

Non-Consonantal /heh/ At The End Of A Word - 1.41.2

HEY! WHERE IS THE ה ?

In the words כִּיתָה or שֵׁה' the ה is not actually part of the root of the word. It is just a "spelling device" that indicates that the word ends in a vowel. That is the reason why the ה can disappear when a plural ending is added...

שֵׁה' יֵפֶה שֵׁה' יֵפֶה
כִּיתָה טֹבוֹת כִּיתָה טֹבוֹת



הוּא תִּלְמִיד טֹב

ASK NOT ...

הֲיֵא מוֹרֵה טֹבָה - מוֹרוֹת טֹבוֹת

A famous Israeli scholar of Aramaic, E.Y. Kutscher, was teaching an eager class of beginning graduate students. They fired all sorts of questions at him. He put them off gently with this remark: "It is as important for a good teacher to know what *not* to teach, as to know what *should* be taught."

In a similar vein, a professor of Russian was fond of declaring: "That is an excellent question *about* Russian. But we are not here to learn *about* Russian. We are here to learn *Russian!*"

At this stage, it is important to focus on *using* Hebrew. There will be lots of time for more abstract, analytical examination of the Hebrew language after you have become comfortable listening and speaking at minimal levels. At that point more extensive discussions about Hebrew grammar will be more meaningful and even enjoyable.



Please resist the temptation to coax your instructor into discussions which, at this stage, would have to be conducted in English.

בְּבִקְשָׁה לְדַבֵּר 'וֹתֵר לְאֵל

CLASSROOM VOCABULARY REVIEW - חזרה 1.42



Use with Software Chapter 2:13 "Drill on Masculine and Feminine Commands"



Match these phrases that your instructor has been using with their English equivalents. (Draw a line between matching pairs.)



תן ל'ם לְרְאוֹת

- | | |
|-----------------|------------------------|
| Repeat after me | יֹפִי |
| Great | מְצִיין |
| everyone | תָּן לְרְאוֹת |
| slower | לְחַזֵּר אֲחֵרִי |
| excellent | בְּלוֹס |
| let me see | יֹתֵר לְפָנַי |
| please | בְּהַקְשָׁה |
| together | בְּיַחַד |
| please listen | בְּהַקְשָׁה לְהִקְשֵׁה |
| again! | עוֹד פְּעַם! |



Respond with כֵּן or לֹא or try a short phrase. 1.42.1



א. אֲכַשְׁמוּ בּוֹקֵר? _____

ב. כֵּן אִם לֹא: הַבֵּיתָה גְּדוֹלָה מְדִי? _____

ג. כֵּן אִם לֹא: הַבֵּיתָה קְטַנָּה מְדִי? _____

ד. דְּבַר הַסּוֹף הַשּׂוֹרָה אִם הַהֲתַחַלְתָּה שֶׁל הַשּׂוֹרָה? _____

ה. יֵאֵפוּ הַלֶּחֶם? _____



הֲדַא שֶׁן הַבֵּיתָה

Review of Classroom Phrases: Practice Writing and Spelling – תזרה 1.42.2

Listen to the audio and then write what you hear for each sentence.

זאמה



- יש תלמידים הביתה? 1. יש
 2. בן יש
 3. אין 4. לא

בן יש תלמידים הביתה



1. יש ספר הביתה?
 2. יש לוח גדול הביתה?
 3. יש סטודנטיות הביתה?
 4. בן או לא: אין ספר הביתה.
 5. בן או לא: אין סטודנט צעיר הביתה.
 6. יש תלמיד גבוה הביתה? מי?
 7. יש ספר קטן הביתה? איפה?
 8. יש לוח שמור הביתה?
 9. יש מפה גדולה הביתה?

