학ך את הווילון
- בקשתי לךбурק בקול ו
- בושיה הלידי

Whenever possible, recordings and tapes related to the material learned are used to provide opportunities for listening to a variety of speakers, preferably native Israelis.

The teaching of a song can help in ear training. First the teacher teaches the words and music of the song. Then, if possible, she plays a recording of the same song performed by a native singer.

The initial presentation of a dialogue requires concentrated listening on the part of the children. The performance of a dialogue depends upon two participants listening and responding in turn.

Question and answer exercises and chain drills are also accepted devices for the development of the ability to listen and understand as well as to respond accurately.
Eventually, the children's progress in listening comprehension will be demonstrated by their ability to answer questions based on a story which has been read aloud to them by the teacher. The story will be made up of a recombination of material already learned.

**Speaking**

Teaching children to speak in a foreign language includes teaching them what to say in a given situation and how to say it. The “how” involves a new sound system. The “what” involves a new set of tools or basic vocabulary and grammatical (structural) patterns which are peculiar to that language.

**Pronunciation**

Modern Israeli pronunciation is to be taught. Children will learn to pronounce well only if the teacher has a good pronunciation and if she insists on accurate or increasingly accurate imitation and repetition of what she says. Extensive use of pronunciation drills as such are not recommended on the elementary level. Children imitate well and are not self-conscious. If they are given a good model and enough opportunity to imitate and practice, their pronunciation will improve proportionately.

In presenting new material, the teacher first pronounces the sentence several times while the class listens. She walks around the room so that every child can hear her clearly. If the sentence is too long, it can be broken up into meaningful parts, and drilled beginning from the last part of the sentence and building up to the beginning. This is known as the “backward build-up.” For example:

<table>
<thead>
<tr>
<th>הנ删ע יאא יאא</th>
<th>הנ删ע יאא יאא</th>
</tr>
</thead>
<tbody>
<tr>
<td>יאא יאא יאא</td>
<td>יאא יאא יאא</td>
</tr>
</tbody>
</table>

The teacher then pronounces the complete sentence again and has the entire class imitate her in chorus. This is done several times and is followed by imitation and repetition by smaller groups, such as half of the class at a time, or first girls, then boys. Finally, individuals are asked to imitate and repeat. In the initial stage, the teacher corrects pronunciation errors as they occur, by offering again a correct model and by requiring more satisfactory imitation. Many teachers have found it efficient to work out sets of signals so that the children know when they are expected to listen; when they are expected to repeat in full chorus; when they are expected to repeat in smaller groups; when they are expected to repeat once or twice. This procedure helps main-
tain a lively tempo and a maximum of participation by the class. The memorization of dialogues, jingles, and short poems can be used as exercises in pronunciation.

**Vocabulary, Structures and Pattern Drills**

The teacher is not responsible for the teaching of all the vocabulary included in the bulletin. It is presented for her guidance and is to be used according to the needs of her class.

Since pronunciation is not taught by isolated drills, the children learn how to pronounce at the same time that they learn what to say in a given situation.

To build up to the point where the members of the class can talk to one another on a specific topic, they must be taught vocabulary and the basic structures involved in expressing a particular thought. It is important to remember that more time and effort should be spent on teaching structure than vocabulary. Vocabulary is useful only insofar as it helps to express thoughts in authentic language. To express thoughts in authentic language, one must be able to manipulate the basic structures of that language.

The basic structures are taught by having the youngsters imitate and repeat sentences which are models of a particular structural item. After the imitation and repetition phase, the children learn to manipulate the structure by either expanding it or substituting one item for another and making the necessary changes. This is known as pattern practice by means of pattern drills.

It is possible to combine the teaching of vocabulary with pattern practice. For example, in the lessons on the family, which are taught in the first year of language instruction, before any conversation is possible, the children must know what is meant by מָה, נָה, שֶׁם, אֶל, וָה. This is achieved by:

1. Presentation of each new word in association with a picture or a model.
2. Group and individual repetition of each new word in a complete sentence, the construction of which is based on a previously learned structural pattern. This can be done by repetition pattern drills and response pattern drills.

**Repetition Drill**

<table>
<thead>
<tr>
<th>מָה</th>
<th>נָה</th>
</tr>
</thead>
<tbody>
<tr>
<td>אֶל</td>
<td>שֶׁמֶן</td>
</tr>
<tr>
<td>נָה</td>
<td>מָה</td>
</tr>
<tr>
<td>נָה</td>
<td>נָה</td>
</tr>
<tr>
<td>נָה</td>
<td>בָּעָל</td>
</tr>
</tbody>
</table>

8
RESPONSE DRILL

In the above examples, the children had previously been taught and were completely familiar with the use of "名字 (rena) " לא אמא. They were now drilling the new vocabulary with these familiar structures.

3. Presentation and practice of new structural patterns which can be used with the new vocabulary. In the lesson on the family, one of the new structures presented is "פש של...". This may be done by using a repetition drill, a response drill and a substitution drill.

REPETITION DRILL

RESPONSE DRILL

SUBSTITUTION DRILL

DIALOGUES

Memorizing dialogues has long been an accepted device for language learning. The dialogue may be used as the beginning or the culmination of a series of lessons. It permits two children to converse in the foreign language about a subject that interests them both. It affords a functional use for the learned
vocabulary and structures. It provides an opportunity for dramatization. It is the first step in the development of one of the most difficult skills in language learning—that of spontaneous, free conversation.

Before presenting the dialogue, the teacher may give a simple explanation in English of what the situation is about. She then proceeds to act out and speak the two parts herself. Here she may use puppets or point to stick figures at the board as she takes each part. She may prefer to have two children stand in front of the room and point to each one as she says his or her part. After the teacher has recited the entire dialogue two or three times, the class is ready for the imitation and repetition phase. For suggestions as to how to teach the pronunciation of a dialogue, teachers are referred to the section in this bulletin on “Pronunciation.” After many repetitions, the class will be able to perform the dialogue in chorus, half the class taking each part. Eventually, individual children will recite each part and dramatize the situation accordingly.

One of the intermediate steps between memorized dialogue and free conversation is the adapted dialogue. After the basic dialogue has been memorized, the teacher asks questions and accepts and encourages answers that include vocabulary and structures from previously learned dialogues.

Any question and answer exercise is a form of dialogue and can be used in connection with all of the activities of the language lesson. In a question and answer exercise, however, it is important to provide sufficient practice so that the children learn to ask the questions as well as to answer them.

For suggestions as to how to drill the vocabulary and structures in a dialogue, teachers are referred to the section in this bulletin on “Vocabulary, Structures and Pattern Drills.”

**Reading**

One of the aims of a foreign language program is to develop progressively the ability to read and understand the language without translation into English. In the early stages particularly, the teacher is constantly aware of the two skills which reading includes, *i.e.*, reading with good pronunciation and reading for comprehension.

Although formal reading instruction is not recommended until the second year of language instruction, some reading readiness activities can be carried on almost from the beginning of the course. For example, after the children have learned to talk about their surroundings in the classroom, the objects in the room may be labelled in Hebrew. It is important to remember, however, that nothing should be read that has not previously been
heard and said. Therefore, objects should be labelled only after their Hebrew equivalents have become an active part of the hearing and speaking vocabulary of the children. Similarly, pictures, maps, and charts which are on display in the classroom may be labelled as soon as the words on the labels have been used audio-lingually.

In addition to labelling, there are other practical pre-reading devices. Once the children know the days of the week, the teacher may, each day, write on a corner of the blackboard, the Hebrew equivalent of that particular day. She may also write on the blackboard the names of the children who are absent by listing them in two columns—יהודיות, נשים. The class has already heard the difference in pronunciation between יי and זא. They now see the graphic representation. No rule or grammatical explanation is needed at this time. Eventually, some member of the class will see the analogy and make the generalization.

Experience has shown that some phonetic drill is needed to familiarize the child with the letters of the Hebrew Alphabet. Such systematic formal instruction may be introduced at the beginning of the second year. The teacher should bear in mind the following:

1. Each Hebrew letter or vowel should be introduced in connection with a word that the child already knows.

2. Letters that are similar in appearance should not be taught simultaneously, since confusion may result. When a letter is firmly fixed in the mind of the student, the similar letter may be introduced. The pupil should be asked to note similarities and differences in the appearance of the letters. (Examples: ד and נ; ת and פ.)

3. Phonetic drill should not deflect attention from the aural-oral activities of the classroom. The pace should be leisurely. By the end of the first half of the second semester, pupils should be thoroughly familiar with the appearance and sound of each of the Hebrew letters and vowels.

During and after this phase of reading instruction, the basic rule is still the same, i.e., the children learn to read only what they have learned to understand and to say. After having reviewed orally a simple dialogue based on greetings, for example, the teacher arouses the children’s interest in seeing the dialogue in written form, and in learning how to read it. She then distributes rexographed copies of the dialogue, and proceeds as follows:

1. The teacher reads the passage at the normal rate of speed while the children listen without looking at the written word.
2. The teacher reads the passage at the normal rate of speed and the children follow the printed material.
3. The teacher reads one phrase at a time and the children repeat in full chorus.

4. The teacher reads one sentence at a time; the children repeat in full chorus.

5. The teacher reads one sentence at a time; individual children repeat.

The rexographed dialogues may be numbered and later arranged in the form of a book titled, רדפ ת"ל, ותא יתל ת"ל בָּשְׁבִיָּהוּ. Simple drawings will have to accompany some of the written material. No English is to appear on these pages.

At first, when the children read only material that has been mastered audio-lingually, they pick up some cues and then proceed to read almost from memory. Nevertheless, correct associations are made and facilitate the next step in reading. At this point, the teacher distributes for reading dialogues which have been adapted and rearranged somewhat so that the children can no longer read from memory.

In the early stages of reading, there will be a wide gap between the amount and degree of difficulty of the material that can be spoken and that which can be read. However, with careful planning, the reading does finally catch up with the listening comprehension and speaking. At that point, the teacher finds herself in the ideal situation where she can teach a new dialogue or conversational sequence orally, drill it orally, and then proceed to reinforce it by presenting it in written form for reading.

By the third year of language instruction, simple material other than previously learned dialogues may be presented for reading. The book or story chosen, however, should not contain a great number of new words or structures and the new words and structures that do appear should be explained prior to the reading period.

Once reading has been introduced, the teacher will have to apportion her time carefully. Even though the reading reinforces what has been learned orally, a great deal of time is still needed for practice in listening and speaking.

Writing

A little writing can be done soon after the reading readiness activities have been initiated in the first year of instruction. For example, after the children have become familiar with the labels around the room, they may be asked to write similar labels under pictures in their notebooks.

Formal instruction in script writing is begun in the second year. As in the reading program, the teacher does not teach individual letters but words
already known. An interesting way to introduce script is by writing the names of the children in the class.

Good writing practice consists of copying accurately simple sentences that have been drilled orally; writing the correct form in a structure drill; writing accurately from dictation simple sentences that have been drilled orally.

The copying has value since it makes the children concentrate on exact reproduction and lays the groundwork for correct writing habits. It also offers a means of inductive teaching of structure. After having copied the two following sentences, the children will want to know why מבר is used for a boy and מבר is used for a girl.

With a few more examples, the pattern is easily explained.

Dictation of simple sentences is another exercise in accurate reproduction in graphic symbols of what has been heard over and over again. It brings together pronunciation, comprehension, and knowledge of structural forms. When the children hear and have to write הם מבר they have to understand what the teacher is saying, associate the sounds with the written symbols, and remember that מ and ב are added in the plural.

In the early stages of writing, it is better to have frequent short dictations than occasional long ones. Many teachers find it helpful to dictate at least one familiar sentence during each lesson. Following is the recommended procedure for a dictation exercise:

The teacher reads the selection at the normal rate of speed and the class listens.

The class writes as the teacher reads the selection again more slowly, pausing after each phrase and giving the punctuation in Hebrew, e.g.: פ' מבר.

The teacher rereads the selection at normal speed, repeating the punctuation.

The children listen again and try to fill in their omissions and correct their errors.

Another type of writing exercise requires filling in the correct form in a structure drill. This involves recognition and copying the correct form, as in a multiple choice question, or the actual writing of the form as in a completion exercise.

(Multiple Choice) מבר, מבר (Completion) מבר, מבר
TEACHING GRAMMATICAL STRUCTURES

Every language has a grammar of its own and every method of teaching a language includes some system of teaching grammar. Where the objective of a language teaching program is primarily a listening and speaking one, grammar is approached in a special way. It is not taught by presenting a set of rules to be memorized and applied to specific written exercises. It is taught by requiring the imitation and oral practice of authentic models of sentences containing specific grammatical items. This is commonly referred to as pattern practice. The aim of pattern practice is to make the correct use of the grammatical item automatic. As patterns are practiced, the children see the analogies. From the analogies, generalizations are made. The generalizations, in turn, eventually enable the student to adapt a specific pattern to other linguistic situations. In brief, knowledge of correct forms of grammar is acquired through repeated use.

In an elementary foreign language program where each lesson is developed around a conversational center of interest, it is important that none of the fundamental grammatical items be neglected. It is hoped, therefore, that the following outline of grammatical items to be covered in the first, second, and third years of instruction will prove helpful to the teacher.

First Year of Instruction

In the first year of instruction, the following grammatical items are to be taught for listening comprehension and speaking only:

- **Articles**: definite; absence of indefinite
- **Nouns**: gender; number
- **Adjectives**: agreement; possessive
- **Pronouns**: subject
- **Verbs**:
  - Present tense, masculine and feminine, singular:
  
  - шеcа, ше2a, ше. пеа, пеа, пеа.

  - Полите imperative form; with the infinitive:
  
  - ... бОдтa,

  - шаtс, шаtс, шаtс.

  - шаtс, шаtс, шаtс.

