

Chaverim B'Ivrit
Umbrella Scope & Sequence
Textbooks 1-10
Written by Michal Lev

Level: Novice Mid – High (Student can use short, simple sentences about familiar topics)

Books 1–2

Key Linguistic Topics:

- Regular verbs in present tense (Pa'al roots)
- Adjective-noun agreement in gender, number, and definiteness
- Recognizing the plural form of a noun
- Possession using nouns (Danny's book)
- Construct noun phrases and "yesh li / ein li" ("I have / I don't have") structures
- Recognizing infinitives; understanding "need/can + infinitive" structure
- Forming possessive sentences with possessive endings (my book, your book...)
- Identifying prepositions used in both Hebrew and English

Main Themes:

- Self and family introduction
- Objects from the child's immediate environment
- Birthdays
- Animals
- Friends
- Daily activities
- Basic emotions

- **Level: Intermediate Low – mid** (Student can combine sentences to describe, ask, and answer questions; student can begin to use past tense and connect ideas)

Books 3–6

Key Linguistic Topics:

- Exposure to and mastery of past tense in Pa'al verbs (regular roots)
- Beginning use of Hitpa'el verbs
- Noun-adjective agreement in gender, number, and definiteness
- Expanded use of infinitive phrases (e.g., “need to,” “must not,” “allowed to”)
- Deeper understanding of possessive and personal pronouns
- Obligatory/prohibition sentences: using asur (“forbidden to...”) and mutar (“allowed to...”). e.g., forbidden to give, allowed to pet).
- Time and place sentences
- Past tense “to be” sentences (He was..., They were...)
- Matching subject and “was/were” forms (I was, they were).
- Use of comparison structures (bigger than, the most, the best)
- Expanded time expressions
- Expanded use of question words

Main Themes:

- Student life (in class, after school, field trips)
- Transportation and travel
- Nature and environment
- Leisure and hobbies
- Family and friendships
- Health and rest
- Personal and meaningful objects

- Jewish and traditional objects
- Personal experiences
- Food and meals
- Shopping and markets
- Jewish traditions around food

- **Level - Intermediate High** (Student can describe and narrate across time frames-present and past-and can express opinions in connected paragraphs)

Books 7– 8

Key Linguistic Topics:

- Nif'al past tense (regular roots)
- Describing people; that-clause as a subordinator (I know that..., the boy who plays the piano...)
- Causal clauses: because..., due to...
- Idiomatic "I care" / "I don't care" structures
- Pronoun suffixes: him, her, them (Using "Et": oto, ota... (m./f.))
- Past forms of "I have / I don't have": "I had" (with gender/number agreement)
- Past tense in Hitpa'el and Hif'il
- Sound changes with guttural letters and pronunciation shifts; switching of **o** / **u** in Hitpa'el verbs.
- Impersonal frames: pleasant / hard / easy / important
- Indirect questions (reported speech)
- Prepositions: expanded inventory; "with" forms showing possession or connection (with me / with you / with us).
- Imperative permissive construction: "let me" + infinitive

Main Themes:

- Types of music, musical instruments, and song genres
- Small animals – pets and pests, attitudes toward animals, emotional and ecological connections

Level: Advanced Low (Student can communicate in organized, detailed paragraphs on familiar and some abstract topics, using several time frames with occasional errors)

Books 9–10

Key Linguistic Topics:

- Future tense in Pa'al (regular roots): ef'al / ef'ol patterns
- Purpose clauses: in order to + infinitive
- Conditionals: if + future → future
- Future possession/existence: “there will be” / “I will have” constructions
- Future tense in Pa'al (regular and weak roots), including literary/archaic future forms for classical texts
- Construct state (noun–noun compounds): understanding how two nouns combine to form one idea (“house of prayer”) and how this differs from adjective–noun phrases (“the big house”).
- Dual form in time expressions (e.g., the “two days” form)
- Before that / after that as subordinators vs before / after as prepositions; expressing action sequences (I go to sleep after the meal, I go to sleep after I ate a meal)
- Cause–effect structures: because... / therefore...

Main Themes:

- Clothing in present, past, and future; personal, cultural, and stylistic connections
- Environmental awareness and sustainability
- Personal responsibility in relation to nature
- Social involvement and community service
- Endangered animals