

Want to see how your Hebrew preparation is going?

This short quiz will gauge skills similar to the real Hebrew Candidacy Evaluation you will take before beginning your studies at HUC. It is not an exact replica of the evaluation, but it should give you a good idea of how you're doing! All answers and explanations can be found at the end.

The Hebrew evaluation has a variety of different sections, focusing on a variety of skills. Let's get started with some questions about verbs and syntax.

1. Identify the root of יושבים.
 - a. שב
 - b. נשב
 - c. ישב
2. Identify the tense of כותב.
 - a. עבר
 - b. הווה
 - c. עתיד
3. Identify the tense of עמדנו.
 - a. עבר
 - b. הווה
 - c. עתיד
4. Identify the verb pattern (בנין) of מדבר.
 - a. נפעל
 - b. פעל
 - c. התפעל
 - d. פיעל
5. Identify the verb pattern (בנין) of יתפלל.
 - a. הפעיל
 - b. פעל
 - c. פיעל
 - d. התפעל
6. רותי לומדת באוניברסיטה. האביב הבא, היא _____ עוד קורס באנגלית.
 - a. תקח
 - b. תלקח
 - c. לוקחת
 - d. לקחה
7. השבוע שעבר, _____ סרט חדש עם החברים שלי.
 - a. ראינו
 - b. ראיתי
 - c. ראתי
 - d. ראה
8. אם יהיה חם בחוץ, יהיה חשוב _____ הרבה מים.
 - a. אשתה
 - b. שותה
 - c. לשתות
 - d. ישתה
9. אחי תמיד דואג לי. לכן, הוא ביקש ממני ש _____ זהיר.
 - a. אהיה
 - b. להיות
 - c. יהיה
 - d. הייתי
10. אם יהיה חם בחוץ, אני _____ כובע.
 - a. אלבש
 - b. לובש
 - c. ילבוש
 - d. מתלבש

So far so good? If not, feel free to schedule some time to speak with an admissions counselor to talk more about the Hebrew entrance requirements! In the meantime, let's keep practicing. Next up are prepositions--another section of the Hebrew Candidacy Evaluation.

11. אבא שלי שכח את הספר שלו אצלי, ולכן אני צריך לתת _____ אותו.
- לי
 - לה
 - לו
 - לנו
12. אנחנו סיפרנו לכולם שהחתול _____ שקנינו הוא.
- שלי
 - שלנו
 - שלו
 - שלהם
13. כל בוקר, אני יושב ושותה קפה _____ בית.
- ב
 - עם
 - את
 - ל
14. אני אוהב את ראובן מאוד. אני רוצה לראות _____ בקרוב!
- בו
 - אותו
 - אליי
 - הוא
15. אני רציתי לראות סרט חדש. אני _____ מקווה שחבריי יבאו לראות אותו.
- עמי
 - איתי
 - עליי
 - אותו
16. כל _____ הכיתה צריכים ללמוד בשביל הבחינה הבאה.
- תלמידים
 - תלמיד
 - תלמידי
 - תלמידת
17. המשפחה שלי גרה ממש רחוק ממני. אני תמיד אומר להם לא להתגעגע _____ יותר מדי.
- אליי
 - לי
 - אותו
 - איתי

We hope you're hanging in there! Next up, it's time to practice your vocabulary a bit. Of course, the more words you know in Hebrew, the better--there's always room to improve. However, this will help to assess your fundamentals, things you will really want to know before starting your studies.

18. אחותי בת 16. _____ רותי.
- שמו
 - שמי
 - שמה
 - שמך
19. אני רוצה לאכול במסעדה, אבל אני לא יכול _____ כי _____ לי מספיק כסף.
- יש
 - אין
 - כן
 - לא

20. הבת של אחי תמיד אומרת לי שאני ה _____
שהיא אוהבת ביותר. אני שמחה מאוד לשמוע
את זה!

- a. דודה
- b. דוד
- c. סבתא
- d. אחות

21. כל פעם שאני בחנות, אני רואה אנשים שלא
ראיתי זמן רב. לכן, הם תמיד רוצים _____
איתי.

- a. לדבר
- b. לומר
- c. לספר
- d. להגיד

22. היום, קר בחוץ, וכדאי ללבוש _____
a. מעיל
b. סנדלים
c. משקפיים
d. חולצה

23. אני הייתי רוצה לראות מחזה בתאטרון,
_____ לא יכולתי כי הייתי עסוק.