First Year of Instruction

In the first year of instruction, the following grammatical items are to be taught for listening comprehension and speaking only:

- **Articles**: definite; absence of indefinite
- **Nouns**: gender; number
- **Adjectives**: agreement; possessive
- **Pronouns**: subject
- **Verbs**:
  - Present tense, masculine and feminine, singular:
  
  - шеcа, ше2a, ше. пеа, пеа, пеа.

  - Полите imperative form; with the infinitive:
  
  - ... бОдтa,

  - шаtс, шаtс, шаtс.

  - шаtс, шаtс, шаtс.
Imperative forms:

- שְׁבוֹךְ, שְׁבָךְ
- קְחֵם, קְחַמ
- לְדָר, לְדָרוֹ
- שָׁנַם, שָׁנַמְמ
- חֵן, חֵנוֹ
- זָרָה, זָרָה, זָרָע
- כָּחַץ, כָּחַץ

Numerals:

Cardinal numbers 1-20, masculine and feminine
Teach the feminine numbers first;
in abstract counting, use feminine numbers.

Ordinal numbers 1-6, masculine

Telling Time: on the hour
Telling age: use of בֵּן, בּוֹן
Possession as indicated by the use of the word של
Use of זוֹן, זוֹן
Use of זוֹן לַיָּד לֵיל שָׁלוֹן to show possession, affirmative and negative
Use of ... הר כָּאַא with definite object

Days of the week

Second Year of Instruction

For Listening Comprehension and Speaking

All the grammatical items in the first year of instruction are reviewed. In addition, the following items are included:

Use of ב as a preposition
Contraction of ב and ה (definite article)
Contraction of ה and ה (definite article)
Position of adjectives

Numerals: Cardinal numbers 21-29, masculine and feminine
30-100 by decades

Simple Arithmetical expressions: ... וּכְבָּשׁוֹן וּכְבָּשׁוֹן

Verbs:
Present tense, singular and plural, masculine and feminine of כְּבָּשׁוֹן, כְּבָּשׁוֹן, יְרָדָה
Polite imperative form with the infinitive:

לכתוב, לספר, לקרות, לחקור, לה鸨ות

Imperative forms:

קרא, קרא, קרא
המב. החבר, חבר
המח, המח, מחז
המכ, המכי, המים

Names of the letters of the Hebrew alphabet in sequence (for the second half of the second year).

Since Hebrew has a non-Roman alphabet, some systematic recognition and writing practice are required. With the reading and writing skills not formally introduced until the second year of instruction, it is impossible to expect the youngsters to be able, at the end of that year, to write the correct forms of all the structural items listed. The teacher will use her own judgment as to how quickly and to what extent the children will transfer their audio-lingual learnings to the graphic skills. It is wise to proceed slowly at first. Most teachers will find that by the end of the second year of instruction, the children will recognize the correct forms of the following grammatical structures. This means that they will be able to answer multiple choice questions based on these structures:

- Articles: definite
- Nouns: gender; number; plurals; duals
- Verbs: 1st, 2nd and 3rd person singular of the present tense, masculine and feminine
- Adjectives: agreement

Third Year of Instruction

For Listening Comprehension and Speaking

All the grammatical items listed for the 1st and 2nd year of instruction are reviewed. In addition, the following items are added:

- Adjectives: “Irregular” agreement: לאניום ושם
- Verbs:
  - Present tense: masculine and feminine, singular and plural of verbs covered in the vocabulary
  - Imperative
- Telling time: on the half hour
- Numerical value of the letters in the Hebrew alphabet
FOR WRITING

It is expected that by the end of the third year of instruction the children will be able to do simple written exercises such as completion or multiple choice based on the grammatical items listed for the first, second, and third years of instruction.

TEACHING CULTURAL BACKGROUNDS

The following quotations highlight the relationship between language and culture as it is understood today:

"A foreign language is the way that a native speaker of it feels, thinks, and acts as he talks."3

"Culture, in the sense in which it is used by most linguists or cultural anthropologists, is the entire complex pattern of behavior and material achievements which are produced, learned, and shared by the members of a community. Language is part of culture—perhaps its most central part because it is largely language that makes the learning and sharing of behavior possible. Being the central part of culture, it is probably also the best key to that culture. Once more, since it operates within a culture it should be learned within contexts and situations which are part of that culture. . . . Unless we understand the cultural situation in which an utterance is made, we may miss its full implication or meaning. The tie of language study with culture is not an 'option' to be discussed in terms of the preferences of the individual teacher, but actually a practical necessity."4 "When individuals communicate through language, understanding tends to follow in direct proportion to the similarity of the conceptions they weave about the words being exchanged between them."5

For the Hebrew teacher in the elementary school, teaching Hebrew culture does not mean teaching a comprehensive course in Israel's geography, history, art, literature, science, etc. It does mean developing an understanding of the people of Israel through their language and their way of living.

During the time allotted for foreign language study, the teacher is teaching culture every time she talks Hebrew. Her gestures, her exclamations, her intonation, her voice, her mannerisms are no longer American. For the

4. Politzer. op. cit.
5. Brooks, op. cit.
foreign language teacher who is a native of the foreign country, this comes naturally. For the others, authenticity can be assured by the supplementary use of well chosen records, tapes, filmstrips and films.

The pictures, posters and maps displayed in the room will add to the foreign atmosphere. A special area, יער ייעודי should be set aside for the display of Israeli coins, stamps, dolls, books, calendars, newspapers items, menus, etc. The children should be encouraged to add to the collection and the display should be changed periodically to keep interest alive.

The poems and songs taught with each topic should be Hebrew poems and songs, not translations from the English. This is important since the songs and poems of a country are a basic part of its cultural heritage.

As the topics are developed, and after the children have learned to talk in Hebrew about their immediate environment, the conversation can be geared to a similar situation in the foreign country. The topics based on the city, transportation, and the park, for example, can be developed first with American scenes and then with Israeli scenes.

In the third year of instruction, where the center of interest is a trip abroad, each lesson should make Israel a little more real, and the Israeli people a little more understandable to the youngsters.

Holidays, as they occur through the year, may be the motivation for the learning of specific holiday greetings and vocabulary, as well as for a comparison of the way of celebrating that holiday in the native country and the foreign country.

Finally, books in English about Israel should be recommended to interested students for supplementary reading, or suggested as possible book reports in the language arts program.

If in teaching the foreign language, we have managed to break down the children's monocultural orientation, and to build up an acceptance and understanding of a way of life that is different from their own, we are well on our way to achieving one of the broader goals of foreign language study.

**USING AUDIO-VISUAL AIDS**

In developing the four skills in the foreign language course, the teacher can use effectively any number of visual and audio aids to present, supplement or reinforce some part of each lesson.

Real objects, models and pictures are used for the presentation of every topic. Each new word in the foreign language is associated with an object, model or picture, so that English will not have to be used as an intermediary.

To stimulate conversation based on the various topics, such as the family, the home, clothing, transportation, the city, etc., large pictures of
scenes based on the topics are most useful. Wherever possible Israeli pictures should be used in addition to the American so that some aspect of the daily life of the Israeli people is absorbed together with the language.

Every language room should also have a good map of the country, as well as posters and photographs of places of interest. All of the material in the treasury i.e., coins, stamps, books, newspapers, magazines, calendars, menus, etc., are considered visual aids and further the teaching of the culture of the country.

For cultural information as well as visual stimuli for conversation, well chosen slides, filmstrips and films can be used. The Bureau of Audio-Visual Instruction evaluates new materials, and every year prepares approved lists of filmstrips, slides and discs. For the free loan of 16mm sound films and tape recordings, teachers may refer to the bulletin, Instructional Films and Tapes, issued by the Bureau of Audio-Visual Instruction, 131 Livingston Street.

The record player and the tape recorder are invaluable aids to the foreign language teacher, and should be so situated that they can be used frequently with the least amount of inconvenience. It is by means of records and tapes that the children learn to listen to and to understand the language as it is spoken by different people. It is also by means of the record and the tape that the authentic, native pronunciation is brought into the classroom. Records are particularly useful in the teaching of songs, especially when teachers are not confident in their own musical ability.

The tape recorder, which is the core of the language laboratory, is a most versatile piece of equipment. However, its effectiveness depends upon the quality of the tapes used. The tape recorder can be used for pronunciation drills, structure drills, dictation exercises, comprehension exercises and for testing both pronunciation and listening comprehension. A good pronunciation drill tape provides a model, a pause for repetition, and the correct model again. A good structure drill tape also has a pause for pupil response, provides the correct answer and then has another pause for repetition of the correct answer.

For use of the tape recorder in testing pronunciation and listening comprehension, see section on "Testing" in this bulletin.

Language teachers in the schools where language laboratories have been installed are referred to the bulletin Using Laboratory Techniques in Teaching Foreign Languages in New York City Schools.6

The Division of Elementary Schools is selecting and distributing to each language class suitable equipment, books, records and other materials which help achieve the goals of the foreign language instructional program.

TESTING

In the elementary school phase of foreign language study, where objective tests of language achievement as valid measures of accepted criteria are not always readily available, teacher judgments of pupil ability based on day-to-day observations of performance provide a major basis for evaluation. Periodic administration of well-constructed achievement tests, whether teacher-made or in the form of uniform examinations, will serve to contribute to both pupil motivation and adaptations of instructional approaches.

An effective test, whether standardized or teacher-constructed, must be based firmly and representatively upon the objectives of the curriculum. Since the New York City FLES program emphasizes the skills of understanding, speaking, reading and writing with primary emphasis on understanding and speaking, similar relative emphases should be allotted within the tests which are constructed.

Recognition of such relative weightings was an essential part of the development of the New York City Foreign Language Achievement Series of tests in elementary French and Spanish. The objectives of the elementary Hebrew curriculum are basically the same. Analysis of the curriculum in all the elementary foreign language programs makes it essential that the testing program provide evaluative measurements to tap the following areas:

1. listening
2. speaking (pronunciation, intonation, and rhythm)
3. oral reading
4. spontaneous responses in the foreign language
5. reading comprehension
6. recognition of correct written structural patterns

In addition, to assist teachers in constructing their own objective tests for classroom use, the following section presents appropriate objective test items for each of the language skills. It is realized that it is not always possible to test one specific skill with one particular test item. Some test items will, for example, test aural comprehension as well as oral ability, and reading as well as writing. Whenever possible, an attempt should be made, either in item construction or in scoring criteria, to keep the various major skills separated.
Listening

Response to Commands

From the very beginning of the course, the teacher can test a child's understanding of what she is saying by noting his response to commands given in the foreign language. At first, these commands are simple:

They can become more difficult:

The commands in this type of test may be made by a voice on tape. However, whether on tape or live, this test would have to be administered on an individual basis.

Comprehension of Names of Objects

For this type of test, the teacher may use a tape recorder and rexographed sheets which contain several series of pictures. The voice on tape names an object and the children mark the corresponding picture on their papers.

Comprehension of Action Words and Phrases

Here again the teacher may use the tape recorder and rexographed booklets containing several series of pictures. The voice on tape makes a statement and the children mark the picture that best represents what they hear. For example, the children hear ות נמשכת. They see on their papers four pictures. They must mark the one which illustrates the fact that it is a windy day.

Comprehension of Thoughts as Expressed by Patterns Peculiar to the Foreign Language

For this question, too, a series of pictures is needed. The voice on tape makes an incomplete statement. One of the pictures in the series correctly completes the thought. The children mark the correct picture.

Voice on tape: ... קאושר דקש ומאתת לא, אנא להתילא לא.

Pictures: butcher, baker, doctor, dentist

The children mark the picture of the dentist.

True or False: קאושר דקש ומאתת לא

For this question, the children write קאושר דקש ומאתת לא in response to statements made by the voice on tape.
This is really a listening comprehension test since the only writing required is the number corresponding to the correct answer.

**Multiple Choice**
The voice on the tape asks a question and then gives four possible answers preceded by the numbers 1, 2, 3, 4. The children put a mark on the number that corresponds to the correct answer.

Voice: המון האדיר הוא?
1. מסתובב
2. חותם
3. 있다
4. שהקרוב

On their papers the children see 1, 2, 3, 4 and should put a mark on the 2.

**Completion**
An incomplete sentence is heard on the tape followed by four answers, 1, 2, 3, 4. The children mark the number which corresponds to the correct answer.

Voice: היום?
1. היום
2. היום
3. היום
4. היום

**Comprehension of a Paragraph or a Short Story**
This is the most difficult of the listening comprehension test questions. The voice on tape reads a paragraph, and then asks questions based on it. Each question is asked twice. For each question four answers are given preceded by the numbers 1, 2, 3, 4. The children mark the number which corresponds to the correct answer.

**Speaking**
Unless a language laboratory is available, the speaking tests must be administered individually and away from the rest of the class. There are several ways of administering the speaking test.

**Without tape recorder** — The teacher asks the questions. The child answers. The teacher rates the responses immediately using a numerical scale.

**With one tape recorder** — The teacher asks the questions. The child records his responses on tape. The tapes are rated after all the children have been tested.
With two tape recorders—The two tape recorders are set up so that the pupil tested hears the taped voice through a set of ear phones and records his answer on another tape.

Testing the speaking skills means testing pronunciation and intonation, ability to express thoughts (which implies comprehension of what has been heard) and control of structural patterns.

Mimicry
In this type of question, the child repeats exactly what the voice on tape says. Each item in this question is chosen for a particular sound. One way of rating this type of question is on a numerical scale with numbers from 1 to 3 (1 unsatisfactory, 2 satisfactory, 3 superior).

Oral Reading
Each child is asked to read a selection made up of a recombination of familiar material. To standardize the rating procedure, it is best to have the oral reading recorded on tape. The rating is based on a numerical scale and should take into consideration pronunciation of sounds, intonation, and reading with comprehension.

Spontaneous Response to Questions
In this type of test the teacher or the voice on tape asks a question and the youngster records his answer. This question tests comprehension of the spoken language, the ability to frame a response spontaneously in the correct structural form, and to give that response freely with the correct pronunciation and intonation.

