



Goals of the Mechina

December 2016

Introduction

I. Who is the *Mechina* for?

The *Mechina* is intended for students who have never studied Hebrew in a systematic fashion and have not mastered the following in whole or in part:

1. Reading in Hebrew (decoding of words, with or without vowel points) and /or
2. Writing in Hebrew (print letters) and/or
3. 150 basic Hebrew vocabulary words. These words form the foundation for the Bishvil Ha-
Ivrit 1 book and are therefore a “prerequisite” to start the book.

II. How long does the *Mechina* take to complete?

The *Mechina* is meant to be learned in 30-35 classrooms sessions of 45 minutes each (1 ½ to 2 ½ months.)

III. The Structure of the *Mechina*

The *Mechina* is made up of three tracks:

Track One: New Words: The student is introduced to groups of words for speaking and listening without reading or writing them.

Track Two: Reading Letters and Vowels: The student learns to combine syllables combine to make names, words, and sentences.

Track Three: Writing the Letters Already Learned: The student learns to write names, words, and sentences that s/he has learned to read.

The *Mexina* module has 22 lessons divided into 5 units. All the units share a similar structure:

- a. a group of new letters is introduced
- b. a video demonstrates the new letters **in cursive with a new vowel point** (or a vowel point that was previously learned)
- c. a second group of new letters is introduced
- d. a video demonstrates the new letters **in print**
- e. a third group of new letters is introduced
- f. a video demonstrates the letters learned until now with **a new vowel point in print**
- g. a video demonstrates the letters learned until now with **the new vowel point in cursive**

After each group of words and after each video there are interactive practice exercises.

Vocabulary

- The student uses 150 basic Hebrew words in short, simple sentences, along with non-Hebrew words that have entered the Hebrew language.

Morphology

- The student recognizes and identifies nouns, in the singular and the plural, based on common terminal letters.
- The student recognizes and identifies basic verbs in the present tense and basic adjectives in masculine and feminine singular.

Syntax

- The student recognizes and identifies simple Hebrew sentences and will be able to identify the subject of the sentence, the verb, and/or the descriptors and adjectives adjacent to the subject and object of the sentence.

In didactic terms: the student can answer simple questions like – Who? What? When? Where? when he is asked about the sentence or the short passage that he hears or writes.

- The student is aware of the need for agreement between nouns and adjectives and between the subject of a sentence and the verb.
- The student identifies formative letters (*be-*, *le-*, *me-* etc.) and the definite article, and can separate them from the word itself (the dictionary entry form).

Listening Comprehension and Speaking

- The student can listen to and understand short conversations (without reading them) and to answer simple informational questions about the conversations.
- The student can answer simple informational questions about a short, simple text and questions related to his/her environment.
- The student can act out short conversations after hearing similar recorded conversations (without reading.)

Reading Comprehension and Writing

- The student can read and understand names of people and places and “international” words that are vowelized.
- The student can listen to and then write names of people and places and “international” words without vowels.
- The student can read words, sentences, and short passages of 6-76 sentences and understand their content.
- The student can summarize in a simple way, a short passage that s/he read or a short conversation s/he heard.