Students continue their introduction to Yiddish through an enhancement of conversational, reading and writing skills, learning popular folk and theater songs, viewing a classic Yiddish film, and attending at least one local Yiddish cultural event. Emphasis on participation in classroom conversation and homework review. Grading based on attendance (20%), homework preparation (10%), mid-term (20%), and final (50%). A Yiddish cultural event is a requirement.

WEEK 1
Class 1: Review 1A Final. Review of possessive. Describing what’s happening with weather. (Zucker, Unit 6)
Class 2: Just in Case: accusative (direct object – What do you eat/buy/kiss/have) and dative (indirect object – With/for/from...what or whom do you dance/work/speak/think...?). (Zucker, Unit 5)

WEEK 2
Class 1: Intro to past tense. Song: Where Were You? Review of Future tense and imperative. Song: Unit 6, Zucker;
Class 2: Appearance. Yiddish names. Song: As Long as You’re Healthy

WEEK 3
Class 1: Adverbs from adjectives. (Reading and songs).
Class 2: Negative past tense conjugation. (Zucker, Unit 7)

WEEK 4
Class 1: Family. The whole tree and its branches.
Class 2: One of someone’s. More family. Describing one’s own family. (Zucker, Unit 8)

WEEK 5
Class 1: Two Brothers - reading. A famous legend of Jewish folklore.
Class 2: The meanings of consecutive word order (So...). Adjectives used as nouns. (Zucker, Unit 8)

WEEK 6
Class 1: Mid-Term.
Class 2: Classic Film: Mamele A musical starring Molly Picon, set in pre-War Lodz, Poland

WEEK 7
Class 1: Discussion of essays on Maamelu.
Class 2: Readings from student newspaper. (Handout)

WEEK 8
Class 1: -- the famous ballad by Itsik Manger – Handout
Class 2: Itsik Manger’s poetry continued.

WEEK 9
Class 1: Clothing. How to get spiffed up (or not) in Yiddish.
Class 2: Clothing continued (Zucker, Unit 9, Handout)

WEEK 10
Class 1: Numbers (Zucker Unit 9). How to do arithmetic and tell time in Yiddish.
Class 2: Review of grammar and vocabulary for final.