Spontaneous Response to a Picture
In this type of question the child is shown a picture and is asked to talk about it. The answer must cover specific items such as: Who is in the picture? Where is he? What is he doing?

Reading

Multiple Choice
This test can be administered to a group. The children have in front of them a reading selection made up of a recombination of the vocabulary and structural patterns taught. They are asked to read the paragraph and answer the questions based on it. Each question is followed by four answers, one of which is correct.
TRUE FALSE

For this test, the same procedure is followed as for the multiple choice reading comprehension test. However, after reading the selection, the children are required to indicate whether the statements based on it are true or false.

READING AND STRUCTURE

This is a group test. The children are confronted with written sentences each of which has a word or phrase missing. Several choices appear in parentheses at the end of each sentence. The correct answer must be selected. For this test the children must know how to read, and also have a recognition knowledge of the grammatical structure involved.

Writing

DICTATION

Writing tests are administered to the entire group. In the dictation test, a selection can be read by the teacher or by a voice on tape. The dictation is usually read once while the children listen. It is read again as the children write. A third reading permits them to look over their work and make corrections.

WRITING AND STRUCTURE

In this test the children are asked to write the correct form based on a pattern given as a model.
Suggested Topics:  
First Year of Instruction

(The teacher is not expected to exhaust all of the suggested topics or vocabulary items. The teacher should make a selection in accordance with the needs of the class and the time available).

MY SCHOOL  
(Greetings, Introductions, Days of the Week)

Introduction

These are the first lessons in Hebrew. The teacher is the major resource in the language learning process. It is her enthusiasm for the Hebrew language and her understanding of the Israeli people which arouse and sustain the children's interest. It is a good idea to begin by teaching the youngsters how to greet each other in Hebrew. If at the end of the first Hebrew lesson, they can say and understand a few simple sentences, their excitement and feeling of accomplishment will go a long way in helping them over the hurdles that lie ahead.

Suggested Procedure

1. The teacher walks up to a child, shakes his hand and says, "שלום יוקם". She then pretends to be  and answers for him "שלום מורים שבח יוקם". This is repeated with several youngsters until it is obvious that most of the children in the class can pronounce "שלום יוקם" and understand that it is a greeting. The teacher may then begin to vary the pattern by using "שלום מורים" and by requiring a choral answer.

2. The teacher continues by saying, "אני מורה". (She points to herself.) "אני תלמידים". (She points to the children.) The meaning of these words is conveyed by pointing and gestures. This leads to:

<table>
<thead>
<tr>
<th>Feminine</th>
<th>Masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>מורה:  ( נשים ) בגמרoklyn</td>
<td>מורה:  ( נשים ) הטרון לקן</td>
</tr>
<tr>
<td>בשם שלך ?</td>
<td>בשם שלך</td>
</tr>
</tbody>
</table>

3. The dialogue is then developed as follows:

<table>
<thead>
<tr>
<th>Feminine</th>
<th>Masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>מורה:  ( נשים ) בגמרerokee</td>
<td>מורה:  ( נשים ) הטרון לקן</td>
</tr>
<tr>
<td>בשם שלך ?</td>
<td>בשם שלך</td>
</tr>
</tbody>
</table>
(She points to a girl and answers for her.)

(She points to a boy and answers for him.)

While teaching the pattern והשם שליל תוארז the teacher has the opportunity of pronouncing for each child the Hebrew equivalent of his name. From this time on it is suggested that the Hebrew names be used during the Hebrew lessons. If a child has a name for which there is no Hebrew equivalent, he may, if he wishes, select a Hebrew name to be used during the Hebrew lessons. Following is a list of some popular names for boys and girls. (Names are listed in Hebrew alphabetical order.) Selection of names with the same initial sound may facilitate the transition.

<table>
<thead>
<tr>
<th>Boys’ Names</th>
<th></th>
<th>English</th>
<th>Hebrew</th>
<th>English</th>
<th>Hebrew</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td></td>
<td>윌ון</td>
<td>imenti</td>
<td>Abraham (Allan)</td>
<td>וברעם</td>
</tr>
<tr>
<td>Jonathan</td>
<td></td>
<td>יונתן</td>
<td>imenti</td>
<td>Adam (Andrew)</td>
<td>אדמ</td>
</tr>
<tr>
<td>Joseph</td>
<td></td>
<td>יוסף</td>
<td>imenti</td>
<td>(Earle)</td>
<td>(אילר)</td>
</tr>
<tr>
<td>Jacob (Jack)</td>
<td></td>
<td>יעקב</td>
<td>imenti</td>
<td>Aaron (Arnold)</td>
<td>(ארולד)</td>
</tr>
<tr>
<td>Isaac</td>
<td></td>
<td>יצחק</td>
<td>imenti</td>
<td>Eli (Elliot)</td>
<td>(אליות)</td>
</tr>
<tr>
<td>Lawrence</td>
<td></td>
<td>לואנס</td>
<td>imenti</td>
<td>Amnon</td>
<td>אמן</td>
</tr>
<tr>
<td>Michael</td>
<td></td>
<td>מייקל</td>
<td>imenti</td>
<td>Leo (Leonard)</td>
<td>(ליאו)</td>
</tr>
<tr>
<td>Mark (Mathew)</td>
<td></td>
<td>מארק</td>
<td>imenti</td>
<td>Benjamin (Bennett)</td>
<td>(בניאם)</td>
</tr>
<tr>
<td>Moses</td>
<td></td>
<td>מוסס</td>
<td>imenti</td>
<td>Benedict (Barnett)</td>
<td>(בניטד)</td>
</tr>
<tr>
<td>Nathan</td>
<td></td>
<td>נטן</td>
<td>imenti</td>
<td>(Barry) (Bertram)</td>
<td>(בכרמה)</td>
</tr>
<tr>
<td>Nathaniel</td>
<td></td>
<td>נטניאל</td>
<td>imenti</td>
<td>Gabriel</td>
<td>גבריאל</td>
</tr>
<tr>
<td>Ezra</td>
<td></td>
<td>עזרא</td>
<td>imenti</td>
<td>Geoffrey (Jay)</td>
<td>(ג'אף)</td>
</tr>
<tr>
<td>Emanuel (Manny)</td>
<td></td>
<td>אמנואל</td>
<td>imenti</td>
<td>David</td>
<td>(דניאל)</td>
</tr>
<tr>
<td>Philip</td>
<td></td>
<td>פיליפ</td>
<td>imenti</td>
<td>Don (Donald)</td>
<td>(דונלד)</td>
</tr>
<tr>
<td>Reuben (Robert)</td>
<td></td>
<td>רואבון</td>
<td>imenti</td>
<td>Daniel</td>
<td>(דניאל)</td>
</tr>
<tr>
<td>Ronald (Ronnie)</td>
<td></td>
<td>רונלד</td>
<td>imenti</td>
<td>William</td>
<td>(ויליאם)</td>
</tr>
<tr>
<td>Raphael</td>
<td></td>
<td>רפאלה</td>
<td>imenti</td>
<td>Herman (Harold)</td>
<td>(הרמן)</td>
</tr>
<tr>
<td>Saul</td>
<td></td>
<td>שאול</td>
<td>imenti</td>
<td>Judah (Judd)</td>
<td>(יהוד)</td>
</tr>
<tr>
<td>Solomon (Sanford)</td>
<td></td>
<td>שלומון</td>
<td>imenti</td>
<td>Joel</td>
<td>(יוול)</td>
</tr>
<tr>
<td>Samuel</td>
<td></td>
<td>יוחנן</td>
<td>imenti</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simon</td>
<td></td>
<td>סמן</td>
<td>imenti</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GIRLS' NAMES

<table>
<thead>
<tr>
<th>English</th>
<th>Hebrew</th>
<th>English</th>
<th>Hebrew</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hannah (Ann)</td>
<td>חנה</td>
<td>Abigail (Abby)</td>
<td>אבקייל</td>
</tr>
<tr>
<td>(Anita)</td>
<td></td>
<td>Amy</td>
<td>אווניה</td>
</tr>
<tr>
<td>Toby (Bonnie)</td>
<td>טוביה</td>
<td>Elizabeth (Ailene)</td>
<td>אלייזביס</td>
</tr>
<tr>
<td>Judith (Judy)</td>
<td>יהודית</td>
<td>Ellen (Elaine)</td>
<td>איילנה</td>
</tr>
<tr>
<td>Josephine</td>
<td>זוספניה</td>
<td>Sandra</td>
<td>אלסנדריה</td>
</tr>
<tr>
<td>Leah (Lee)</td>
<td>לאה</td>
<td>Esther (Estelle)</td>
<td>אסתר</td>
</tr>
<tr>
<td>(Lillian) (Lynn)</td>
<td>מעלאה</td>
<td>Bella</td>
<td>בלה</td>
</tr>
<tr>
<td>Mildred (Regina)</td>
<td>מילדיד</td>
<td>Joyc. (Jewel)</td>
<td>גייל</td>
</tr>
<tr>
<td>Miriam (Mary)</td>
<td>מרים</td>
<td>Deborah (Debby)</td>
<td>דובריה</td>
</tr>
<tr>
<td>(Myra)</td>
<td></td>
<td>(Doris) (Dorothy)</td>
<td>דורה</td>
</tr>
<tr>
<td>Natalie</td>
<td>נטלי</td>
<td>Dinah (Diane)</td>
<td>דניאלה</td>
</tr>
<tr>
<td>Alice</td>
<td>אליס</td>
<td>Joy</td>
<td>יוי</td>
</tr>
<tr>
<td>Pearl</td>
<td>פארל</td>
<td>Eve (Evelyn)</td>
<td>איי</td>
</tr>
<tr>
<td>Rebecca</td>
<td>רבקה</td>
<td>Helen (Vivian)</td>
<td>היילנה</td>
</tr>
<tr>
<td>Rachel (Rae)</td>
<td>רחל</td>
<td>(Vera (Veda)</td>
<td>ורה</td>
</tr>
<tr>
<td>Ruth</td>
<td>רות</td>
<td>Hilda</td>
<td>חילדה</td>
</tr>
</tbody>
</table>

4. The teacher points out that after greeting one another, we usually ask about our health:

<table>
<thead>
<tr>
<th>Feminine</th>
<th>Masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>המ שلام?</td>
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<tr>
<td>מעב מה?</td>
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<tr>
<td>באיזה?</td>
<td>באיזה?</td>
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</tbody>
</table>

5. At any time during this series of lessons, the teacher may introduce the days of the week, one day at a time. On the corner of the board she may write:

When the children begin noticing the day of the week and asking questions, they are ready for:

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Hebrew</th>
</tr>
</thead>
<tbody>
<tr>
<td>יום ים</td>
<td>יומם</td>
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<tr>
<td>יום ים שלייש</td>
<td></td>
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</tbody>
</table>
6. As an outgrowth of the dialogue on health, the teacher may point to the board where the names of absentees are recorded, and say:

מי חסר? נימי חסר. מירם חזרה.
מדוע וחזרה מירם? 위한 חזרה, חבל!

After several days the children will be able to say:

ymi חזר. 위한 חזרה.
مريם וחזרה. 위한 חזרה.

7. Finally, a dialogue similar to the following may be developed:

Dr. von
מי铬 בראשית?
משי铬 שולחן לידה.
כבר ניחם, חזרה.
איפה התורדה?
ニー铬 המדונה.
איפה התלמודים?
ニー铬 התלמודים.
איפה הצהובים?
ニー铬 הצהובים.
איפה הנשים?
ニー铬 הנשים.
איפה חברים?
ニー铬 החברים.
איפה ימים?
ニー铬 הימים.
איפה שבועות?
ニー铬 הימים.
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ymi铬铬 chromium may include both boys and girls.
Related Vocabulary and Patterns of Speech

<table>
<thead>
<tr>
<th>Hebrew</th>
<th>English</th>
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</thead>
<tbody>
<tr>
<td>שלום</td>
<td>peace</td>
</tr>
<tr>
<td>אוזן (מד)</td>
<td>ear (min)</td>
</tr>
<tr>
<td>תוחלת</td>
<td>ear (min)</td>
</tr>
<tr>
<td>בקשת</td>
<td>request</td>
</tr>
<tr>
<td>מודע, מורות</td>
<td>aware, ma'arasov</td>
</tr>
<tr>
<td>ילד, ילדה</td>
<td>boy, girl</td>
</tr>
<tr>
<td>תודעה, תודעה</td>
<td>awareness, consciousness</td>
</tr>
<tr>
<td>סור, מتعا</td>
<td>Sur, Mu'ata</td>
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<tr>
<td>מתמיonta, מתמיonta</td>
<td>Matmiyata, Matmiyata</td>
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<tr>
<td>הנה</td>
<td>here</td>
</tr>
<tr>
<td>בקרא</td>
<td>in bigar</td>
</tr>
<tr>
<td>לילדה</td>
<td>little girl</td>
</tr>
<tr>
<td>סבת סלום</td>
<td>Granny平安</td>
</tr>
</tbody>
</table>

Suggested Activities

1. Pairs of children are called on to dramatize a dialogue.

2. A boy or girl is chosen to act as teacher and direct the conversation.

3. In “round-robin” fashion, a child asks a question and calls on a friend to answer. He, in turn, asks a different question of a third child, etc.

4. Courtesy expressions in Hebrew are used by the teacher whenever the opportunity arises. When a child hands her an object she says, תודה. Whenever a child says, תודה, the teacher answers, על לא דבר, or בקשת.

5. Game
One child stands with his back to the class. Another child stands up and says, שלום. The first child attempts to guess the identity of the speaker by replying, ... Shelley. As soon as he guesses correctly he is given the answer, ... Shelley. He returns to his seat and the other child takes his place.

For variation, these may be substituted for Shelley:

בקר מבר, לילדה מבר, סבת שלום, etc.
6. Poems

(2)
מזר עָלָה וּךְ
והים והזוהثن
מה תַּשְּׁלוֹנָן
מה ישוע, ילדה יפה?
מה ישוע ימה.