1.42.3 צנה על השאלות

Circle the right phrase for the situation: (Some vowels have been deliberately left out)



1. You hold a door open for someone and urge them to go in.
 א. שלום ב. בהקשה ג. לא, לא! ד. סליחה
2. You would like to hear something again.
 א. עוד פעם, בהקשה ב. לחזור אחר"ג. בקול רם ד. קטן מד"
3. You want to know who the book belongs to.
 א. של מי היצט? ב. איפה היספר? ג. של מי היספר? ד. איזה ספר?
4. You are providing a description of an acquaintance.
 א. לחיים ב. הוא אמריקאי ג. חולצה שחורה ד. שיצר ג'נג'
5. You try to explain why you can't take the phone message.
 א. אין צפרון ב. יש צט ג. המחברת גדולה ד. אני ציפה

Test Yourself - 1.42.4 עִמְלֵא אֶת הַחִסֵּר

Fill in the blanks with the matching word or phrase from the word bank on the next page.

בְּהַקְשָׁה עִמְלֵא אֶת הַחִסֵּר

1. I'm pleased to meet you _____
2. let me see (m) _____
3. what's your name? _____
4. too fast _____
5. yes _____
6. excellent _____
7. class _____
8. slower _____
9. please write _____
10. no _____
11. what's this? _____
12. I don't know (m) _____
13. again _____
14. a new song _____
15. good morning! _____
16. Let me see (f) _____
17. my name _____



שִׁיר חֲדָשׁ



הַבֵּנְק לֹא עוֹמֵן נִקְוֶז — רַק אֵילִים.

Word Bank – 1.42.5 אוצר מילים

(Nikkud has not been included)



שמי	מציין	כיתה
מה שמק? (ז)	ללא	ק
מהר מד"	יותר לאט	צוד-פצק
אני לא יודע	שיר חדש	נעים מאוד
מה זה?	בוקר טוב	אני לא יודעת
תני לי ערכאות	תן לי ערכאות	הבקשה לעתה



אין לי זמן... אני ממקרת!



זאת מפה גדולה של העיר ירושלים.



יש ציפרון... יש ממקרת... שלום, לדבר לאט בבקשה

1.43 קראו בתנ"ך - READING BIBLICAL PASSAGES



Now that you have learned all the letters of the Hebrew alphabet, we are going to introduce an important word that you cannot read even knowing the letters. One of the names of God is written **יהוה**:

We read it "Adonai" since Hebrew speakers do not pronounce this name of God. In English people have read it Jehova or Yaweh. You should memorize this word and how to read it. When you see the letters **יהוה**, read **אדוני**.

A CONCISE LIST OF THE GRAMMATICAL NOTIONS WE HAVE SEEN IN THIS CHAPTER

You have been exposed to many words and phrases in this unit. The grammatical analysis of some of them has been deliberately postponed. But it may be useful to summarize the topics and to refer to the sections where they are used or mentioned in the unit.

1. Nouns and grammatical gender §1.39.1
2. Word stress in Hebrew (with a note on שְׁבִי and שְׁבִי) §1.23
3. Position of adjectives §1.28.3
4. Agreement of nouns and their adjectives §1.39.2
5. The prefixes א, ו, ה, ל, to express "in, and, the, to" §1.39
6. Interrogative words: מַה, מַי, מַיְמֵי §1.34.1
7. Comparative form of adjectives "bigger" §1.18
8. "Consonantal" ה at the end of a word, contrasted with "vocalic" ה. §1.5.9; §1.41.
9. The *dagesh* §1.16
10. Double *vahv*, *yood* §1.14.3; §1.14.6; §1.18
11. The *furtive patax* חֹף §1.42.2
12. The *shvah* §1.5.5; §1.22
13. Diphthongs §1.14; §1.14.6
14. Subject pronouns (singular) §1.10
15. Spelling of "foreign" words §1.25
16. Stress of syllables in "foreign" words §1.25; §1.23
17. The *definite article* §1.7
18. "Having" something §1.34.3; §1.42.1
19. Negation §1.42.1
20. The use of *yood* to "protect" the consonantal value of *vahv* §1.26

This list is long! In Chapter One you have a beginning introduction to the grammatical concepts listed above, often through usage in phrases. You should not feel that you must have mastered these topics at this stage of your study. We will take them up again in the upcoming chapters. **The most important things for you to know now are:**

1. The letters of the alphabet
2. How to read.
3. How to write what you hear.
4. The words and phrases for getting acquainted and functioning in the class in Hebrew.
5. Pronouncing the sounds of Hebrew (as you sing the two songs you have learned).