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# CHARTER FOR HEBREW

## LEVEL A1

**The objective of teaching in the elementary group is to attain, at the end of level A1, a command of Hebrew which allows the student to use documentation in Hebrew and to practise the language in a non-specialised context.**

**Below are the skills to be attained at the end of level A1.**

### The four skills

#### Listening comprehension

- Instructions and simple explanations given during the course.
- Simple questions relating to my identity, immediate circle of people and daily life.

#### Spoken expression

- Satisfactory pronunciation of all the Hebrew phonemes (appropriately reproduce the guttural letters, the distinction between het and resh, samek and tzadi, etc.).
- Introduce and talk about yourself.
- Ask for information about someone's identity or everyday life.
- Master the expressions for apologising, thanking.
- Respond to and answer questions beginning with: who, what, how, where, from where, to where.
- Hold a simple everyday conversation or talk about a third party (presentations, travel, trips, study and the class).

#### Reading comprehension

- Recognise all the letters of the alphabet, including the "final" letters, in different written forms (printed and written characters as well as different fonts).
- Recognise all the vowels (vocalization system).
- Master full reading and writing without vocalization.
- Identify and read the words and sentences that have been interpreted orally.
- Identify and read some predictable patterns, such as the regular verbal constructions of Pa'al, Hif'il and Pi'el conjugated in the present tense, plurals and feminine suffixes.

#### Written expression

- Reproduce syllables, words, sentences.
- Write the vocabulary learned with and without vocalization.
- Complete a sentence, a dialogue, a short text.
- Re-order a sentence, a short text.
- Write a short text.

### Language tools

The following structures will be studied in context and as they relate to the communication skills listed above.

#### Syntax

- Determination.
- Masculine and feminine singular.
- Endings of feminine and masculine plurals and some irregular plurals.
- Personal pronouns.
- Demonstrative pronouns.
- Qualifying adjectives.
- Interrogative pronouns.
- Prepositions of place, time and means / movement.
- Nominal sentences.
- Verb sentences.
- Coordination.

#### Grammar and morphology

- Distribution in syllables.
- The concept of roots.
- The concept of verbal constructions (binyanim).
- Verbal constructions: Pa'al, Hif'il and Pi'el conjugated in the present tense.
- Some irregular verbal groups of verbal constructions.
- The positive form.
- The negative form.
- The interrogative form (written and spoken).

#### Phonetics

- Initial introduction to the accent structure of Hebrew.
- Fricative and plosive pronunciations of the letters Bet, Kaf and Pé.
- The formative letters bet, lamed and mem before different phonemes.
- Changes due to guttural letters.

### Modes of evaluation

Evaluation is carried out on an ongoing basis throughout the semester. This means that regular work is required of the students and is tested. There is therefore no final examination.

#### Spoken expression

Oral expression is assessed during the various class activities: these different components of the interactive teaching are given a mark out of 20.

### Written expression

The teacher will give students **a minimum of 3 written assignments to be done outside of class**. These assignments must be spread over the entire length of the semester. **For the languages with 4 hours of classes per week, the number of assignments is greater and more frequent.**

This work will receive a final average score out of 20.

### Listening comprehension

The listening comprehension training is based on a variety of comprehension exercises (audio and video) and receives a final mark out of 20.

### Reading comprehension

Reading comprehension is evaluated through a range of exercises completed in class, for a grade out of 20.

**An end-of-semester test for the A1, A2, B1 and B2 levels is held in week 10 of the semester (this is not a final exam but an evaluation of attainment). Information on this test will be provided in due course by the Language Department. The grade on this test is taken into account in the final grade for the semester.**

## Mid-term assessment and final evaluation

The mid-term assessment results are used to assess each student's progress and alert them to any shortcomings, while providing advice on how to remedy them.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.

**Each level is normally scheduled to last one semester.** This means that a student is expected to move on to the next level from one semester to the next. **However, some students, despite having achieved a final grade of 10/20 or more, may be required, upon the teacher's decision alone, to redo a level.** Indeed, a student can obtain his or her credits and still have gaps to fill in a particular skill. He or she may also simply not have achieved the overall ability sufficient to benefit from progressing to the next level.