(ה. ורlogan)

7. Songs

(2)
בראשית שלום עליכם
בראשית שלם.
שלום עליכם.

(3)
נדה, שמר, שמר
נדה, שמר.
ומר שמר שמר
ומר שמר, שמר.
כרך, שמר, שמר
כרך, שמר.
שברת באה, שברת באה
שברת באה.

(ה. דנידן)

MY CLASSROOM
(Objects, Colors, Numbers, Weather, Time)

Introduction
The teacher uses the classroom and the objects in it as the major resource for this series of lessons.

8. Music and Dance in Dvora Lapson, Folk Dances for Jewish Festivals (p. 6).
After the exchange of greetings and conversation based on the previously learned topic, the teacher, using gestures, starts with ??ך וָּ דָה. She then points to the door, the window, the wall, etc. and asks each time, ??ך וָּ דָה. She shrugs her shoulders, pauses, but doesn't answer.

**Suggested Procedure**

1. The children are now ready to learn the Hebrew equivalents for some of the objects around them. To teach ??ך וָּ דָה the teacher will point to the door and say, ??��?? וָּ דָה. The class in chorus will repeat, ??ך וָּ דָה. Pupils will then be called upon individually until the questions and answers are generally understood and correctly pronounced. The teacher will guard against going too quickly and introducing too many new words or expressions during one lesson. She will also be careful to allow at each stage enough time for repetition and review.

2. To teach new patterns with the learned vocabulary the teacher will continue with:

   **Feminine**
   - מום: כל טובות.
   - ילדה: אנ לכל טובות.
   - מום: יש לי טובות.
   - ילדה: אני שמח טובות.

   **Masculine**
   - מום: כל טובות.
   - ילד: אנ לכל טובות.
   - מום: יש לי טובות.
   - ילד: אני שמח טובות.

3. This may be expanded to include:

   **Feminine**
   - קמח.
   - א materially.
   - שrub.
   - אני ישב.

   **Masculine**
   - קמח.
   - א materially.
   - שrub.
   - אני ישב.

4. When the children can actively use such words as ??ך וָּ דָה, ??ך וָּ דָה, ??ך וָּ דָה, colors may be introduced. The teacher has with her sheets of colored paper, pencils of different colors, flags of several countries, etc., and proceeds with:

   ??ך וָּ דָה, ??ך וָּ דָה, ??��?? וָּ דָה.

   ??ך וָּ דָה, ??ך וָּ דָה, ??��?? וָּ דָה.

   ??ך וָּ דָה, ??ך וָּ דָה, ??��?? וָּ דָה.
5. The objects in the classroom may also be used to introduce numerals from one to ten.

The children then count in Hebrew, the books, chairs, boys, girls, etc.

6. Once the children are familiar with the word "today" the subject of weather may be introduced. This is done incidentally and the expressions taught should depend upon the weather at that particular time. On a beautiful day, for example, the Hebrew teacher may walk into the room, look out of the window and enthusiastically exclaim, "This leads to "cloudy" weather. That is all the "weather" taught on that occasion. Another time, the teacher will start with, "It is cloudy today" and add appropriately, "It is sunny or it is windy.

7. Similarly, how to tell time may be taught informally. When the children know the numbers in Hebrew, they may as one of their games, point to any number on the clock and call on their friends to say the number in Hebrew. Somewhere in the room there should be a large cardboard clock with movable hands. Then, at any appropriate time, preferably on the hour, the teacher may look at her watch and say, "This is repeated several times by the class, by smaller groups and by individuals. No more complicated expressions are taught at this time.

On another day, toward the end of the Hebrew lesson, the teacher may suddenly look at her watch and say, "In this way, telling time has meaning and falls right into the activities and experiences of the day instead of being an isolated lesson.

On another day, toward the end of the Hebrew lesson, the teacher may suddenly look at her watch and say, "In this way, telling time has meaning and falls right into the activities and experiences of the day instead of being an isolated lesson.
Related Vocabulary and Patterns of Speech

Suggested Activities

1. A child is chosen to act as teacher and to conduct a conversation.

2. The children ask one another questions in “round-robin” fashion.

3. The dialogue of the previously learned topic is expanded to include: and all the language patterns developed in this topic.

4. The teacher may vary the dialogue by introducing such common expressions as:
5. One child may be called upon to name a color such as, ורוד. He, in turn, calls on another child who points to the green wall and says, ירוק. This continues as other children name all the green objects for which Hebrew equivalents have been learned. This activity is repeated with each color.

6. There should be a large Hebrew calendar somewhere in the classroom. This will afford an opportunity to briefly explain the difference between the lunar (Hebrew) and the solar calendars and to introduce the names of the Hebrew months. On the corner of the board, however, the teacher may continue to write in Hebrew the date according to the general (solar) calendar, as done previously.

7. Games
   a. A child turns his back to the class. The class chooses an object. The child asks, מי זה התקליס? When he gives the right answer, the class says, המום. He is permitted three guesses.
   b. A child turns his back to the class. The class hides an object. The child tries to find the object. The class sings a Hebrew song. As the child approaches the object, the class sings more loudly. If he walks in the wrong direction, the class sings more softly. To vary the game, the children, instead of singing, may say, שְׁבֵּרַל בְּשָׁלוֹשׁ מָלְאָכִים, מָלְאָכִים, מָלְאָכִים, שְׁבֵּרַל בְּשָׁלוֹשׁ מָלְאָכִים. Depending on the child's distance from the object.
   c. One child taps a pencil and others are called on to tell in Hebrew how many taps were heard.
   d. This is a vocabulary game. One child starts by touching a chair and saying, מצא. The second child touches the chair and a book and says, מצא. Each child, in turn, goes through the same list of objects in the same order, adding one more each time.
   e. Children play this game in a circle. One child walks around the outside of the circle holding a kerchief and reciting the verse. At the word ראש, he places the kerchief on a child's head. Both run around the circle in the same direction. Whoever gets back to the vacated place first wins.

אותות שלמים, אותות שלמים
לפי מתמטת בריומ. אותות שלמים, אותות שלמים
הממלחת על בראש.
8. Poems

a. This may be recited in two parts. One child asks the question (the first two lines). Another child recites the answer, pointing to the parts of the room as he names them. A child's name may be substituted for the word אֵמוֹרָה.

This may be recited in two parts. One child asks the question (the first two lines). Another child recites the answer, pointing to the parts of the room as he names them. A child's name may be substituted for the word אֵמוֹרָה.

b. Children in Israel chant this verse as they bounce a ball, turning a foot over the ball at the last word of each line.

9. Songs

(1)

דָּוָא חַכּיָל והַיּוֹ הנָה דָּרָי הַקִּסּוֹת
בַּיָּם חַפּוּךְ בַּל בֵּרַגְּדָס
מַנְחָנֵךְ עַל הַנַּה

(2)

אָהֳלוֹ נֶקֶפְּן, נֶקֶפְּן נֶקֶפְּן
אָהֳלוֹ נֶקֶפְּן, נֶקֶפְּן נֶקֶפְּן
מַשְׁפֵּטֵךְ מַשְׁפֵּטֵךְ, מַשְׁפֵּטֵךְ מַשְׁפֵּטֵךְ
זִיל, זִיל, זִיל.
כְּלָל, כְּלָל, כְּלָל.

(This is sung to the tune of "Frère Jacques.")

(3)

בֶּשָּׂם, בֶּשָּׂם
יָהוּ חַזֵּר
אֵל הָבֵית
רָוִים, רָוִים, רָוִים

MY FAMILY
(Members, Age, Pets)

Introduction
For this lesson, the teacher displays large clear pictures of a family. She is prepared with toy animals or pictures of animals to represent pets. She is ready to use in her Hebrew conversation any of the pets the children have been caring for in the classroom, i.e., turtles, goldfish, etc.

Suggested Procedure
1. The attention of the class is directed to a large picture of a family—including mother, father, sister, brother and baby, or to dolls, models or puppets that clearly represent a family. The teacher begins with:

The children answer:  

In a similar manner the Hebrew words for the other members of the family are presented.

2. The family is given a Hebrew name, and the conversation proceeds as follows:

The teacher explains that we omit the word “is” in Hebrew. (It is understood.)

3. Once the vocabulary is familiar to the children, they extend its use by referring to their own families.
Enough practice and repetition should be allowed so that the children, without resorting to grammatical analysis, automatically use שיל, שלל, שלל, שלל.

4. Descriptive words may now be introduced. Pointing again to the picture of the father, the teacher says:

This will lead to descriptions of the children’s families. Introduce the use of אני, אבא, explaining that these words are used by a child when addressing (or referring to) his own father and mother.

5. By introducing the question, the teacher provides the children with an opportunity to:

a. Review numbers?
b. Use the negative

 kemah atéh ish l'v (l'v) ?
  ha'tov

c. Practice some of the forms of

 ish l'v ?
  kemah atéh ish l'v ?
  kemah atéh ish l'v ?
  ish l'v kemah atéh.

6. kemah ánēsim bimshamot šel (šel) ?
  kemah ánēsim bimshamot šel (šel) ?
  kemah ánēsim bimshamot šel (šel) ?
  kemah ánēsim bimshamot šel (šel) ?

7. Now the children are ready to talk about “age.”

 b'v kemah atéh ?
  b'v kemah atéh ?
  b'v kemah atéh šel (šel) ?
  b'v kemah atéh šel (šel) ?
  b'v kemah atéh šel (šel) ?
  b'v kemah atéh šel (šel) ?

8. Later, by use of pictures, stuffed animals, classroom pets or even a live pet brought to school by one of the children, the names of the common pets are taught.

 kemah šel (šel) ?
  kemah šel (šel) ?
  kemah šel (šel) ?

9. Once the names of the pets are learned, they can be practiced with all the previously learned patterns.

 ish l'v (l'v) y'der ?
  y'der ?
  y'der ?
  y'der ?
  y'der ?
  y'der ?

38
10. When the children have attained sufficient mastery of the Hebrew equivalents of members of the family and pets, and are reasonably fluent in using them with all the previously learned patterns, the teacher introduces . This is done by pointing once again to the family picture:

ב. אился, על, לפנים, ואחר. על ו. This is done by pointing once again to the family picture:

Then, using objects in the room, or other pictures

11. Finally, the children are expected to converse with one another using the following dialogue:

א. אב: ייוכב, נש קרל כלב.

ה. ייוכב: כל קרל כלב קוף יホーム.

א. אב: מה ושמה שלכלב?

ה. ייוכב: ושמה שלכלב.

א. אב: מה צבעת הכלב שלכלב?

ה. ייוכב: צבעת הכלב שלכלב.

א. אב: נש כלב?
Adaptations

What is the future form of the verb?

Related Vocabulary and Patterns of Speech
Suggested Activities

1. The children are asked to bring in pictures of their own families and to talk about them in class.

2. For a quick review of vocabulary the teacher may ask the class to draw pictures representing each Hebrew word she pronounces:

3. The action series may be expanded and used with the new vocabulary. The child called on responds to the command and explains in Hebrew what he is doing.

4. Props and toys such as toy furniture and stuffed animals permit action responses in drilling the meaning and the use of prepositions.

5. Games

*Watch It Grow*

The idea is to “plant” a word and let it grow into a sentence. One child is called on to say one word in Hebrew. Another child adds one word.
This continues until it grows into a sentence. The longer the sentence grows, the more fun for the children.

How Long Can This Go On?

One child is asked to say any sentence in Hebrew. The next child must give another sentence starting with the last word or phrase of the first sentence. When a “dead end” is reached, the game starts again with a new sentence.

Following are two examples:

6. Poems

7. Songs

1. When a child in the class has a birthday, this song may be sung to the well-known melody of “Happy Birthday To You.”

The birthday child responds:

12. Music and Dance in Dvora Lapson, Folk Dances for Jewish Festivals (p. 34).
OCCUPATIONS

Introduction

In preparation for this lesson the children are asked to bring in pictures showing men and women working at the various professions and occupations. If the children have been working with puppets, they can dress some of them to look like doctors, nurses, bakers, policemen, etc. In addition some members of the class may volunteer to make models of a grocery store, a butcher shop, a bakery, etc.

Suggested Procedure

1. The pictures representing the various occupations may be displayed around the room. The models and puppets are easily accessible from a display table or a cabinet.

2. The simplest way to teach the new vocabulary is by pointing to the picture or model and by using the familiar pattern:

   אריה הרופא?
   האם רואה את אולף?
   האם רואה את השבץ?

3. This can be varied with:

   אולף (האריה) לא רואה את אוכל
   אולף看不到 את אוכל

4. When the new vocabulary becomes familiar, the teacher may proceed with:

   מיה מורה?
   מיה רואה את אולף?
   מיה רואה את השבץ?

This will review the vocabulary based on the family and reinforce the use of

שלי, שלל. כר.

5. Expressions used in going to the doctor, dentist, etc.

לוא אנא הלך (את הלכה)?

Adaptations

אנא הלך (הלכה) או רופא שיניים.
אנאذر חורי.
אנא תומך.
אנא חבק.
ויהי.

לוא אנא הלך?

הוא הלך או תומך.
לא רופא שיניים.
ויהי.

לוא אנא הלכה?

הוא הלכה או תמכה.

To dramatise this simple dialogue, use is made of the costumed puppets and models of the various stores. If this isn't practical, two or three children may sit up in front and pretend to be:

רואים שיניים. זעך די. רופא

in individual offices. The teacher then walks toward each one, saying:

אנא הלך (הלכה) או תומך (רופא שיניים. זעך די).

She then calls on children, who in response to?

לוא אנא הלך (הלכה) או תומך (רופא שיניים. זעך די).

לוא אנא הלכה?

To: "I'm a-" ( håvlah) תומך.

Related Vocabulary and Patterns of Speech

 _|__
| עוף דרי |
|ナオמחנה |
| ROOMS |
| שחי |
| חף |
| אנא הלך (הלכה) או תומך (רופא שיניים. זעך די).