- a. אבל
- b. בגלל
- c. כדי
- d. לכן

24. _____ את עבודתם בקיץ.

- a. הסתכלו
- b. התחילו
- c. קפצו
- d. עברו

Now, we're on to reading comprehension. This will use some real-world texts and ask you some questions about them.

25.

A: שלום! אני מחפש את בית החולים.
B: מפה, תמשיך ישר, ותראה בצד שמאל.
A: תודה!

- a. Asking about the time
- b. Finding a restaurant recommendation
- c. Catching up with a friend
- d. Getting directions

26. What category of opportunities does
the photo below present? (figure 1)

- a. Travel
- b. Fun things to do
- c. Public parks
- d. Movies

27. What is the described article about?
(figure 2)

- a. The reason for reflection during the Jewish calendar.
- b. How to be a more reflective Jew.
- c. The reason why Yom Kippur is an important holiday.

28. What information does this convey?

- a. The times to wash your hands
- b. How to handle basic issues of first aid
- c. Food preparation safety
- d. Guidelines for healthcare workers

29. What is *not* a time this advises the
washing of hands? (refer to the
image for number 28)

- a. Before eating
- b. After touching trash
- c. After touching a wound
- d. After taking public transportation

30. What sort of work is the organization that published this infographic, Mida'at, dedicated to?
- Science and information for family health
 - Water safety guidelines
 - Ethical instructions for health and safety
 - Food service safety information
31. What is the main thesis of the article?
- That schools are not performing as well as they used to
 - That people are becoming less intelligent
 - That cell phones cause people to learn less
 - That reading books boosts intelligence
32. What is *not* a potential cause of the decrease in intelligence cited by the article? (refer to the image for number 31)
- School hours having been shortened
 - Too little reading of books
 - Insufficient rest
 - Overuse of cellphones
33. What is *not* a recommendation for increasing intelligence described by the article? (refer to the image for number 31)
- Eating more seafood
 - Getting more rest
 - Getting more exercise
 - Finding ways to exercise your brain

Nice! Just a couple more sections now. First, a "short" one. On the actual Hebrew evaluation, you'll be asked to do some writing and reading that will be graded by a real person. Of course, for this practice test, that's not an option. Nevertheless, on the next couple of screens, you'll be given a few writing prompts you can choose to use to practice your composition if you so desire. Likewise, you'll get a selection of Hebrew text that you can practice reading aloud. Were this the actual evaluation, you'd record yourself doing so and submit that.

Pick one of the following:

For beginning- to intermediate-level learners:

- Write a short (~5-7 sentence) letter to an imagined pen pal, telling them a little bit about yourself.
- Write a short passage (~5-7 sentences) talking about the things in your hometown you think are most important/fun/exciting.

For intermediate- to advanced-level learners, pick one of the following:

- Write a couple of short paragraphs talking about your role model. Who is it? What do you admire about them? What are the qualities in them you wish to emulate? What has made them so admirable?
- Write a couple of short paragraphs describing something that has taken place recently in the Jewish world you thought was noteworthy, whether for a positive

or negative reason. Describe the event/development, what caused it to occur, what you think it will lead to. eading prompts (1 of 2)

Reading prompts (1 of 2)

For this section of the evaluation, you will need to do *two* things. First, practice reading aloud the following passage.

Reading prompts (2 of 2)

The second part of this section would involve you making a recording where you *spontaneously* (i.e., without writing out in advance) speak, addressing *one* of the following prompts:

For beginning-level learners:

- i. You are just seeing a friend after not speaking to them in a long while. What are 5-6 of the questions you ask them to catch up?

Intermediate-level:

- i. What's your soapbox issue? Talk about something that matters to you a lot, explaining in 10-12 sentences why it matters to you and what your take on it is.

Advanced-level learners:

- iii. You have three minutes to sit down with a prominent politician who could solve a critical issue in the world. Explain to them what the issue is, why it matters so much, and what you need them to do to address it.

Now, you'll see some short video clips and be asked to answer questions about them. You may watch them as many times as you need to best understand what is taking place.

(Note: If any of the links have expired/videos have been taken down, *please* let us know so we can fix them! Email ABallaban@huc.edu to let us know.)