In the final class of the semester, teachers notify students of their final grade as well as whether or not they may advance to the next level. **Teachers have the final say as to their students' level at the end of the class and this is not open to negotiation.**

Teachers submit their grades online as well as their qualitative assessments. These assessments should be as clear, precise and articulate as possible in order to avoid possible appeals from certain students.

## Pedagogical materials

- B. A. BA by Bella BENAROCHE and Nira DIMANSKY.
- Dictionnaire hébreu-français, français-hébreu + 2000 Liora Winbach and Edna Lauden (Ed. "Ad").

### LEVEL A2

**The objective of teaching in the elementary group (levels A1 to A2) is to attain, at the end of level A2, a command of Hebrew which allows the student to use documentation in Hebrew and to practise the language in a non-specialised context. Below are the skills to be attained at the end of level A2.**

### The four skills

#### Listening comprehension

- Recognise all the words in a simple conversation.
- Understand conversational questions relating to my identity, immediate circle and daily life.

#### Spoken expression

- Fluent pronunciation of all the Hebrew phonemes (appropriately reproduce the guttural letters, the distinction between alef and ay'in, alef and hé, het and resh, samek and tzadi, etc.).
- Present topics related to my identity and environment.
- Present topics that take place in the present in a particular context (apartment, schedule, travel, restaurant).
- Request information relating to the identity of a person.
- Discuss and exchange information about everyday life.
- Respond to and answer simple questions beginning with all the interrogative pronouns.
- Conduct a discussion in the present expressing basic ideas.

#### Reading comprehension

- Master the reading of vocalized writing, accurately reading texts written in full script.
- Identify and read some predictable patterns, such as verbal constructions conjugated in the present.

#### Written expression

- Write short texts relating to my identity and circle of friends and family.

### Language tools

The following structures will be studied in context and as they relate to the communication skills listed above.

#### Syntax

- The irregular plural of some nouns.
- The inflection of prepositions (shel, Le).
- The inflection of the noun "Shalom".
- Word order in classic sentences.

- Impersonal turns of phrase.
- Adverbs.

### Grammar and morphology

- The regular verbs ("shlemim"), of the three verbal constructions conjugated in the present tense (Paal, Piel, Hifil).
- Conjugations of irregular verbs (lamed hé, ayin vav) of the Paal verb construction in the present tense.
- Infinitives.
- The construct state (the basics).
- Cardinal numbers (from 0 to 20).

### Phonetics

- The "ve" coordination and its modifications ("boumaf" and "Shva").
- Changes due to guttural letters (infinitives and verbs).
- Phonetic modifications due to the construct state.

### Vocabulary

- The time.
- The apartment, the rooms, their descriptions and contents.
- Travel.
- Restaurants, meals, food, menus.

## Modes of evaluation

Evaluation is carried out on an ongoing basis throughout the semester. This means that regular work is required of the students and is tested. There is therefore no final examination.

### Spoken expression

Oral expression is assessed during the various class activities: these different components of the interactive teaching are given a mark out of 20.

### Written expression

The teacher will give **students a minimum of 3 written assignments to be done outside of class**. These assignments must be spread over the entire length of the semester. **For the languages with 4 hours of classes per week, the number of assignments is greater and more frequent.**

This work will receive a final average grade out of 20.

### Listening comprehension

The listening comprehension training is based on a variety of comprehension exercises (audio and video) and receives a final mark out of 20.

### Reading comprehension

Reading comprehension is evaluated through a range of exercises completed in class, for a grade out of 20.

**An end-of-semester test for the A1, A2, B1 and B2 levels is held in week 10 of the semester (this is not a final exam but an evaluation of attainment). Information on this test will be provided in due course by the Language Department. The mark on this test is taken into account in the final grade for the semester.**

### Mid-term assessment and final evaluation

The mid-term assessment results are used to assess each student's progress and alert them to any shortcomings, while providing advice on how to remedy them.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.

**Each level is normally scheduled to last one semester.** This means that a student is expected to move on to the next level from one semester to the next. **However, some students, despite having achieved a final grade of 10/20 or more, may be required, upon the teacher's decision alone, to redo a level.** Indeed, a student can obtain his or her credits and still have gaps to fill in a particular skill. He or she may also simply not have achieved the overall ability sufficient to benefit from progressing to the next level.