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Supplementary

| נגר |
|钳 |
| ציר |
| רוקח |
| מוכרים (מקוריים) |

| מגה |
| 44 |

| מנהל |
| 44 |

| קצין |
| 44 |

| עובד |
| 44 |

| מנהל |
| 44 |

|卖给 |
| 44 |

| מנהל |
| 44 |

| קצין |
| 44 |

| עובד |
| 44 |

| מנהל |
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| קצין |
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| עובד |
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| מנהל |
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| קצין |
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| עובד |
| 44 |

| מנהל |
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| 44 |

| עובד |
| 44 |

| מנהל |
| 44 |

| קצין |
| 44 |

| עובד |
| 44 |

| מנהל |
| 44 |

| קצין |
| 44 |

| עובד |
| 44 |

| מנהל |
| 44 |

| קצין |
| 44 |

| עובד |
| 44 |

| מנהל |
| 44 |

| קצין |
| 44 |

| עובד |
| 44 |
Suggested Activities

1. One child is called on to name a profession or occupation. He then calls on another child to make up a Hebrew sentence using that word:

 voyeur
 תמר שלם voyeur

2. Game

This is a form of charades. A child is called on to act out one of the occupations or professions. The rest of the class guesses who he is supposed to be.

3. Poem

ليل יום לבן
ג认真落实 קומת
אני ידיך או הולל
הימן, אתה ידיך או קולות?

4. Songs

(1)

(2)

(2)

(2)


Suggested Topics:
Second Year of Instruction

In the second year of foreign language instruction all the learnings developed in the first year are maintained and extended. The teacher consciously incorporates previously learned vocabulary and language patterns in planning the development of topics at higher levels.

The first part of the school year can be used profitably for review. During the summer vacation, the children may have lost some of their facility and confidence. The teacher takes the time to introduce them once again to each other, to their school. The children are encouraged to converse about themselves, their immediate environment and their families. By skillful questioning and handling of dialogues, all the conversational patterns learned during the first year once again become automatic.

It should be remembered, however, that even though the following topics have been planned for the second year of language instruction, it is important for the teacher to continue from the point at which she left off in the first year. The topics have been planned sequentially and the material carefully graded. It should be understood that the teacher may not cover all the items in their entirety.

MY HOME
(Rooms, Furniture and Activities)

Introduction
This topic has almost infinite possibilities for developing dialogues based on real situations which the children can understand and enjoy.

A doll house, toy furniture, toy telephones are practical props for this series of lessons. Without them the teacher will have to resort to large, clear pictures of a house, of the various rooms within a house, and of individual pieces of furniture and equipment.

Suggested Procedure
1. In teaching the first section of the suggested vocabulary for this topic, all the previously learned patterns are reviewed.
2. When the children are familiar with the vocabulary and are reasonably fluent in using the old patterns, they may be taught:

3. To review and extend the action series, a child is called on to say and do the following:

4. With the same vocabulary, and the same series of actions, the children are now ready to describe what their friends are doing and in this way practice the third person singular of some commonly used verbs.
When the teacher calls on a girl for this series, the rest of the class has an opportunity to practice the feminine form of the verbs.

5. The teacher will now present the vocabulary based on the living room and drill it with all the previously learned patterns. When the vocabulary is familiar, the following new patterns are taught:

6. The children will enjoy dramatizing a telephone dialogue using toy phones.

Adaptations

7. To present the vocabulary based on the dining room, the teacher will have available all that she would need to set a table. Once again the new words are drilled with the familiar patterns.

8. The teacher then proceeds to set the table and says:
The children are asked to pretend they are setting a table too, and repeat each action after the teacher.

9. One of the children is now called on to set the table and the class describes what she does.

10. Later the child who is setting the table may ask:

First the class in chorus and then individual children answer:

11. The following dialogue may now be memorized.

Adaptations

12. In the fourth section of the vocabulary, there are grouped together the words related to the rest of the house, e.g., the kitchen, bedroom and bathroom. These were kept to a minimum because of the number of new words already presented in this topic.

Related Vocabulary and Patterns of Speech

<table>
<thead>
<tr>
<th>Hebrew</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>מיסציך</td>
<td>Illness</td>
</tr>
<tr>
<td>מיסת</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hebrew</th>
<th>English</th>
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</thead>
<tbody>
<tr>
<td>זיירי</td>
<td>Zipri</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Hebrew</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>אנד מיסציך</td>
<td>And Zipri</td>
</tr>
</tbody>
</table>

(1)
(2) זחל הנקירים

שוה אל לא
דידי לא
מקוהו לא
ראש מפרים

(3) זחל האכל

כוס שולחן
ספל מזון
מלחי סופת
סוכר צלחת

(4) המבשל, חדר נשנה, חדר הרוזה

מגבת מקדר
אמבטיה כירית
מקולה מנה

(5) Supplementary

סלק אשל涂抹
בקבוק פטלון

*1*
Suggested Activities

1. If a doll house and toy equipment are available, the teacher may give directions and have the children arrange the furniture and equipment accordingly. This can be varied by having a child give the directions.

2. Pantomime. One child pretends to sew or to read, etc. The teacher asks, and the class or a child answers:

3. The teacher may prepare rexographed sheets containing an outline of a house and pictures of other objects relating to the home. She then proceeds with:

4. Using the doll house or pictures the teacher asks:

5. Games

   a. One child says: Another asks: If the answer is, , the questions are continued until the object is identified.

   b. The teacher makes a statement about anything in the house, rooms, etc. and the children have to tell whether the statement is or not.

   c. Children write their telephone numbers on a piece of paper and throw them in a box. One child picks a number and telephones, using the toy telephones. The two children then proceed with their memorized dialogues, or adaptations of them.
6. Songs

(1) "I'm your friend"

(2) "What is your name?"

MY TOYS

(Games, Parts of the Body, Clothing)

Introduction

This topic is divided into three sections. The first deals with toys and games, the second with parts of the body and the third with clothing.

For the presentation of the new vocabulary, the teacher will have available the toys mentioned in the vocabulary (or pictures representing them) as well as puppets and dressed dolls.

Suggested Procedure

1. The vocabulary listed under צעצועים is presented and practiced by means of all the previously learned questions or commands and responses.

Suggested Procedure

1. The vocabulary listed under צעצועים is presented and practiced by means of all the previously learned questions or commands and responses.


17. Music in Harry Coopersmith, Songs of Zion (p. 119).
When the new vocabulary can be used actively, new questions are introduced.

2. This leads to:

3. This leads to:
4. The pattern 4. The pattern is taught and drilled with the new words.

5. The following dialogue may be presented for memorization:

6. To present the vocabulary on the teacher will use a doll. When some of the words have been mastered, they may be used in this way:
7. Now that the children know the Hebrew equivalents for the parts of the body, they are ready to talk about their morning activities.

8. With the new vocabulary the children can even discuss their pains and aches in Hebrew. The teacher performs a little scene with one of the puppets who is acting very distressed.

*Adaptations*

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9. By this time, even taking attendance affords an opportunity for a lively dialogue.

10. To teach the vocabulary based on clothing, the teacher holds up a doll and says:

11. Special attention should now be given to the position of adjectives in Hebrew since this is one of the structural patterns which is different from the English.

12. To practice for “putting on” clothes, the teacher pretends to dress for leaving and says: The children then take turns dressing up and describing their actions in Hebrew. The expression is taught in the same manner.
### Related Vocabulary and Patterns of Speech

<table>
<thead>
<tr>
<th>Hebrew Word</th>
<th>English Transliteration</th>
</tr>
</thead>
<tbody>
<tr>
<td>ביבנה</td>
<td>Birth</td>
</tr>
<tr>
<td>אופניים</td>
<td>Footprints</td>
</tr>
<tr>
<td>רכבות</td>
<td>Trains</td>
</tr>
<tr>
<td>א‡נו</td>
<td>And</td>
</tr>
<tr>
<td>בול</td>
<td>Bolt</td>
</tr>
<tr>
<td>מתיליק</td>
<td>Matilik</td>
</tr>
</tbody>
</table>

... המ את התשובה... 
אני ורגל (רגלו) על אופניים.
אני בשוק (aryawan) בכור.
אני משליק (מתילייק)...
האם את התשוב (אתה/את) לא?
אני ורגל (ארגון)...
אם אתה (אהוב)...

ואני ורגל (ועורי) על אופניים, על אופניים, על אופניים.

### ולפיים דוגמה

<table>
<thead>
<tr>
<th>Hebrew Word</th>
<th>English Transliteration</th>
</tr>
</thead>
<tbody>
<tr>
<td>רוגל</td>
<td>Walk</td>
</tr>
<tr>
<td>ד&quot;ח</td>
<td>Anew</td>
</tr>
<tr>
<td>לשון</td>
<td>Tongue</td>
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<tr>
<td>אוביש</td>
<td>Obvious</td>
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<tr>
<td>שירים</td>
<td>Songs</td>
</tr>
<tr>
<td>מרום</td>
<td>High</td>
</tr>
</tbody>
</table>

... כדי למלת! 
די מים; ד"ח שמאלות.
מה את התשובה (ועורי) בכור? 
האם את התשובה (אתה/את) בכור? 
מהشي? 
האם זה בכור? (ಲע"ז) 
אני ורגל (ארגון) 
אני משליק (氩ניילק) 
אני משליק (ארגון) בכור. 
האם את התשובה (לע"ז) 
האם ואת התשובה (לע"ז)...

### ב ג ד י מ

<table>
<thead>
<tr>
<th>Hebrew Word</th>
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<tbody>
<tr>
<td>שמלת</td>
<td>Dress</td>
</tr>
<tr>
<td>חלזון</td>
<td>Horse</td>
</tr>
<tr>
<td>מכנס</td>
<td>Pants</td>
</tr>
<tr>
<td>נעל</td>
<td>Shoe</td>
</tr>
<tr>
<td>עגנה</td>
<td>Cap</td>
</tr>
</tbody>
</table>

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Suggested Activities

1. The children may be encouraged to perform, with their puppets, previously learned dialogues, improvised dialogues or playlets which they have made up themselves.

2. A child is called on to select a toy from the teacher’s collection and talk about it to the class.

3. The attention of the class is directed once again to the pictures representing the members of the family. Individual children are called on to describe what each member of the family is wearing.

4. The teacher describes a child and the class tries to guess who it is.

5. One child is called on to describe another member of the class and the others try to guess who it is.

6. Games
   a. שמען אמר. This is the Hebrew variation of “Simon Says.”

   שמען אמר: ידי על ראשה.
   ידי על ראשה.
b. The teacher starts with: הָרְעָד בְּשַׁלְיוֹן.
A child continues: וָאֵלְה הָרְעָד בְּשַׁלְיוֹן וּרְאָה.
Each child adds an article of clothing to the previous list.

7. Poems

(2)

(1)

(3)

The children provide the sound effects for Donnie's cold:

[Ha-choo]

(Ooh)

(Clear throat.)

(Click tongue.)

(Sniff, sniff.)

(Cough, cough.)

8. Song

שְׁלוֹשָׁ֣ה מֵעָשָׂ֔ה שֶׁלֶשׁ
שְׁלוֹשָׁ֣ה מֵעָשָׂ֔ה שֶׁלֶשׁ
כָּלָה וְנִשְׁלָה מִעָשָׂ֔ה
כָּלָה וְנִשְׁלָה מִעָשָׂ֔ה
אֶֽלֶ֑ה וְנִשְׁלָה הַבֵּצָֽה
אֶֽלֶ֑ה וְנִשְׁלָה הַבֵּצָֽה

18. On record, Purim Holiday Music Box, Ktav Publishing.

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FOODS AND MEALS

Introduction

The children are always delighted with the lessons on foods. A great many words are listed in the vocabulary but the teacher is again reminded not to attempt too much during any one lesson. One way of organizing this topic is to break it down into five parts and present separately and consecutively lessons on fruits, vegetables, breakfast, lunch and dinner. The teacher will be prepared with as many of the following as possible:

- A basket of artificial fruits
- Pictures of foods
- Felt cut-outs of foods
- Real food
- Table settings

In advance of these lessons, the children may be asked to start a scrapbook with pages devoted to pictures of fruits and vegetables and to pictures of foods usually included in breakfast, lunch and dinner menus.

Suggested Procedure

1. The children are asked to arrange on their desks their pictures of fruits. The teacher begins by saying:

   לתר לבנה?

   She repeats the question several times until someone in the class understands and answers:

   יש לברנה

   This leads to:

   עסמ האוה איהו לאלכלכ לברנה?

   מה צכין לברנה?

   The Hebrew equivalents of orange, peach and pear can be presented in the same manner.

2. The Hebrew names of the rest of the fruits are taught by direct association with the pictures or objects and are used with all the previously learned patterns.
3. The question, helps reinforce the new vocabulary.

4. To introduce the verb the teacher pretends to eat a piece of fruit and asks:

This leads to:

5. For the lessons on vegetables, the teacher starts by pretending to prepare a salad. On the table there are either real vegetables, artificial ones or pictures. After having taught the word the teacher proceeds in this way:

As each child gives her an appropriate vegetable, she continues:

The names of the vegetables are then taught and practiced with these questions and commands:
6. Before starting the lessons on meals, the children are asked to bring in pictures of what they usually have for breakfast, lunch and dinner. The teacher looks at one child’s breakfast pictures and says:

All the breakfast foods are soon learned in this way. Following are key questions and some answers which may be used to drill the vocabulary.

7. The following dialogue may be memorized and dramatized.
8. It may be pointed out at this time that the Israeli breakfast is different from the American one. It frequently consists of juice, a soft white cheese similar to our cottage cheese, a salad of cucumbers and tomatoes, bread and coffee.

9. The names of the foods usually eaten at lunch are introduced in the same way.

10. The following dialogue is suitable for memorization and dramatization. Two children have just come into the house, hungry for lunch.

