



## Teacher Resource Bank

GCE Modern Hebrew

Schemes of Work



## Year 12 Modern Hebrew Schemes of Work

Even though there is no oral examination, all lessons should be conducted in Hebrew.

### Course outcome:

Students gain the following skills:

- The ability to understand and respond to written form of Hebrew.
- The ability to translate coherently into English.
- The ability to structure a well constructed essay and the ability to communicate confidently, clearly and effectively in Modern Hebrew through the written word, using increasingly accurate, complex and varied language.

It is recommended that every skill is taught every week.

Number of periods a week: five

Lesson allocation per week:

- Translation - 1
- Essay writing: 1- 2
- Reading comprehension - 2
- Grammar – 1

Same topics should run across all lessons of the week.

### Overview

#### AQA specification topic area

#### Term 1 (12 weeks)

#### Weeks 1-6

Day-to-day issues:

- Media
- Transport and communication
- Food, drink, health and fitness

Contemporary society:

- Family
- Religion

### **Suggested Grammar:**

- Revision of verbal system
- Verbal nouns
- Prepositions
- Prepositions in conjugation
- Nouns, regular, singular and plural
- Irregular nouns -- irregular plurals.

### **Weeks 7-12**

#### Contemporary society:

- Free time activities
- Social issues
- Environment and citizenship:
- Environmental issues
- Urban and rural life.

### **Suggested Grammar:**

- Use of adjectives with irregular plurals
- Definite nouns plus adjectives
- Particles: conjunctives – Aval, Ela
- Conditional sentences
- Turning nouns into adjectives.

## **Term 2**

### **Weeks1-6**

#### **Overview**

#### Environment and citizenship:

- Science and society
- Crime and punishment

#### Working world:

- Education and training
- Employment and unemployment

### **Suggested Grammar:**

- Language structures, which require future tense:
- conditional
- Want (you) to
- When (I am 60)
- Past and future of the verb to have
- The preposition 'for' for the description of time.

## Weeks 7- 12

Beginning of mock exams once every month.

### Overview

#### Working world:

- Commerce and industry

#### The international context:

- Holidays and travel
- Impact of tourism
- Aspects of life/culture of foreign countries

### Suggested Grammar:

- Compound sentences
- Hypothetical conditional
- Complex sentences

## Term 3

Revision + mock exams

#### Suggested activities

- Grammar workbook
- Use of Israeli Grammar programmes (e.g. Davka Grammar)
- Listening to Israeli radio, online
- Viewing Israeli television, on the Internet ([www.extraTv.co.nr](http://www.extraTv.co.nr))
- Read Israeli papers (also possible online. Articles can be kept for further use)
- Use Internet to view/read articles about transport in Israel e.g. חוצה ישראל, כביש, underground train in Tel Aviv, trains in Israel, road accidents -- Israeli worst enemy
- Project -- different religions in Israel
- Project -- how can we improve the environment in Israel
- Water problems in Israel
- Produce a guide booklet for young people who want to tour the world after their Army service.

## Year 13 Modern Hebrew Schemes of Work

### Course Outcome:

Students gain the following skills:

1. Understanding of language in a variety of contexts and genres.
2. The ability to transfer meaning from English to Hebrew.
3. Students have gained insight, knowledge and understanding of Israeli society through studying contemporary literature and/or topics, which deal with the history of the state and with the way it is today.
4. Demonstrating capacity for critical thinking and analysis in essay writing.
5. Understanding and applying the grammatical system, using a range of structures, and a wider range of vocabulary.

### Number of periods per week - 6

- Recommended lesson allocation per week:
- Reading comprehension - 1
- Translation - 1
- Grammar - 1
- Literary/non literary topics - 3

### Term one week 1-12

The following subjects can be tackled in reading comprehension and in translation. The non literary topics of Unit 2 can also be incorporated into these subjects. E.g. topics like 'family' or 'religion' or 'media and lifestyle' can be studied within topic's 2 'communities, traditions and religions in Israel'.

### Term one week 1 – 6

#### Overview

##### Day-to-day issues:

- Media and advertising
- Transport
- Communication technology
- Health and well-being

#### Recommended Grammar

- Passive forms (two of the three forms)
- The different usages of Ha.

## **Term one week 7-12**

### **Overview**

#### Contemporary society:

- Family and relationship
- Religion
- Leisure activities
- Social issues

### **Recommended Grammar**

- Passive (the third form)
- Irregular verbs

## **Term two weeks 1-6**

### **Overview**

#### Environment and citizenship:

- Protecting the planet
- Urban and rural life
- Impact of scientific and technological progress
- Law and order

#### Working world:

- Education and employment
- Economic issues

### **Recommended Grammar**

- Revision of ordinal numbers (m. & f.), fractions and cardinal numbers
- Irregular verbs.

## **Term two weeks 7-12**

### **Overview**

#### The international context:

- Aspects of life/culture of foreign countries
- The developing world
- Wealth and poverty

### **Recommended Grammar**

- Start general revision of all the grammatical aspects taught in year 12.

### **Literary and non-literary topics**

Two topics to be taught. Teachers can choose to teach each of these concurrently or use term 1 for first topics and term 2 for second topic.

#### **Choosing a literary topic:**

##### **Term One/Two weeks 1-12**

Texts should be read together in class.

The following points should be broached when dealing with a literary topic:

- The context of the author's/poet's/dramatist's work
- The themes /ideas/ messages of the above
- How these themes/ideas/messages are expressed
- What/who, influenced/inspired the author/poet /dramatist? Why does he/she feel as he/ she does?
- A detailed study of at least one novel/collection of short stories plus personnel appraisal
- A personal evaluation of the author's/poet's/dramatist's work: Why do I enjoy reading the work of the above?

#### **Choosing a non- literary topic:**

##### **Topic one: democracy and citizenship in Israel**

##### **Term One/Two weeks 1-6**

- The principles of democracy and their implications in the state of Israel
- Israeli citizenship
- State and religion
- Citizens' rights
- The question of constitution and principal laws in Israel.

### **Term One/Two weeks 7-12**

- Elections in Israel
- Political parties in Israel
- The Kneset
- The Government
- Local authorities
- The judicial system
- Minorities in Israel.

### **Suggested activities**

Projects on many of the above topics can be undertaken. e.g. Elections in Israel – Students to become representatives of the different leading political parties, and explain their manifestoes.

Have an elections day in school.

### **Topic two: communities, ethnic groups and religions in Israel**

#### **Term One/Two weeks 1-6**

- Historical background of the community/religion
- Reasons for the immigration
- Different waves of immigration of the same community
- Amalgamation in Israel
- Work
- Education.

#### **Term One/Two weeks 7-12**

- Culture
- Acceptance by Israelis
- Army service
- Political involvement
- The influence of the community on general society.

(If the minority religion/community is chosen, omit 'Immigration'. Talk about their history in Israel instead).

### **Suggested activities**

A day in the life of the new immigrants.

The guest speaker from the chosen community.