In the final class of the semester, teachers notify students of their final grade as well as whether or not they may advance to the next level. **Teachers have the final say as to their students' level at the end of the class and this is not open to negotiation.**

Teachers submit their grades online as well as their qualitative assessments. These assessments should be as clear, precise and articulate as possible in order to avoid possible appeals from certain students.

### Pedagogical materials

- Hebrew from scratch part1 Shlomit Chayat, Sara Israeli, Hilla Kobliner Academon The Hebrew University Students' Printing and Publishing House.
- Dictionnaire hébreu-français, français-hébreu + 2000 Liora Winbach and Edna Lauden (Ed. "Ad").

### LEVEL B1

**The objective of teaching in the elementary group (levels A2 to B1) is to attain, at the end of level B1, a command of Hebrew which allows the student to use documentation in Hebrew and to practise the language in a non-specialised context. Below are the skills to be attained at the end of level B1.**

### The four skills

#### Listening comprehension

- Understand the instructions and simple explanations given during the course.
- Demonstrate understanding of the speakers.
- Identify all the words in a discussion and conversation using the vocabulary of the topics taught in the present and the past.

#### Spoken expression

- Describe an event that takes place in the present and in the past.
- Ask for information about personal identity and physical description.
- Engage in a discussion using the vocabulary of the topics taught in class.

#### Reading comprehension

- Understand short texts.
- Identify and read:
  - All of the words and statements that have been studied orally without the use of vowels.
  - Regular verbs (complete) of the five verbal constructions conjugated in the present tense (Paal, Piel, Hifil, Nifal, Hitpael).
  - Regular verbs (complete) of the two verbal constructions conjugated in the past tense (Paal, Piel).
  - Irregular verbs (lamed hé, ayin vav) of the Paal verbal construction conjugated in the past tense.

#### Written expression

- Write short texts relating to the topics taught in class.
- Write a letter or an email to a friend.
- Respond in writing to written questions on a text studied.
- Place a text back in the correct order.
- Complete a text.
- Write questions.

### Language tools

The following structures will be studied in context and as they relate to the communication skills listed above.

### Syntax

- The irregular plural of some nouns (continued).
- Dual nouns.
- The inflection of prepositions ("ét" and "im").
- Word order in classic sentences.
- Conjunctions.
- Subordinate prepositions of time and place.

### Grammar and morphology

- Regular verbs of the five verbal constructions conjugated in the present tense (Paal, Piel, Hifil, Nifal, Hitpael).
- Irregular verbs of the Paal verbal construction in the past tense.
- The five verbal constructions (Paal, Piel, Hifil, Nifal, Hitpael) and their conjugations in the present and past tense for regular verbs ("shlemim").
- Some irregular verbal groups, their conjugations and their infinitives.
- The construct state.
- Cardinal numbers (from 20 to 100).
- Adjectives.
- Colours.

### Phonetics

- Initial introduction to the accent structure of Hebrew (continued).
- The phenomenon of guttural letters.
- Phonetic modifications specific to the "hitpa'el" form.

### Vocabulary

- At the clinic, the limbs of the human body, the expression of pain, the visit to the doctor.
- Physical and moral description of a person.
- The post office, sending a letter, sending a parcel, buying stamps.
- Nature and landscapes.
- The family, composition and age.

## Modes of evaluation

Evaluation is carried out on an ongoing basis throughout the semester. This means that regular work is required of the students and is tested. There is therefore no final examination.

### Spoken expression

Oral expression is assessed during the various class activities: these different components of the interactive teaching are given a mark out of 20.

### Written expression

The teacher will give students **a minimum of 3 written assignments to be done outside of class**. These assignments must be spread over the entire length of the semester. **For the languages with 4 hours of classes per week, the number of assignments is greater and more frequent.**

This work will receive a final average grade out of 20.

### Listening comprehension

The listening comprehension training is based on a variety of comprehension exercises (audio and video) and receives a final mark out of 20.

### Reading comprehension

Reading comprehension is evaluated through a range of exercises completed in class, for a grade out of 20.