34. What does this video (<https://youtu.be/pcl0ClejxWs>, the start of a longer segment) suggest it will be about?
- a. The pluses and minuses of living in Tel Aviv
 - b. What people like the most about living on the coast
 - c. Whether individual people live in Tel Aviv and what they like about it
 - d. How long it takes to get to different parts of the city of Tel Aviv

35. What is *not* a reason the woman gives for why she likes Tel Aviv? (<https://youtu.be/8lLvzJCv6TY>)
- a. It calms her
 - b. She has family nearby
 - c. There's a lot to do
 - d. It's interesting

36. What reason does the interviewee give for **living** in Tel Aviv? (<https://youtu.be/8lLvzJCv6TY>)
- a. Tel Aviv is her home
 - b. She likes the beach
 - c. The school she went to is nearby
 - d. She is unconventional and feels comfortable in Tel Aviv

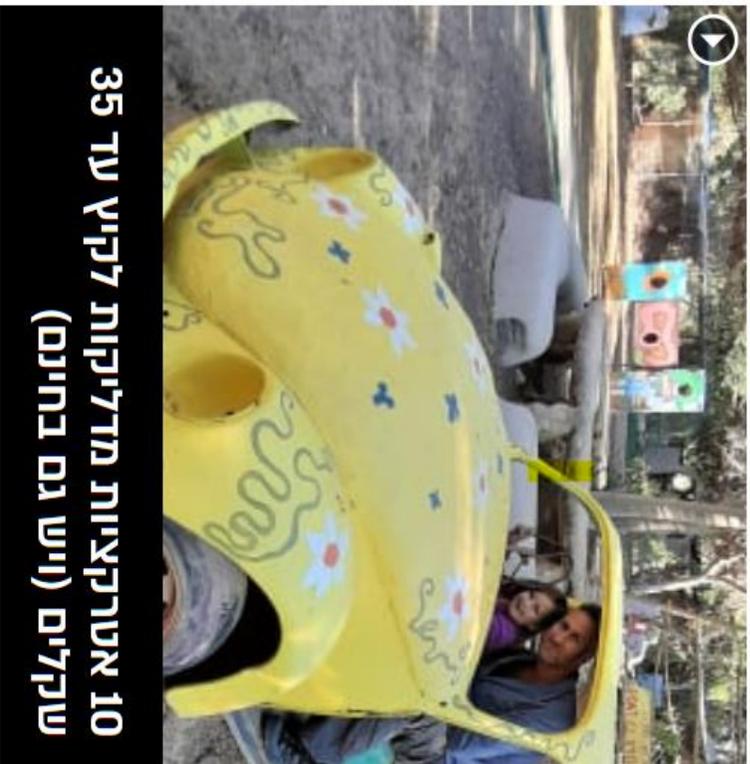
37. What does this video (<https://youtu.be/PyDT1XLD4wI>, the start of a longer segment) suggest it will be about?
- What people like most to do in Tel Aviv
 - What part of the city people like most in Tel Aviv
 - What people like most about themselves
 - How often people go to the beach in Tel Aviv
38. What does the interviewer ask the woman as a follow-up question? (<https://youtu.be/orQocRLIo1k>)
- What went through her head as she answered
 - Why she likes to help people so much
 - What was the first time she realized she liked being in Tel Aviv
 - What makes her unique
39. What quality best describes the little girl's self-perception, as characterized by her answer? (<https://youtu.be/wYw8E-exi2c>)
- She has a good sense of humor
 - She is mostly resilient
 - She sometimes is anxious
 - She is generally happy

And that's it!

There's no official scoring to this quiz--it's mainly meant as a learning tool to help you prepare for the actual Hebrew evaluation. If you had trouble with any of the questions, study the principles behind them because you will likely see some questions on the actual evaluation that are based on similar principles. And, of course, you should feel free to schedule time to meet with someone from our team whether you felt good or bad about this--we're always here to help!