11. After the names of the dinner foods have been taught, the dialogues can be adapted to include them.

12. As another exercise in comprehension, the teacher reads the following paragraph to the class and has the children answer orally the questions based on it.
Related Vocabulary and Patterns of Speech

(1)

(1) 

(2) 

(3)
Suggested Activities

1. Four children are called on to sit around a table and pretend they are mother, father and two children ready for dinner. On the table there are various foods and the children ask for what they want. The conversation is an adaptation of the learned dialogues.

2. The artificial foods or pictures of foods are on the teacher's desk. In front of the room there is a table set with tablecloth, etc. The teacher calls on various children to put certain foods on the table.

3. A child is called on to pick up a fruit or vegetable and talk about it.

4. The children are asked to pick up one of the picture menus of either breakfast, lunch or dinner and explain it in Hebrew.

5. The pictures of the foods and meals are scrambled upside down on the table. A child is called on to choose a picture. He then names the food or describes the action on the picture.
6. The teacher or leader asks children to pick fruits from the basket. When the basket is empty, the leader says:

למי יש תות?

The child who has it, answers:

לי יש תות.

אני מיטב את החותם ביש.

7. The table is set with empty dinner plates. The children are called upon to choose various foods from the pictures on the table and fill their dinner plates, explaining in Hebrew just what they are doing.

8. Games

a. All the children stand. The teacher or leader holds up the picture of a food and says:

אם זה.

If the statement is true, the children raise their hands. If it is false, they don’t move. If a child raises his hand at the wrong time, he is out of the game and sits down.

b. One child is chosen as leader. He has in front of him samples or pictures of foods. The rest of the children raise their hands one at a time and request some food by saying, אלי רעפה (רזא) למה. The leader presents the proper food, saying, זה לך (ך) מה. The conversation continues with אלו לךáo בור. If the leader misses, the child whose question caused him to miss, takes over as leader.

c. One child is chosen to hide some food in back of him. The rest of the class tries to identify the food from the hints given.

שה לי דבר בור
שה לי דבר עם
שה לי דבר זבוב
שה לי דבר לוע aantal

(אל当地政府)

9. Poem

מלפמט לשון ח大切な
מלפמט לשון 건
מלפמט לשון ע
מלפמט לשון יד
מלפמט לשון ד
מלפמט לשון א
מלפמט לשון ר

(לפי קוקס)
10. Songs

(1)

בנהם, חורי לשים;
לأمלה,南阳 תמר.
לחמש, דיכר חיצור.
אני אוהביכם separately.

(2)

רוח, רוח, רוח,
מק קצ我々 סמך חיצור.
הוא כפל מארומץ חיצור.
הוא כפל התמפרץ.

GOING MARKETING

Introduction

In addition to the pictures of foods, the teacher will need American and Israeli coins and paper money. When the question arises, she is prepared to explain as simply as possible the Israeli monetary system and compare it with ours. She may also take this opportunity to explain the European kilo and to describe typical Israeli market scenes.

Suggested Procedure

1. In the following dialogue a mother asks her daughter to go to the store for her. She tells her what to buy, gives her a bill and warns her to be careful with the change.

אמנה: אודה, האם אתה רוצה ללכת אל השוק בשכלי?
אורה: נודא. האם?
אמא: צרכי, האם?
אמא: היריש ביצים,绅י הן תומשות והן בנויות.
אמא: ק并不意味,绅י הן מהשד והן בנויות.
אמא: כל绅י,绅י הן מהשד והן בנויות.
אמא: בקשושו ילדות,绅י לא למדת את הכסף.

Adaptations

2. In the following dialogue the housewife, who is marketing, speaks to the fruit merchant, examines the fruit, compares prices, makes a selection and pays for the merchandise.

3. Now is the time to teach how to count by tens to one hundred. When this has been mastered, the rest of the numerals can be taught, from 1-100.