**An end-of-semester test for the A1, A2, B1 and B2 levels is held in week 10 of the semester (this is not a final exam but an evaluation of attainment). Information on this test will be provided in due course by the Language Department. The mark on this test is taken into account in the final grade for the semester.**

## Mid-term assessment and final evaluation

The mid-term assessment results are used to assess each student's progress and alert them to any shortcomings, while providing advice on how to remedy them.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.

**Each level is normally scheduled to last one semester.** This means that a student is expected to move on to the next level from one semester to the next. **However, some students, despite having achieved a final grade of 10/20 or more, may be required, upon the teacher's decision alone, to redo a level.** Indeed, a student can obtain his or her credits and still have gaps to fill in a particular skill. He or she may also simply not have achieved the overall ability sufficient to benefit from progressing to the next level.

In the final class of the semester, teachers notify students of their final grade as well as whether or not they may advance to the next level. **Teachers have the final say as to their students' level at the end of the class and this is not open to negotiation.**

Teachers submit their grades online as well as their qualitative assessments. These assessments should be as clear, precise and articulate as possible in order to avoid possible appeals from certain students.

## Pedagogical materials

- Hebrew from scratch part1 Shlomit Chayat, Sara Israeli, Hilla Kobliner Academon The Hebrew University Students' Printing and Publishing House.
- Dictionnaire pratique bilingue français-hébreu, hébreu-français avec translittération complète éditions PROLOG.

### LEVEL B2

The objective of teaching in the intermediate group is to attain, at the end of level B2, a command of Hebrew which allows the student to use documentation in Hebrew and to practise the language in a non-specialised context. Below are the skills to be attained at the end of level B2.

### The four skills

#### Listening comprehension

- Understand the instructions and simple explanations given during the course.
- Demonstrate understanding of the speakers.
- Identify all the words in a discussion and conversation using the vocabulary of the topics taught in the present and the past.
- Understand a story, discussion, description or song from a recording.

#### Spoken expression

- Recount a story, describe an event that happened, a journey carried out in the past using the vocabulary of the topics taught in class.
- Talk about a place visited.
- Talk about a historic figure.
- Report another's speech.
- Relate a piece of information.
- Express an opinion.

#### Reading comprehension

- Texts relating to the subjects taught.
- An easy advertising text.
- Some newspaper headlines.

#### Written expression

- Write short texts relating to the topics taught in class.
- Complete sentences and dialogues that recount the words of a third party.

### Language tools

The following structures will be studied in context and as they relate to the communication skills listed above.

#### Syntax

- Direct and indirect styles.

- The use of the infinitive after some verbs, impersonal expressions, adjectives or adverbs.
- Subordinate clauses of consequence.
- Nominal sentences in the past tense.
- The verb to have in the past tense.
- Double negatives.

### Grammar and morphology

- The relative pronoun that.
- The regular verbs (“shlemim”) of the five verbal constructions (Paal, Piel, Hifil, Nifal, Hitpael) conjugated in the past tense.
- The irregular forms of two verbal constructions (Paal and Piel) in the past tense.
- The construct state.
- Numbers: thousands.
- Ordinal numbers.

### Vocabulary

- Schedules.
- Politics.
- Advertising.
- Clothing.
- The historic sites of Jerusalem.
- Tourism and excursions.

## Modes of evaluation

Evaluation is carried out on an ongoing basis throughout the semester. This means that regular work is required of the students and is tested. There is therefore no final examination.

### Spoken expression

Oral expression is assessed during the various class activities: these different components of the interactive teaching are given a mark out of 20.

### Written expression

The teacher will give students **a minimum of 3 written assignments to be done outside of class**. These assignments must be spread over the entire length of the semester. **For the languages with 4 hours of classes per week, the number of assignments is greater and more frequent.**

This work will receive a final average grade out of 20.

### Listening comprehension

The listening comprehension training is based on a variety of comprehension exercises (audio and video) and receives a final mark out of 20.

### Reading comprehension

Reading comprehension is evaluated through a range of exercises completed in class, for a grade out of 20.

