

Guide to Self-Assessment in Modern Hebrew Language Skills

Students entering UNC-Chapel Hill with some background in the Modern Hebrew language who wish to continue studying the language here need to find the class best suited to their skill level. The official way to do this is to take the Modern Hebrew Placement Exam. Information on when the exam is given and how to sign up for it can be found on the Department of Asian Studies website:

<http://asianstudies.unc.edu/placement>

Often, however, you may not have a chance to take the placement test before registering for classes (for instance, if it is not offered during your orientation session). In the meantime, you can sign up for a Modern Hebrew language class by using this guide to assess your Hebrew skills on your own. Generally, students do a good job of self-assessment. This guide does not take the place of the placement test, which is required, but it will help you to probably register for the right class.

Below you will find a description of each of the classes and a list of the skills acquired by the end of each semester in the three years of Modern Hebrew classes offered here at UNC-CH. Read through these to figure out which level fits you best and sign up for the appropriate class. The official placement test will help us make sure that you are placed precisely in the right class, so don't worry that your self-assessment may not be accurate.

First Year Modern Hebrew

HEBR 101 – Elementary Modern Hebrew I

HEBR 102 – Elementary Modern Hebrew II

Below is a list of skills which are developed in HEBR 101. If you possess these skills, you are probably ready for HEBR 102 or even a higher level. If not, you should probably start in HEBR 101.

Listening/comprehension: understand short learned phrases and sentences in context. Content will be limited to everyday life topics and understanding of simple directions is expected.

Speaking: communicate a simple idea by using familiar words and phrases. In addition, you will be able to ask and answer simple questions on personal topics and on basic cultural information.

Reading: read and comprehend simple texts on familiar topics including cultural content. In addition, you will be able to identify key vocabulary words and ideas.

Writing: copy, transcribe, or reproduce from memory words or phrases in context. Also, you will be able to elaborate and write about personal information, likes and dislikes, and compare and contrast your cultural knowledge.

Grammar: present tense, verbs in four different patterns, possession in present tense, gender and number agreement, and the use of prepositions with different pronouns.

Second Year Modern Hebrew

HEBR 203 – Intermediate Modern Hebrew I

HEBR 204 – Intermediate Modern Hebrew II

Below is a list of skills which are developed in HEBR 102. If you possess these skills, you are probably ready for HEBR 203 or even a higher level. If not, you should probably start in HEBR 102.

Listening/comprehension: understand short learned phrases and sentences in context. Content will be limited to everyday life topics and understanding of simple directions is expected. Repetition may be required and understanding may be limited.

Speaking: communicate a simple idea by using familiar words and phrases. In addition, you will be able to ask and answer simple questions on personal topics and on basic cultural information. At this level you will be able to order food, ask for directions, or give information on different topics.

Reading: read and comprehend simple texts on familiar topics including cultural content. In addition, you will be able to identify key vocabulary words and ideas. When key words are provided, you will be able to infer meaning and comprehend more complex ideas.

Writing: copy, transcribe or reproduce from memory words or phrases in context. Also, you will be able to elaborate and write about personal information, likes and dislikes, and compare and contrast your cultural knowledge. In addition, you will be able to create lists, provide information on forms, and elaborate on different topics based on combination of learned phrases and new words or expressions.

Grammar: verbs in past tense in four different patterns, possession in past tense, verb “to be” in past tense, and impersonal statements.

Below is a list of skills which are developed in HEBR 203. If you possess these skills, you are probably ready for HEBR 204 or even a higher level. If not, you should probably start in HEBR 203.

Listening/comprehension: understand short conversations and passages in context on familiar topics, and on cultural information (short dialogues, interviews, publicity, etc.).

Speaking: engage in conversations about your personal preferences, current events, and on familiar topics. Also, you will be able to ask and answer simple questions (for example: order food, ask for directions, etc.).

Reading: read and comprehend different type of Hebrew texts (literary, informative, dialogues, etc.).

Writing: create simple statements and write short passages using learned words and sentences on familiar topics and cultural topics. Comparing and contrasting cultural knowledge is expected.

Grammar: habitual actions in past tense, verbs in future tense in four different patterns, and possession in future tense.

Third Year Modern Hebrew

HEBR 305 – Advanced Modern Hebrew I
HEBR 306 – Advanced Modern Hebrew II

Below is a list of skills which are developed in HEBR 204. If you possess these skills, you are probably ready for HEBR 305 or even a higher level. If not, you should probably start in HEBR 204.

By the end of HEBR 204 you will be able to:

Listening/comprehension: understand short conversations and passages in context on familiar topics, and on cultural information (short dialogues, interviews, publicity, etc.). A thorough understanding of the main idea and some details is expected.

Speaking: engage in conversations about your personal preferences, current events, and on familiar topics. Also, you will be able to ask and answer simple questions (for example: order food, ask for directions, etc.). You will develop an increase ability to use past and future tense. In addition, you will be able to talk about less familiar topics for example: weather, society, culture, etc.

Reading: read and comprehend different type of Hebrew texts (literary, informative, dialogues, etc.). Increase ability to infer meaning and to understand more complex literary and non-literary texts.

Writing: create simple statements and write short passages using learned words and sentences on familiar topics and cultural topics. Comparing and contrasting cultural knowledge is expected. You will be able to write about a variety of topics using different tenses and with increased difficulty.

Below is a list of skills which are developed in HEBR 305. If you possess these skills, you are probably ready for HEBR 306 or you are at an advanced level for which the Hebrew program at UNC does not offer classes. If not, you probably should start in HEBR 305.

Listening/Comprehension: sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places. They are expected to improve their comprehension of non-face-to-face utterances and to be able to follow simple, unhurried, uninterrupted, and clear media presentations

Speaking: handle successfully most uncomplicated communicative tasks and social situations and to initiate and sustain a general conversation with a number of strategies appropriate to a range of circumstances and topics. The Intermediate-High speaker will generally be understood even by interlocutors not accustomed to dealing with speakers at this level.

Reading: read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge.

Writing: meet most practical writing needs including simple letters, brief synopses of biographical data, work and school experience. Students will be able to paraphrase and narrate in their own words basic ideas they hear or read about. Students' writing, even if still faulty, should generally be comprehensible to natives used to the writing of non-natives.