Related Vocabulary and Patterns of Speech
When counting, the feminine form of the number is usually used. However, where a number is used with a noun, it must agree in gender.

```
201. A store is set up in front of the classroom. All the foods are displayed. One child is chosen to be storekeeper. As each customer comes in, he converses with the storekeeper, selects some foods, pays and leaves.

2. The children order groceries by telephone.

3. **Game**
   
   One child starts by saying, *
   *Another child continues, *
   
   The aim is to repeat as long a list as possible.

4. **Songs**
   
   (1)
   
   اني نحل (الحلبة) لا نمشى لكونه للماء
   
   Another child starts by saying, *
   
   The aim is to repeat as long a list as possible.

Suggested Activities

1. A store is set up in front of the classroom. All the foods are displayed. One child is chosen to be storekeeper. As each customer comes in, he converses with the storekeeper, selects some foods, pays and leaves.

2. The children order groceries by telephone.

3. **Game**
   
   One child starts by saying, *
   
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4. **Songs**
   
   (1)
   
   اني نحل (الحلبة) لا نمشى لكونه للماء
   
   Another child starts by saying, *
   
   The aim is to repeat as long a list as possible.
GOING TO A RESTAURANT

Introduction

For these lessons, the teacher will need Hebrew menus, pictures of foods, and a table and two chairs set up as though they were part of a restaurant.

Suggested Procedure

1. The stage is set for a scene in a restaurant. The teacher pretends to be a waiter. A youngster volunteers to be the hungry client. The following dialogue is developed.

22. Music and Dance in Katya Delakova and Fred Berk, Dances of Palestine (p. 25).
2. After having learned the simple dialogue, the children try the following more difficult one.

3. The teacher reads the following story to the class. She then asks questions based on the story and the children answer in complete Hebrew sentences. This is an exercise in listening comprehension as well as in speaking.
4. When the teacher is confident that the children understand and pronounce accurately most of the restaurant and food vocabulary, she may write on the board a typical Israeli menu. Only the familiar vocabulary should be included. The teacher will pronounce each word on the menu, have the children imitate and repeat and guard against having the printed word affect adversely the quality of the pronunciation.

**Related Vocabulary and Patterns of Speech**

<table>
<thead>
<tr>
<th>תפריש</th>
<th>שמם</th>
<th>מרכז ירקות</th>
<th>סלע מיץ</th>
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</thead>
<tbody>
<tr>
<td>מנה אזרוחה</td>
<td>מﻠצァר</td>
<td>מיאט</td>
<td>מיאט</td>
</tr>
<tr>
<td>צלויל תימב</td>
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מההוא דוה (או דוה) L
4. Songs

23. Music in Harry Coopersmith, *Songs We Sing* (p. 113).
Suggested Topics:
Third Year of Instruction

In the third year of foreign language instruction all the learnings developed in the first and second year are maintained and extended. The teacher consciously incorporates previously learned vocabulary and language patterns in the development of topics at higher levels.

The first part of the school year can be used profitably for review. During the summer vacation, the children may have lost some of their facility and confidence. The teacher takes the time to introduce them once again to each other, to their room and to their school. The children are encouraged to converse about themselves, their immediate environment and their families. By skillful questioning and handling of dialogues, all the conversational patterns learned during the first and second year once again become automatic.

It should be remembered, however, that even though the following topics have been planned for the third year of instruction, it is important for the teacher to continue from the point at which she left off in the second year. The topics have been planned sequentially and the material carefully graded.

STREETS AND BUILDINGS

Introduction
In preparation for this series of lessons the teacher selects a large picture of a scene in an American city and of a scene in an Israeli city.

Suggested Procedure
1. The teacher calls attention to the large picture of the city and starts by saying:

      הגדה פרם.を行יות פרם. שיקנו פרם.

      Then in response to

      מה שם של פרם בעמקיה?
the children name several cities. Similarly, in response to "מה שם של דעון ביוור?"

one or two Israeli cities are mentioned. The teacher then points to a little girl in the picture, and elicits the following responses:

**The teacher then points to a boy standing next to the little girl.**

- **₩הנה:** ‏איך הולך של פרימב‏?
- **ילד: **‏וא поскольку פרימב.

**The teacher then points to a woman standing with the children.**

- **₩הנה: **‏איך הולך של פרימב‏?
- **ילד: **‏וא поскольку.Prime.
- **₩הנה: **‏איך הולך של פרימב‏?
- **ילד: **‏וא поскольку.Prime.

2. The following dialogue is now taught.

**יותש: **‏שלום, התא.  
**תא: **‏שלום יותש.  
**יותש: **‏איך הולך?  
**תא: **‏איך הולך?  
**יותש: **‏אני הולך על הקולנוע.  
**תא: **‏אני הולך על הקולנוע.

Adaptations

**בשק: **‏שלום, התא.  
**אני משלל (ולהוד) על ינית הקופר.  
**אני משלל (ולהוד) על ינית הקופר.  
**אני משלל (ולהוד) על ינית הקופר.  
**אני משלל (ולהוד) על ינית הקופר.  
**אני משלל (ולהוד) על ינית הקופר.  
**אני משלל (ולהוד) על ינית הקופר.  

3. The following monologue serves as a pleasant variation:

**אני ביטר.**  
**אני ביטר.**  
**אני ביטר.**  
**אני ביטר.**  
**אני ביטר.**  
**אני ביטר.**  

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Related Vocabulary and Patterns of Speech

<table>
<thead>
<tr>
<th>Hebrew</th>
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<tbody>
<tr>
<td>אואר זרום</td>
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<tr>
<td>אוסף</td>
<td>collection</td>
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<tr>
<td>בריח</td>
<td>fragrance</td>
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<td>ב Alvא</td>
<td>window</td>
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<tr>
<td>בובאל</td>
<td>hubbub</td>
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<tr>
<td>למ</td>
<td>wall</td>
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<tr>
<td>מחליטה</td>
<td>ventilator</td>
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<td>אתור</td>
<td>door</td>
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<tr>
<td>להניע</td>
<td>to move</td>
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Supplementary

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>משטח</td>
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</tr>
<tr>
<td>דלת</td>
<td>door</td>
</tr>
<tr>
<td>קיר</td>
<td>wall</td>
</tr>
<tr>
<td>שנח</td>
<td>lean</td>
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</tbody>
</table>

Suggested Activities

1. The class may be taken on a tour of the neighborhood. The children try to name in Hebrew as many stores, buildings, etc., as they can. The following questions are used to encourage conversation in Hebrew.

   מה אתה רואה? (What do you see?)
   ?... איה?
   ...הஶ (ראות) ли או מיה?
   ... מה אתה פותח? (What do you open?)
   ניון עליך (לחלוץ) על המדריך.
   ניון עליך (לעבות) אנ מתבע ( copp ה)
   אנ עבש (קובר) ואת החובב.

2. One child acts out in pantomime the monologue in 3 of Suggested Procedure above, while another child is called on to be the Hebrew narrator.

   הוא (הא) בנו.
   הוא חולל (הא מלכ) על המדריך.
   הוא עבים (הא סבל) בבנות.
   הוא רחוב (הא רוח) שיאור על.
   הוא מתבע (הא סביר) על איו.ינ.
   הוא גבע (הא קובר) ואת החובב.
3 Games

a. One child asks, ?mrri2 (,ntn int) ran ;nut rit. A youngster answers, .;011a poi IA) slaty" IA. Another says, .pizi 'arm (ran na) ma. The aim is to see how long a list can be repeated.

b. One child asks, ?אכאמאתה הנחל (אות הולכת)? He calls on a friend who answers, .אכרי הולך (הולך) לא בית המספר. He, in turn, call on another child who says, .אכרי הולך (הולך) לא בית המספר ולא המספר. The aim is to get as long a list as possible.

4. Poems

This ditty about the three main cities is heard in Israel.

בירה, המגדלי, חמד
מהות וצ holster, אחיל
בוצר איב ורוקם.

5. Songs

(1)

ביה-איבר בכל פינה,
שвших חנ, אוכלים לכלד.
כן זה נקב לא מסלול.
כלדהמשק.

(2)

שם באדי ישראל
שם בכמר חתוקי
מעירות נבריא עברים.

26. Music and Dance in Katya Delakova and Fred Berk, Dances of Palestine (p. 20).
TRANSPORTATION

Introduction

The children have been asked to bring in toy trucks, cars, airplanes, etc. The teacher may also use pictures showing the various means of transportation.

Suggested Procedure

1. By direct association with objects on the picture or with the toy models, the Hebrew names of the various means of transportation are presented to the class.

2. The following new words are now introduced:

   אבא אוטומוביל
   אמא אוטומוביל
   עירוניות
   אמא אוטומוביל
   עירוניות

3. The names for the various means of transportation can be systematically practiced with the vocabulary of this lesson.

4. The following may be presented as a question-answer exercise. Once it is mastered, however, it may be added to the repertoire of dialogues.
Adaptations

The following dialogue will delight the children if they are permitted to use a space helmet and a make-believe rocket to dramatize the scene.

5. The following dialogue will delight the children if they are permitted to use a space helmet and a make-believe rocket to dramatize the scene.

Related Vocabulary and Patterns of Speech

Suggested Activities

1. The children are called on to talk in Hebrew about their own bicycles, cars, trucks, toy airplanes, etc.
2. For a quick review of the various means of transportation, the children may be asked to draw them.

בקרקה לזרי אורות (אפיטיים, אנית)

3. The children are asked to look at the pictures of the various means of transportation, choose a vehicle and make up a story about it.

אני מנהט ונותח. המוניות צעירה
במרז בתרנגול משמשות. המפץ נষע בים.

4. Poems

(1) אומת ל-.
�名. קומ
 сф. מוש.
 сф. מזון.
ราช. רוח.

(2) אומת אוזן.
 сф. חתohen.
 сф. מוש.
 сф. מזון.
 קניה סאני.
 מעלה, מעלה יד עמיד.
 שמש, שמש, עמיד.

5. Songs

(1) מנה רב啮
יהא מנה רב啮
על גלעדם. 27 (4)

(2) אוידות, אוידות.
בעל הכהנים.
יר מתים. ייר מתים.
מל משמש.
קניה שיאני.
מעלה מעלה יד עמיד.
שמש, שמש, עמיד.

(3) זה, זה, זה: כי זה בא?
אני זקן שלום.
מאן בא ומいった?
מה אני אחר מיכא?

27. On record, Shiray Gan, Minedco.
CITY WORKERS

Introduction

The teacher has available large pictures of a street scene in an American city and a street scene in a city in Israel. She will also need a policeman's hat, a fireman's hat and a postman's hat.

Suggested Procedure

1. After the vocabulary has been introduced, it is used with the recently learned conversational patterns as well as with several new ones.

2. The teacher reads the following story to the class. She then asks questions based on the story and the children are expected to answer in complete Hebrew sentences.

3. The same story is now presented in dialogue form and memorized.

Adaptations

Related Vocabulary and Patterns of Speech
Suggested Activities

1. After the following riddles are presented, they may be memorized.

(1)
 amat shemer barovah.
yish vil keceh chetel.
yish vil marshakh.
ani zov ve'iladim lavenim el torah.
mi amenu?

(2)
ani davar emeim babi.
yish vil keceh adam.
ani halil lebav Ya.
mi amenu?

2. A child is called on to choose the policeman’s, the fireman’s or the postman’s hat. He puts it on and calls on a friend who says:

ahate habat.
yish vil keceh adam.

The child with the hat says:

ci, ahate habat.
yish vil keceh adam.

3. Poems

(2)

(1)

4. Song

29. Harry Coopersmith, Kindergarten and Primary Songs.
A VISIT TO THE PARK AND THE ZOO

Introduction

Before beginning this series of lessons, the teacher will be prepared with pictures representing the four seasons, pictures of scenes in a park and models or pictures of zoo animals. If at all possible, she should have available pictures of a park scene in Tel Aviv as well as a park scene in New York.

Suggested Procedure

1. Before teaching the following dialogue, the teacher explains it in English in this manner:

Mother is surprised to find that the children are so happy this morning. They remind her that it is a holiday and suggest going to the park and to the zoo. Mother agrees.

This is a good time to point out that in Israel children have no school on Saturday but have regular classes on Sunday, making it a six-day school week.

2. Basic to conversations about the park and the zoo is a knowledge of the seasons and the weather. To teach the seasons, the teacher starts by directing the conversation toward the date and the days of the week. This will lead to:

3. This is the logical time to learn the names of the Hebrew months. The date can now be written in Hebrew, e.g.,
4. As soon as the names of the months and seasons are learned, the conversation is directed in such a way as to drill the various forms of אֱלֹהִים.

5. One way to provide additional practice in the use of the verb אוהב is to ask a child to pretend he is questioning his younger brother or sister as to whether or not he likes the springtime.

6. The patterns may now be presented and drilled in combination with the previously learned שָׁנָה.

7. A picture of a park scene is displayed in front of the room. Now that the youngsters can talk about the seasons, the weather, the months of the year, etc., they will be able to describe what they see in the pictures.
8. The frequently used verb ראח should be drilled conversationally in all persons of the present tense.

9. The Hebrew equivalents of the names of the zoo animals are now taught with the aid of pictures or models of the animals.

10. As an exercise in comprehension, the following paragraph is read to the class. The children are then expected to answer the questions orally in Hebrew using complete sentences. If the children are fairly well advanced in their reading, this paragraph may be rexographed and distributed for use as a reading exercise. Toward the end of the third year of Hebrew instruction, the children should also be able to copy
accurately this paragraph or one of the same degree of difficulty and to write the answers to the questions in Hebrew.

הו יש ידוע. קושי מטילו בם בהנה עט חכם. טו דאימוית ויתר ארצות.
הו ידוע בוחים ומרימים דתו. אלה ידיע הביט החときに. דיבר חוטפי ובו לחבר.
הו ידוע פפאל קופיס. מיילום חוקסית ואובסרבט בпродаж. והנה כתבה בפופ.

קותית לקפוס פפאלים. ידיעים מטילו בה חיות.

(1) איך ידוע?
(2) איך יש ידועونة צורת?
(3) את זה ידועونة חטים?
(4) איך ידועון חטות?

Related Vocabulary and Patterns of Speech

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<th>Biblical Hebrew</th>
<th>Hebrew in Speech</th>
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| רב | רב | שול יודי
| מנהל | מנהל | בטש יודי |
| ממלכית | ממלכית | מתכלי |
| שפת | שפה | מונפורט |
| מ(mi) | מ(mi) | רתר ורשב |

(1) bzw. (2) מהי ידועון דת? (3) מהי ידועון דת? (4) מהי ידועון דת?
Suggested Activities

1. The children are asked to bring in pictures of park or zoo scenes and to be able to describe them briefly in Hebrew.

2. Once the vocabulary is well learned orally, the children are asked to match the written names of the animals with the pictures.

3. Felt cut-outs of animals are placed on a tray. A pupil is called on to choose an animal and say a sentence about it. If he succeeds, he is permitted to place the animal on the felt board which becomes an imaginary zoo.

4. Games
   a. A leader is chosen who, in turn, calls on various classmates to act the part of a wolf, elephant, etc. The command is,

   לוחות טיול
   לוחות טיול

   b. A child is called on to act like one of the animals. His classmates have to guess what animal he is by saying:

   אטא (אטא) שועל
   אטא (אטא) פילים

5. Poems

   (1) גינה

   גינה. גינה, גינה
   גינה. גינה, גינה
   גינה.
   גינה.

   (2) בקע

   בקע בקע, בקע בקע
   בקע בקע, בקע בקע
   בקע בקע, בקע
   בקע בקע.

(Sh. She'erith Hashirim)
יִצְרָךְ בַּלָּד, מִי צִיֶּרָךְ?
וּלָּכַּה צִוָּרָה עָלַי הַצִּוָּרָה.
כִּסֵּם וּפָנָה, כְּאֶנֶּךָ?
מִן הַקָּרָה אֵא דוּרָה.
יִצְרָךְ בָּלָד, מִי צִיֶּרָךְ?
שְׁלוֹח נִלְדָּה — כְּהַלָּי
(ה. ג' יבשלי)

(3)

בְּגֵן הַזְּלוֹת
פָּרְדַּה, מִי לִי רַגְלָה
ירָק אָרִיח, לְאַל אָכְפַּח.
(ב. סְפַּרְיָם)

(5)

6. Songs

(2)

גְּמלָּה בָּמְלָל
גְּמלָה בָּמְלָל, גְּמלָה בָּמְלָל.
הַבָּרָה אָלְּי בּוֹיִמּוֹת.

(1)

(3)

עֵץ זְלוֹת שְׂמִידִים
עֵץ זְלוֹת שְׂמִידִים.
עֵץ זְלוֹת שְׂמִידִים.
לָה הָלָה, הִילָה הָלָה הָלָה.
עֵץ זְלוֹת שְׂמִידִים.
32

30. Judith Eisenstein, Gateway to Jewish Song (p. 17).
31. Ibid. (p. 18).
32. Music and Dance in Dvora Lapson, Jewish Dances the Year Round (p. 35).

50
PLANNING A TRIP

Introduction

In this series of lessons the teacher, in addition to presenting and drilling the new structural patterns, will take every opportunity to acquaint the children with the way of life and the people of Israel. This does not mean a detailed study of the geography, history, literature, arts and sciences of Israel. More appropriate at this stage is the understanding of the way of life of an Israeli child of elementary school age. What life is like in Tel Aviv or in other communities of Israel is of great interest to most children of this age. The teacher will need picture post cards of places of interest. This material together with stamps, coins and appropriate newspaper and magazine articles should be displayed in the room. This is the time, too, to make use of available slides, movies, filmstrips, records and tapes that will help bring the spirit of Israel into the classroom.

Suggested Procedure

1. The teacher begins this series of lessons by teaching the following dialogue. First, she explains it in English in this way: Robert walks into Joseph's room and finds him writing a letter to his Israeli friend, Carmi. Robert is indeed surprised and envious when he learns that Joseph is writing to tell Carmi that he will be in Israel for the summer.