**An end-of-semester test for the A1, A2, B1 and B2 levels is held in week 10 of the semester (this is not a final exam but an evaluation of attainment). Information on this test will be provided in due course by the Language Department. The mark on this test is taken into account in the final grade for the semester.**

### Mid-term assessment and final evaluation

The mid-term assessment results are used to assess each student's progress and alert them to any shortcomings, while providing advice on how to remedy them.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.

**Each level is normally scheduled to last one semester.** This means that a student is expected to move on to the next level from one semester to the next. **However, some students, despite having achieved a final grade of 10/20 or more, may be required, upon the teacher's decision alone, to redo a level.** Indeed, a student can obtain his or her credits and still have gaps to fill in a particular skill. He or she may also simply not have achieved the overall ability sufficient to benefit from progressing to the next level.

In the final class of the semester, teachers notify students of their final grade as well as whether or not they may advance to the next level. **Teachers have the final say as to their students' level at the end of the class and this is not open to negotiation.**

Teachers submit their grades online as well as their qualitative assessments. These assessments should be as clear, precise and articulate as possible in order to avoid possible appeals from certain students.

### Pedagogical materials

- Hebrew from scratch part1 Shlomit Chayat, Sara Israeli, Hilla Kobliner Academon The Hebrew University Students' Printing and Publishing House.
- Dictionnaire pratique bilingue français-hébreu, hébreu-français avec translitération complète éditions PROLOG.

### LEVEL C1

**The objective of teaching in the advanced group is to attain, at the end of level C1, a command of Hebrew which allows the student to use documentation in Hebrew and to practise the language in a non-specialised context.**

**Below are the skills to be attained at the end of level C1.**

### The four skills

#### Listening comprehension

- Audio excerpts relating to the taught themes.
- TV extracts (sketches, news).
- Short films and TV series.

#### Spoken expression

- Describe a project, a planned future trip using the vocabulary of the taught themes.
- Comment on a topical issue.
- Express an opinion.
- Describe a custom or social phenomenon.

#### Reading comprehension

- Newspaper articles (in easy Hebrew: shaar lamathil, iton kal).
- Literary extracts.

#### Written expression

- Write an opinion, a critique, a commentary on the taught themes.

### Language tools

The following structures will be studied in context and as they relate to the communication skills listed above.

#### Syntax

- The inflection of prepositions in the singular and plural (revision and continuation).
- The use of the infinitive after some verbs, impersonal expressions, adjectives or adverbs with an inflected preposition (lé).
- The conditional (the real conditional).
- Noun sentences in the future tense.
- Subordinate clauses of cause.
- The expression of time in complex sentences.
- Subordinate clauses of intention.

- Relative subordinate clauses.

### Grammar and morphology

- The regular verbs (shlemim) of the four verbal constructions (Paal, Piel, Hifil Hitpael) conjugated in the future tense.
- Irregular verbs (Ayin Vav, Lamed Hé) of the Paal verbal construction in the future tense.
- The imperative.
- The imperfect (habits).
- The verb to have in the future tense.
- Stative verbs.
- The copula.
- The declension of nouns.

### Vocabulary

- Kibbutzes.
- Israeli culture and civilization.
- Israeli society.
- Tourism and excursions (continued).
- Current affairs via the press.
- Economic texts.

## Modes of evaluation

Evaluation is carried out on an ongoing basis throughout the semester. This means that regular work is required of the students and is tested. There is therefore no final examination.

### Spoken expression

Oral expression is assessed during the various class activities: these different components of the interactive teaching are given a mark out of 20.

### Written expression

The teacher will give students **a minimum of 3 written assignments to be done outside of class**. These assignments must be spread over the entire length of the semester. **For the languages with 4 hours of classes per week, the number of assignments is greater and more frequent.**

This work will receive a final average score out of 20.

### Listening comprehension

The listening comprehension training is based on a variety of comprehension exercises (audio and video) and receives a final mark out of 20.

### Reading comprehension

Reading comprehension is evaluated through a range of exercises completed in class, for a grade out of 20.

### Mid-term assessment and final evaluation

The mid-term assessment results are used to assess each student's progress and alert them to any shortcomings, while providing advice on how to remedy them.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.