<http://huc.edu/admissions/contact-admissions>

FIGURE 1



תיירות

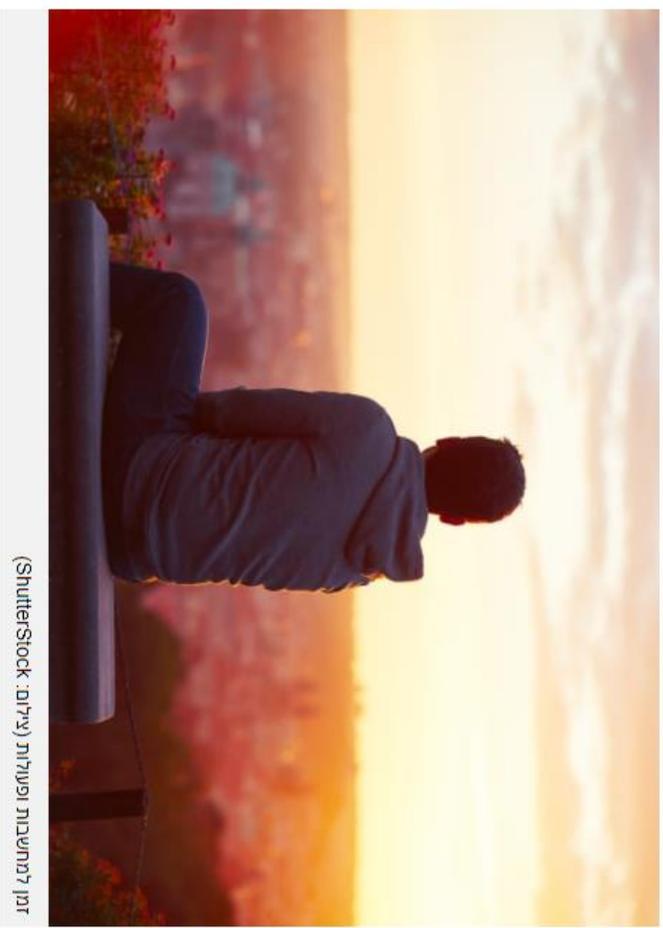
FIGURE 2

מדוע צריך לעשות חשבון נפש דווקא בחודש אלול?

הנהגות והלכות לחודש אלול מהאדמו"ר רבי יאשיהו פינטו שלי"ט"א, ראש אבות בתי הד"ץ במרוקו. מה ראשי התיבות של חודש אלול ומדוע ראוי להתעורר בתשובה? חלק 1

תמונת: הרב פינטו, שו"ת ישראל

דוד ברנר, בשיחתו שובה ישראל
יום שלישי, 27 ביולי 2021, 11:03 עדכון: 11:05



זמן למחשבות ופעולות (צילום: Shutterstock)

אנחנו הופכים לטיפשים!

מאת אבי גלבוץ

מחקר שנערך (נעשה) בנורבגיה מצא שבני האדם הופכים לטיפשים יותר ביחס לדורות הקודמים.

"עד לא מזמן, הידע אצל צעירים היה עולה בכל שנה. אולם, בשנים האחרונות אנחנו רואים ירידה", אומרים החוקרים הנורבגים.

לדעתם, שיטות הלימוד החדשות בבתי הספר ושימוש רב מדי בטלפונים, גורמים (עושים) לירידה בידע. לדעתם, הטלפונים גורמים לצעירים להתעניין פחות בספרים ובדברים אחרים שמעשירים את הידע.

גם מחסור בשעות שינה פוגע ביכולות החשיבה. "הצעירים נשארים ערים עד לשעות המאוחרות של הלילה ואינם ישנים מספיק", הם אומרים. "הם לא מבינים שהשינה חשובה מאוד לריכוז ולהצלחה בלימודים".

אז מה צריך לעשות?

לחוקרים יש כמה הצעות איך לשפר (לעשות טוב יותר) את המצב:
1. לישון יותר שעות.

2. לאכול דגים – מפני שבדגים יש חומרים שמפתחים את המוח.

3. לקרוא יותר.

4. לעשות ספורט – מפני שספורט גורם למוח להיות בריא יותר.

אז אם אתם רוצים להיות יותר חכמים, עשו מה שהחוקרים מציעים לכם. אנחנו בטוחים שכך תצליחו יותר בלימודים ובחיים.

FIGURE 4

וּמִשָּׁה הָיָה רָעָה אֶת-צֹאן יִתְרוֹ חֲתָנָו כִּהֵן מִדִּין וַיִּנְהַג אֶת-
הַצֹּאן אַחַר הַמִּדְבָּר וַיָּבֹא אֶל-הַר הָאֱלֹהִים חֲרָבָה: וַיֵּרָא מִלְאָךְ
יְהוָה אֵלָיו בְּלִבַּת-אִשׁ מִתּוֹךְ הַסֵּנֶה וַיֵּרָא וְהִנֵּה הַסֵּנֶה בֹּעֵר
בְּאֵשׁ וְהַסֵּנֶה אֵינְנוּ אֹכְלִים: וַיֹּאמֶר מִשָּׁה אֲסֹרֶה-נָּא וְאָרְאָה אֶת-
הַמַּרְאֵה הַגָּדֹל הַזֶּה מִדּוֹעַ לֹא-יִבְעַר הַסֵּנֶה: וַיֵּרָא יְהוָה כִּי סָר
לְרֵאוֹת וַיִּקְרָא אֵלָיו אֱלֹהִים מִתּוֹךְ הַסֵּנֶה וַיֹּאמֶר מִשָּׁה מִשָּׁה
וַיֹּאמֶר הַנְּנִי: וַיֹּאמֶר אֶל-תִּקְרַב הֵלֶם שֶׁל-נַעֲלֶיךָ מֵעַל רַגְלֶיךָ כִּי
הַמָּקוֹם אֲשֶׁר אַתָּה עוֹמֵד עָלָיו אֲדַמֶּת-קֹדֶשׁ הוּא:

Answer Key:

1. Answer: יושבים is a normal root, conjugated in the present tense, masculine plural form. Therefore, the ו and ים are not part of the root. The correct root is ישב.
2. כותב is a regular root (כתב) conjugated in the masculine, singular, הווה (present tense). It follows the same pattern as verbs like למד ("learn") and זכר ("remember"). When in this form, a ו is placed between the first and second letters of the root, and a tzeirei vowel is placed under the root's second consonant.
3. עמדנו follows the pattern for regular verbs, in עבר (past tense). The root, עמד, is followed by the suffix נו-- making it first person, plural, past tense.
4. מדבר is in the present tense, masculine, singular form of פיעל. The root is דבר ("speak"), and the מ at the beginning of the word is a prefix, marking the present tense of פיעל (coupled with a sh'va under the מ, a patach under the ד, and a tzeirei under/dagesh in the ב).
5. יתפלל is the עתיד (future tense) masculine, singular form of the verb פלל ("pray"). The ית is a prefix, the standard type of prefix showing עתיד (along with נת_, תת_, את_) in בניין התפעל.
6. The first sentence confirms that רותי should use feminine forms. The first two words of the second sentence tell you that we will need to conjugate our verb in the future tense. We are talking about "taking" a course (as made clear from context/the potential answers), so the root we need is לקח. When conjugated in the future tense, the ל of this irregular root drops out. The third-person, feminine, singular prefix for the future tense is ת, so the proper form is תקח.
7. The first two words of this sentence let you know we are speaking in the past tense (last week). The final word ("my") of the sentence tells you your verb will need to be in the first person singular. Since we are talking about seeing a movie (evident from context/the word bank), the verb to use is ראה, an irregular verb (in this case, because of it has a ה as its final consonant). Thus, the ה is replaced with a י in the first person, singular, past tense form, creating: ראיתי.
8. The form אם יהיה (if it will be)... יהיה חשוב (it will be important) implies future conditions that will be called for. Thus, an infinitive verb is called for-- לשתות, "to drink." In general, when we have a conjugated future tense verb for "to be" followed by a judgment (important, fun, sad, etc.), an infinitive verb will follow.
9. Context makes clear that we are talking about a brother worrying about the speaker (first-person, singular). Since the brother has asked the speaker to do something, the future tense is called for. The verb we are working with is היה, which in first-person, singular, future tense is conjugated אהיה.

10. The word **אם**, coupled with the future tense of "to be" (יהיה), sets up a conditional statement--"If it will be hot outside..." In Hebrew, that means that the next verb (the apodosis) is conjugated in the simple future tense. Since the second clause is set up in the first person singular, the correct answer is **אלבש**, "I would wear."
11. Because **אבא** is a masculine, singular object, you use the masculine, singular form of the preposition **ל** to say that you want to give the book *to him*: **לו**.
12. Because it would seem that the cat in question belongs to the group who is speaking (they collectively acquired it), the correct form of the possessive pronoun (של) will use the first-person, plural suffix: **שלנו**.
13. In this sentence, the speaker is describing a habitual action he undertakes in a particular location. Thus, we use the **ב** preposition to signify that he drinks his coffee *in* his house, i.e., "at home."
14. In this sentence, the speaker makes clear that he wishes to see Reuven (a masculine, singular object) again soon. In this case, the preposition associated with the verb--**לראות**--is **את**, which takes on a masculine singular suffix to become **אותו**.
15. In this sentence, the speaker indicates a desire to see a new movie with his/her friends. The speaker's hope is the friends will go to see it with (עם) him/her. **עם** is an irregular preposition; when it is given a suffix to take on a personal ending, it becomes **אית**--**איתי**. In this case, because it requires a first-person, singular suffix, it becomes **איתי**.
16. This sentence uses a construct form (סמיכות) of the word **תלמיד**. Because the verb **צריך** is conjugated in the masculine, plural form, we know that **תלמיד** must match in gender and number. **תלמידים**--the normal masculine, plural form of **תלמיד**--is shortened according to the rules of סמיכות, and becomes **תלמידי**.
17. The verb **להתגעגע** ("to miss") takes the preposition **אל** in Hebrew. In this case, the speaker is communicating to his family not to miss him. Thus, **אל** must be appended with a first-person, singular suffix, becoming **אלי**.
18. Since **רוחי** is a typically feminine name, we attach a third-person, singular, feminine pronoun (**ה**) to it to make it "her name," **שמה**.
19. The speaker in the sentence isn't able to eat at the restaurant because he doesn't have money. Hebrew expresses the lack of possession with the phrase **ל- + אין**, with the **ל** taking on the personal pronoun appropriate for the one lacking possession. Since it is first-person, singular in this case, it takes a **י**, becoming the **לי** following the blank.
20. The speaker's brother's daughter is her niece, making her the girl's aunt, **דודה**. (This one is a bit tricky--we know it's an aunt and not an uncle, **דוד**, because the second sentence uses **שמחה**, indicating that the speaker associates with the feminine!)