2. Once the dialogue is learned, the structural forms below can be presented and drilled. One way of doing this is by reviewing the practice series previously taught, and adding to it forms of the verb.
3. An interesting way to practice new forms of the verbs already learned is to have the class act as a Greek chorus repeating in the 3rd person what one child says in the 1st person singular. For example:

<table>
<thead>
<tr>
<th>Feminine</th>
<th>Masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>מורה : קנו!</td>
<td>מורה : קנו!</td>
</tr>
<tr>
<td>תלמיד : אנה קמה.</td>
<td>תלמיד : אנה קמה.</td>
</tr>
<tr>
<td>כךנה : היא קמה.</td>
<td>כךנה : היא קמה.</td>
</tr>
<tr>
<td>... לכל</td>
<td>... לכל</td>
</tr>
<tr>
<td>מורה : כל הלהב</td>
<td>מורה : כל הלהב</td>
</tr>
<tr>
<td>תלמיד : אני pageSizeב להב</td>
<td>תלמיד : אני pageSizeב להב</td>
</tr>
<tr>
<td>כךנה : היא להב</td>
<td>כךנה : היא להב</td>
</tr>
<tr>
<td>... כל</td>
<td>... כל</td>
</tr>
<tr>
<td>מורה : כל ניתן</td>
<td>מורה : כל ניתן</td>
</tr>
<tr>
<td>תלמיד : אני pageSizeב ניתן</td>
<td>תלמיד : אני pageSizeב瑄</td>
</tr>
<tr>
<td>כךנה : היא pageSizeב瑄</td>
<td>כךנה : היא pageSizeב瑄</td>
</tr>
<tr>
<td>... כל</td>
<td>... כל</td>
</tr>
<tr>
<td>מורה : כלﯥ</td>
<td>מורה : כל_unicode</td>
</tr>
<tr>
<td>תלמיד : אני pageSizeב西班</td>
<td>תלמיד : אני pageSizeב西班</td>
</tr>
<tr>
<td>כךנה : היא pageSizeב西班</td>
<td>כךנה : היא pageSizeב西班</td>
</tr>
<tr>
<td>... כל</td>
<td>... כל</td>
</tr>
<tr>
<td>מורה : כל זה</td>
<td>מורה : כל זה</td>
</tr>
<tr>
<td>תלמיד : אני pageSizeב זה</td>
<td>תלמיד : אני pageSizeב זה</td>
</tr>
<tr>
<td>כךנה : היא pageSizeב זה</td>
<td>כךנה : היא pageSizeב זה</td>
</tr>
<tr>
<td>... כל</td>
<td>... כל</td>
</tr>
</tbody>
</table>

When two children are called on to act and recite in unison, the plural forms are practiced. In Israel, there is no distinction made between the masculine and feminine in the plural imperative. For example:

<table>
<thead>
<tr>
<th>Feminine</th>
<th>Masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>מורה : חותם את המסר חמש</td>
<td>מורה : חותם את המסר חמש</td>
</tr>
<tr>
<td>שני תלמידים : אני pageSizeב חותם</td>
<td>שני תלמידים : אני pageSizeב חותם</td>
</tr>
<tr>
<td>כךנה : אני pageSizeב חותם</td>
<td>כךנה : אני pageSizeב חותם</td>
</tr>
<tr>
<td>... כל</td>
<td>... כל</td>
</tr>
</tbody>
</table>

4. In the dialogue, the expression כל עקץ is used. This is a good time to practice some commonly used expressions of time. The teacher begins by asking the children to repeat after her as follows:

<table>
<thead>
<tr>
<th>מורה</th>
<th>מורה</th>
</tr>
</thead>
<tbody>
<tr>
<td>اورה : אני pageSizeב לתם כל והם</td>
<td>اورה : אני pageSizeב לתם כל והם</td>
</tr>
<tr>
<td>כךנה : אני pageSizeב תמרני כל והם</td>
<td>כךנה : אני pageSizeב תמרני כל והם</td>
</tr>
<tr>
<td>اورה : אני pageSizeב תמרני כל והם</td>
<td>اورה : אני pageSizeב תמרני כל והם</td>
</tr>
<tr>
<td>כךנה : אני pageSizeב תמרני כל והם</td>
<td>כךנה : אני pageSizeב תמרני כל והם</td>
</tr>
<tr>
<td>اورה : אני pageSizeב תמרני כל והם</td>
<td>اورה : אני pageSizeב תמרני כל והם</td>
</tr>
<tr>
<td>כךנה : אני pageSizeב תמרני כל והם</td>
<td>כךנה : אני pageSizeב תמרני כל והם</td>
</tr>
</tbody>
</table>
The teacher may reinforce this pattern with questions and answers.

The children will probably be ready to cope with another tense at this time and the future can be taught. For example:

5. In the dialogue the future tense is used in the phrase, The children will probably be ready to cope with another tense at this time and the future can be taught. For example:

6. To avoid boredom which might result from memorizing and repeating too many dialogues, the next few lessons are developed from a paragraph in Hebrew, read aloud by the teacher. First, all the new words and phrases are explained by direct association with actions, pictures, or objects. Then a summary is given in English. (This may be unnecessary for some classes.) Finally, the paragraph is read in Hebrew twice. This is followed by questions in Hebrew which test comprehension and act as a springboard for conversation in the foreign language.

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7. The verbs יָהֲשָׁנָה לָךְ, יָשָׁנָה לָךְ שְׁם, וּפַדֵּר לָךְ, וּפַדֵּר לָךְ שְׁם may be taught and drilled in all the forms of the present tense.

8. Some time should be spent on the comparison of adjectives. The children have learned from the story that מבנהי יפות ק.ADMIN מִנְבָּא, and that מבנהי יפות ק.ADMIN מִנְבָּא. The teacher presents additional examples using familiar vocabulary while drilling... מִנְבָּא.

ינון יחור בַּדָּד מִן.
וכם יחור בַּדָּד מִן.

As an exercise, the teacher mentions or points to two objects or people and then adds an adjective. She calls on a child to make the comparison. For example:

- מִנְבָּא: יفشل עד (דהעיל).
- מִנְבָּא: יفشل עזר מדָּד.
- מִנְבָּא: תזנָה תָּופִי (כָּפֶל).
- מִנְבָּא: תזנָה יثور קְסֵמ מַמְמִיל.

At the same time, the teacher reviews the agreement of the adjective with the noun.

- מִנְבָּא: קְסֵמ מַמְמִיל
- מִנְבָּא: צַהֲל מַמְמִיל
- מִנְבָּא: מִרְי מַמְמִיל
- מִנְבָּא: יָשָׁנָה מַמְמִיל

9. Up to this point, the children have been talking in Hebrew about planning a trip and packing for it. Now they are ready to enjoy Joseph's visit to Israel. One way of doing this is by having the children dramatize a scene that takes place in Jerusalem. The scene can be given the same treatment as a dialogue or can be expanded and acted out with props as elaborate or as simple as the classroom situation permits. The characters are Joseph, his friend Carmi, and a taxi driver.

כָּרָמִי: יָשָׁנָה אָרְגִּינָה לַחֲזָאָה לְךָ אָתֵם הָעָר שְׁלֵלָה יְרֵשְׁלָמִי.

- יָשָׁנָה: בְּשָׁרִי?
- יָשָׁנָה: בְּשָׁרִי?
- כָּרָמִי: שְׁכִפֵּשְׁ?
- כָּרָמִי: שְׁכִפֵּשְׁ?
- הָנֶגֶד: אֵלָה. אַתָּה?
- כָּרָמִי: בִּקְרִיְתָּנוּ סְלָמִיִּי הָעָרָיָה.
- יָשָׁנָה: מָה הָעֲבֹדֵי הָיְמָנָה הָנוּ?
10. Now is the time for the teacher to tell the children something about the cities of Jerusalem, Tel Aviv, Haifa or any other place in Israel with which the teacher is most familiar.

**Related Vocabulary and Patterns of Speech**

<table>
<thead>
<tr>
<th>מדריך</th>
<th>גרם</th>
<th>ארוך</th>
</tr>
</thead>
<tbody>
<tr>
<td>לא</td>
<td>חתנה</td>
<td>מוזה</td>
</tr>
<tr>
<td>לא</td>
<td>שמלת</td>
<td>מקרת</td>
</tr>
<tr>
<td>המר</td>
<td>נמל</td>
<td>חותנה</td>
</tr>
<tr>
<td>כדי</td>
<td>מלח</td>
<td>חותנה</td>
</tr>
</tbody>
</table>

לשמנה חותנה

יתנוי קום מ
יתנוי גוויל מ
 italic

האתיות

cloth

Suggested Activities

1. Have children bring in pictures of places of interest in Israel.

2. Have children pretend they are packing a bag to take a trip. Use a cardboard case or box. Have a collection of pictures of articles of clothing, toothbrush, comb, etc. One child selects a picture, places it in the case and says:

b'modah oseh ani shema (שבהו) forthcoming.

One child after another selects a card, places it in the case and tells what he is packing.
3. In response to: "What would the children tell in Hebrew what they would do while taking a walk in Tel Aviv, (or Jerusalem, or Haifa, etc.). For example:

Ani ro'eh (יראה) anei ha-negev.
Ani ro'eh (יראה) anei ha-melah.

4. Show picture post cards or pictures of Tel Aviv, Jerusalem, etc. See how many places the children can name.

5. Place these pictures in a box. Have one child at a time pick one and name it.

6. Play records of typical Israeli songs and dances.

7. If possible, arrange for a visit aboard a Zim ocean liner. Visits are permitted during embarkation hours.

8. Poem

Aneh ve-emtza
Cham anari le-hishvah.
Horidirin al ha-nir.
Amezer asher li shali.
(ใจהל הלילתי)

9. Song

"(2)
Bukem ve-roshela.
"(2)
Ha, temebah, temebah, temebah.
Bukem ve-roshela.

10. Dances

The HORA is the most popular dance of Israel. Instructions and appropriate music are found on page 180 of the curriculum bulletin, Physical Activities for Elementary Schools (1957).

Another favorite dance, the CHERKESSIA, is found on page 138 of the same bulletin.

33. Music and Dance in Corinne Chochem, Palestine Dances (p. 27).
RECREATION AND SPORTS

Introduction

The topic of sports is of great interest to children of this age. It serves as good motivation for learning new vocabulary and structure related to it. At the same time, the student will gain further insight into the way of life of Israeli families through a knowledge of how they seek fun and relaxation.

Suggested Procedure

1. Before beginning this topic in Hebrew, the teacher should discuss with the children what forms of sport and recreation are popular in Israel. Soccer (resembling our game of football) is the most popular sport in Israel. There are about twelve teams, forming four soccer leagues. A national league championship takes place annually.

Basketball and volleyball follow in popularity, with three leagues each, and these, also, have an annual championship contest.

Most of the other sports that we know are popular in Israel, too. Among these are hockey, tennis, boxing and wrestling.

Water sports are very popular, helped by the climate of the country. For about eight months of the year the sky is clear while sunshine and warmth abound. A high percentage of Israelis, living near water, swim from earliest childhood. A race across the Sea of Galilee is a popular annual event.

Skin-diving has attracted thousands of participants in the three bodies of water: the Gulf of Aqaba, the Sea of Galilee and the Mediterranean.

Approximately every four years, the Maccabiah Games are held in Tel Aviv. These follow the pattern of the International Olympics in which sportsmen from all over the world compete for championships.

Groups of school children, as well as adults, go out hiking. These are frequently overnight hikes and many last for several days. The Israelis enjoy hiking for the fun and also because they gain more intimate knowledge of their country.

Dancing the Hora or other folk dances is a most enjoyable form of relaxation after a hard day’s work.
2. The teacher may introduce the following conversation by bouncing a ball and saying:

אני מושך (משחק(ת) בבדור.

Then in response to:

מה אני עושה (עסק(ת))?

a child will answer

אני מושך (אנ(ת) מושחק(ת) בבדור.)

All the forms of⚪ are reviewed in the present tense and drilled with בבדור.

3. When there is no longer any difficulty in using the verb⚪ in all persons, the teacher may show the class a picture of a boy playing tennis and say:

מורה: זילדי מושך נוכיים. מה תעשו זילדי?

תלמידים: זילדי מושך נוכיים.

מורה: תאמנו את עוזר(ת) מושחק(ת) נוכיים?

);} נוכיים(ת) : כל, ניג אמו מושחק(ת) מוכיים.

At this stage, every time a child answers a question in the first person, another child should be called on immediately to make the same statement in the third person. For example:

מורה: זה, האם אנ(ת) מושחק(ת) נוכיים?

אני: לא, אנ(ת) מושחק(ת) נוכיים.

מורה: זה, האם אנ(ת) מושחק(ת) נוכיים?

אני: אף אם, אנ(ת) מושחק(ת) נוכיים.

At this stage, every time a child answers a question in the first person, another child should be called on immediately to make the same statement in the third person. For example:

מורה: זה, האם אנ(ת) מושחק(ת) נוכיים?

אני: לא, אנ(ת) מושחק(ת) נוכיים.

מורה: זה, האם אנ(ת) מושחק(ת) נוכיים?

אני: אף אם, אנ(ת) מושחק(ת) נוכיים.

At this stage, every time a child answers a question in the first person, another child should be called on immediately to make the same statement in the third person. For example:

מורה: זה, האם אנ(ת) מושחק(ת) נוכיים?

אני: לא, אנ(ת) מושחק(ת) נוכיים.

The names of the other sports are introduced and drilled in the same way.

לושק גלגל, לושק כדורגל,

4. The directed dialogue is a difficult drill but one which develops the ability to think in the foreign language by requiring quick com-
prehension and spontaneous restatement of a structural pattern. For example:

The directed dialogue used in this way (in “round-robin” fashion) changes the pace and helps sustain interest.

5. The verb רצה (plus an infinitive) is one of the most needed words in daily speech. To provide drill in this structure, a conversation can be based on what game each child would like to play.

6. This is a good time to review the seasons and the weather, since these are deciding factors as to which sports are played.

7. Now the teacher can develop the sports played in the different seasons of the year. At the same time, new words and expressions dealing with sports may be introduced.
8. An important pattern to master with the sports vocabulary is肾以及 an infinitive. This pattern was introduced in the topic on toys but is important enough to be thoroughly reviewed at this time. The following shows how the teacher may conduct the conversation in such a way as to give as many children as possible the opportunity to use the pattern in one of its basic forms. At first, the teacher may have to do some prompting. When she does, the child should be required to repeat the response correctly.

9. Before teaching the following dialogue, the teacher explains in Hebrew that Joseph and Robert are telling each other where they plan to spend the summer vacation, what they plan to do, and their sport preferences.
10. The teacher may now read to the class the following paragraph based on sports and ask questions about it. The children are expected to answer in complete Hebrew sentences.

11. When the teacher is reasonably sure that the vocabulary and patterns of the paragraph in 10 above have been mastered to the extent that they can be readily understood when heard, and accurately used in conversation, she may present it as an exercise in reading. The recommended procedure for a reading lesson is outlined in the section on “Reading” of this bulletin.

12. Finally, when the children can read the paragraph with good pronunciation and intonation, the writing exercise may be given. The teacher requires the children to copy the paragraph in 10 above (all or part, depending upon extent of previous writing experience). She then selects a sentence or two for dictation practice.

Related Vocabulary and Patterns of Speech
Suggested Activities

1. Children collect and label pictures of various sports and games.

2. The teacher calls on a child to choose one picture and tell about it in Hebrew.

3. Games
   a. Pantomimes
      A child pantomimes an action in a game—batting a ball, swinging a tennis racquet, swimming, etc. He then calls on a child and asks, "What is this (thing)?" The child answers, "It is a ball." or "It is a bat." The child who answers correctly then pantomimes another sport and the game continues.
   b. Baseball
      Divide the class into 2 teams. Select a pitcher and a catcher for each team. Mark off in the room 1st, 2nd, 3rd, and home base.
      When the first child is up at bat, the pitcher flashes a card (the cards may be anything in any area the teacher wishes to strengthen—numbers, speech patterns, actions, sports, etc.). If the batter correctly answers first, he moves to first base. If the catcher of the other team answers first, the batter is out. For each correct answer by a batter, the runners move on to the next base. The score is the number of runners who come home. When 3 players are out, the other team comes up to bat.

4. Poems

(1)
5. Songs

(1)

זה מק
ה להשון בלתי
ה.activity מעבר
ה 관심

(2)

שאבות מים בשון
מדוריים השואות
מקים, מים בשון
וה, מים בשון.

(3)

דר הים
שם ים,
כוכבים ובצרים במרום.
לילות, כא
י_lower, חום,
שלום.

(This is sung to tune of “Taps.”)

34. M. Gorali and D. Sambursky, זמר שירים ומשנה ב (p. 105).
35. Music and Dance in Katya Delakova and Fred Berk, Dances of Palestine (p. 12).
Bibliography

Curriculum Bulletins, Conference Reports and Book Lists


**Teachers' Guides and Materials**


Books on Methodology and Linguistics


**Language Journals**


*The Pedagogic Reporter*. Publication of the American Association for Jewish Education, 101 Fifth Avenue, New York City.

107
**Children's Books**


**Books of Songs**


Books of Dances


Records: Language

(Three 33 1/3 RPM).
(Two 10" 33 1/3 RPM—with illustrated manual).
(Two 12" 33 1/3 RPM).
(Six 7" 33 1/3 RPM).
(Two 12" L.P. Records).
(Four 10" L.P. 33 1/3 RPM).
Distributors: Book Sales, New York.
(2-speed Miracle records).
**Records: Music**

*Folk Songs of Israel.* New York, N. Y., Elektra Records.
(One 33⅓ RPM with text).

*Hebrew Folk Songs.* New York, N. Y., Folkways Records & Service Corp.
(One 33⅓ RPM with booklet).

*Israel Songs for Children in Hebrew.* New York, N. Y. Folkways Records and Service Corp. (FC 7226)
(One 33⅓ RPM with booklet).


**Teaching Aids and Audio-Visual Material**

Color Slides from Israel. Israel Color Slides Co. P.O. Box 577, Jerusalem, Israel.


Hebrew Through Pictures (Film Strips). Language Research Inc., 13 Kirkland St., Cambridge, Mass. 24 Black & White based on the text of same name by I. A. Richards, David Weinstein and Christine Gibson.

Illustrated Hebrew Charts. New York: Jewish Agency, Dept. of Culture & Education.
1. On the Way to Israel
2. A Trip to Israel
3. The School
4. The Clubhouse

Instructo Flannel Board. Instructo Products Co., Philadelphia 31, Pa. Foreign Language Series:
301—The Family
302—The Classroom
303—The House
305—Parts of Body.

Map of Israel. Israel Gov't. Office of Information, 11 East 70 St., New York 21, N. Y.
Pictorial Aids for Teaching Hebrew. New York: Jewish Education Committee Press.
A. The School
B. The Home

Speak Hebrew Word Charts. New York: Jewish Agency for Israel. (gratis)

Travel Posters of Israel. New York: Israel Gov't. Tourist Office, 574 Fifth Avenue, New York, N. Y. (gratis)


Service Bureaus

Bureau of Audio-Visual Instruction. Board of Education of the City of New York, 131 Livingston Street, Brooklyn 1, N. Y. Films and tapes may be borrowed by New York City school personnel from the Central Free Loan Collection.

Hebrew Culture Council, 426 West 58 Street, New York 19, N. Y.

Israel Educational Stamp Service. Blich Publishing Co., 31 West 31 Street, New York 1, N. Y. Israel Stamp Exhibits and color slide programs arranged for schools.

Jewish Agency for Israel, Department of Education and Culture, 515 Park Ave., New York, N. Y.

Israel Office of Information, 11 East 70 Street, New York 21, N. Y.