**Each level is normally scheduled to last one semester.** This means that a student is expected to move on to the next level from one semester to the next. **However, some students, despite having achieved a final grade of 10/20 or more, may be required, upon the teacher's decision alone, to redo a level.** Indeed, a student can obtain his or her credits and still have gaps to fill in a particular skill. He or she may also simply not have achieved the overall ability sufficient to benefit from progressing to the next level.

In the final class of the semester, teachers notify students of their final grade as well as whether or not they may advance to the next level. **Teachers have the final say as to their students' level at the end of the class and this is not open to negotiation.**

Teachers submit their grades online as well as their qualitative assessments. These assessments should be as clear, precise and articulate as possible in order to avoid possible appeals from certain students.

### Pedagogical materials

- Hebrew from scratch part 2 by Shlomit Chayat, Sara Israeli, Hilla Kobliner Academon The Hebrew University Students' Printing and Publishing House.
- Dictionnaire hébreu-français, français-hébreu by M. Cohen (Ed. Larousse).

### LEVEL C2

The objective of teaching in the upper advanced group is to attain, at the end of level C2, a command of Hebrew which allows the student to use documentation in Hebrew and to practise the language in a non-specialised context. Below are the skills to be attained at the end of level C2.

### The four skills

#### Listening comprehension

- Audio excerpts relating to the taught themes.
- TV extracts (sketches, news).
- Short films and TV series.

#### Spoken expression

- Make a presentation on a subject of your choice.
- Comment on a news story.
- Express an opinion.
- Debate a topic.

#### Reading comprehension

- Newspaper articles (the Israeli daily newspapers).
- Literary extracts.

#### Written expression

- Write an opinion, a critique, a commentary relating to the themes taught.

### Language tools

The following structures will be studied in context and as they relate to the communication skills listed above.

#### Syntax

- Revision of all inflections of singular and plural prepositions.
- The conditional (real conditional or unreal conditional).
- The circumstantial subordinate clauses of compromise (phrases of denial and opposition).
- Comparatives.
- Superlatives.

#### Grammar and morphology

- Irregular verbs (Lamed Hé) of the three verb constructions Piel, hitpael and Hifil in the future tense.
- The three passive verb constructions (Nifal, Poual and Houfal) conjugated in three tenses.

- Nouns derived from verbs.

### Vocabulary

- Culture and civilization subjects.
- Current affairs via the press.

## Modes of evaluation

Evaluation is carried out on an ongoing basis throughout the semester. This means that regular work is required of the students and is tested. There is therefore no final examination.

### Spoken expression

Oral expression is assessed during the various class activities: these different components of the interactive teaching are given a mark out of 20.

### Written expression

The teacher will give students **a minimum of 3 written assignments to be done outside of class**. These assignments must be spread over the entire length of the semester. **For the languages with 4 hours of classes per week, the number of assignments is greater and more frequent.**

This work will receive a final average score out of 20.

### Listening comprehension

The listening comprehension training is based on a variety of comprehension exercises (audio and video) and receives a final mark out of 20.

### Reading comprehension

Reading comprehension is evaluated through a range of exercises completed in class, for a grade out of 20.

## Mid-term assessment and final evaluation

The mid-term assessment results are used to assess each student's progress and alert them to any shortcomings, while providing advice on how to remedy them.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.

**Each level is normally scheduled to last one semester.** This means that a student is expected to move on to the next level from one semester to the next. **However, some students, despite having achieved a final grade of 10/20 or more, may be required, upon the teacher's decision alone, to redo a level.**

Indeed, a student can obtain his or her credits and still have gaps to fill in a particular skill. He or she may also simply not have achieved the overall ability sufficient to benefit from progressing to the next level.

In the final class of the semester, teachers notify students of their final grade as well as whether or not they may advance to the next level. **Teachers have the final say as to their students' level at the end of the class and this is not open to negotiation.**

Teachers submit their grades online as well as their qualitative assessments. These assessments should be as clear, precise and articulate as possible in order to avoid possible appeals from certain students.

### Pedagogical materials

- Hebrew from scratch part 2 by Shlomit Chayat, Sara Israeli, Hilla Kobliner Academon The Hebrew University Students' Printing and Publishing House.
- Dictionnaire hébreu-français, français-hébreu by M. Cohen (Ed. Larousse).