21. The people in the store want to speak/talk with the subject of the sentence since they haven't seen him/her in so long--so we need the verb **לדבר**. This can sometimes be tricky, since we must differentiate this verb from other similar options: **לומר**, which is more like "to tell/to say," **לספר**, "to tell," and **להגיד**, "to tell/say."
22. Since it is cold out on the day the sentence describes, it is appropriate/worthwhile (**כדאי**, not to be confused with **כדי**, "in order (to)") to wear warm clothing. Sandals (**סנדלים**) are for warm weather, glasses (**משקפיים**) don't address the problem, and one would presume that you should generally wear a shirt (**חולצה**) whether it's hot or cold; therefore, a jacket, **מעיל**, makes the most sense.
23. The speaker in this sentence couldn't attend the show even though he wanted to, so it calls for a disjunction in the blank. In this case, our only available choice is **אבל**.
24. The third-person, masculine, plural group (evidenced by the suffix **ם** at the end of **עבודת**, the construct form of **עבודה**) did something to/with their work during the summer. Only one of the options available works--**התחילו**, "they began" their work.
25. Person A states that they're trying to find the hospital. B responds with some directions, and A thanks them for their help.
26. The picture alerts readers that it will tell them about 10 cool summer attractions that are free or under 35 Shekels.
27. **השבון נפש**, introspection or self-critique, is a central part of the pre-High Holiday period. This article explains why such introspection is especially important to perform during the month of Elul.
28. The article of this infographic alerts readers that its purpose is to explain the times when one must wash their hands.
29. All the other options (before eating, after touching trash, and after touching a wound) are specifically mentioned in the graphic. While you probably still *should* wash your hands after taking public transportation (among other things, you may well have incidentally performed some of the other actions described like touching objects/surfaces many people touch), it is not specifically listed.
30. The logo in the bottom left of the graphic lists the organization's tag line, which describes that they are committed to science and information for family health.
31. The main point of the article, as telegraphed by its first sentence, is that people are scoring lower on measurements of intelligence. The rest of the options are discussed in the article, but not its main focus.
32. While the article *does* cite concerns about changes to schools, it does *not* point to shortened hours having been a cause of lowered performance.

33. Finding ways to exercise your brain may boost intelligence, but it is not discussed in this article as a specific way to curtail the diminishing intellectual performance the article describes.
34. From about seconds 8-14, the interviewer explains that their plan is to go and ask people they talk to whether or not they live in Tel Aviv and what they like in the city.
35. The woman gives many reasons why she loves Tel Aviv, but she does not specifically mention liking it because she has family there.
36. While the person being interviewed does mention that they like the beach, that the school they went to is nearby, and that Tel Aviv is their home, they don't specifically say that those are the reasons why they live in Tel Aviv.
37. In the clip, the interviewer explains that he will be asking people "מה "הדבר שהם הכי אוהבים בעצמם"—what is the thing they most like about themselves.
38. He asks her "מה עלה לך בראש כשבחרת "לענות לי את זה", what came to her mind as she decided to answer him like that.
39. She seems quite resilient. She explains that "לא מוותרת לעצמי," and "כשקשה לי לפעמים, אז אני לא חושבת "לוותר," that she doesn't give up on herself; that it's hard for her sometimes, but she doesn't think about giving up right away.