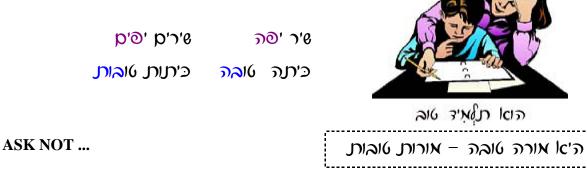
Non-Consonantal /heh/ At The End Of A Word - 1.41.2

HEY! WHERE IS THE \mathfrak{I} ?

In the words $\mathfrak{N}\mathcal{D}'\mathfrak{D}$ or $\mathfrak{N}\mathfrak{D}'$ the \mathfrak{T} 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 \mathfrak{T} can disappear when a plural ending is added...



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.

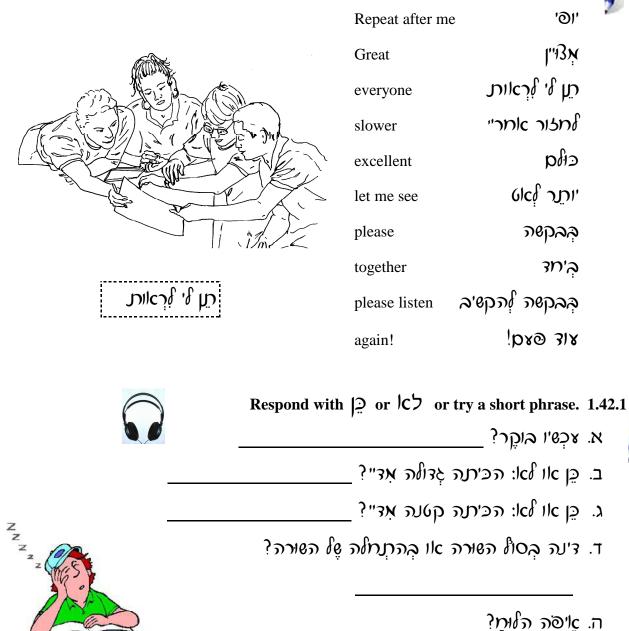
הבקשה לדהר יותר לאט

הוא ישן בכיתה

CLASSROOM VOCABULARY REVIEW - ອາງອາ 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.)



Review of Classroom Phrases: Practice Writing and Spelling - あつちの 1.42.2

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

0	<u> </u>	
60	יש תלמידים הכיתה? .1. יש 2. בן יש 3. אין 4. לא	
	בן, גיש תלמידים בכיתה	
ľ	ן. יש סַפֶּר בּכיתה?	
	. יש לוח גדול הכיתה?	
	. יש סטודיטיות הכיתה?	
	4. כן או לא: גוין סֵפֶר הכיתה.	
	ד. כן או לא: אין סטוֹדֶיש מיייל הכיתה.	
	0. יש תלמיד גבו <u>ה</u> בכיתה? מי?	
	ד. יש סַפֶּר קטן בּכִיתה? אֵיסֹה?	
	. יש לוח שחור בביתה?	
	. יש מפה גדולה הכיתה?	

ภายิ่วเออ ใน อมูห 1.42.3

- -

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.

J. Bild a. Rager 3. IJ, IJ! E. Ofine

2. You would like to hear something again.

א. צוד פצם, ההקשה ה. לחזור אחרי ג הְקול רם ד. קטן מדי

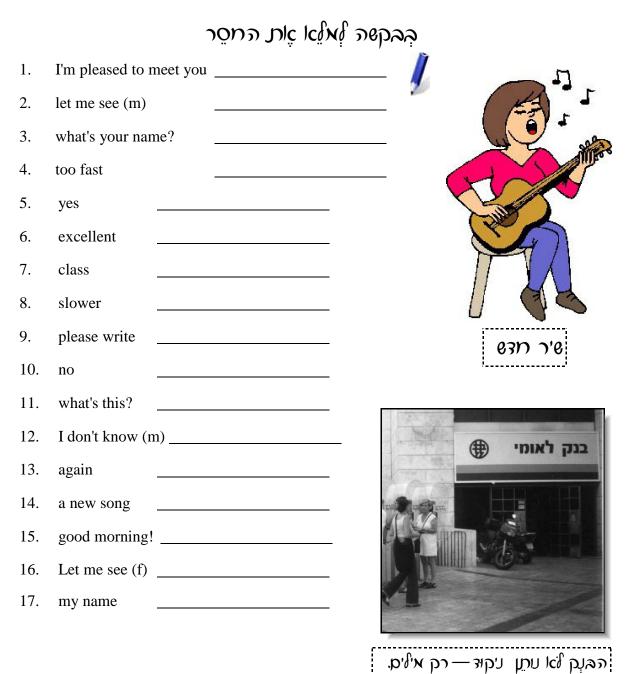
3. You want to know who the book belongs to.

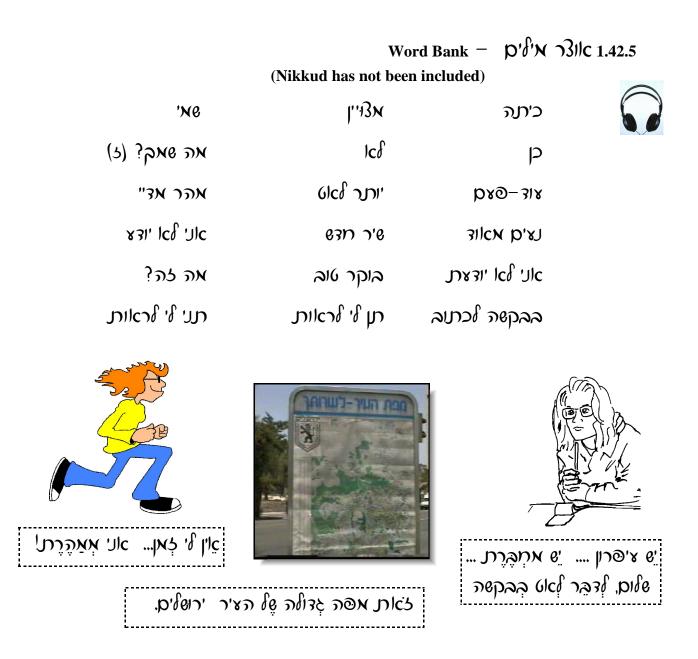
א. שָּל מי הּדֵט? בּ. גו'פה הּסַפֶּר? ג. שָּל מי הּסַפֶּר? ד. גו'זה סַפֶר?

- 4. You are providing a description of an acquaintance.
- אָר'קא' ג מוּאָצּה אָמורה ג. אַיאר ג'יאָג'י ג'י ג'ין ג'י. 5. You try to explain why you can't take the phone message.

Test Yourself - η_{0} $\eta_{1.42.4}$

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





READING BIBLICAL PASSAGES - המענ"ק 1.43



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 **D**

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 **DID**', read **'J'3C**.

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

You have been 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 323 and 3138) §1.23
- 3. Position of adjectives §1.28.3
- 4. Agreement" of nouns and their adjectives §1.39.2
- 5. The prefixes $\mathfrak{A}, \mathfrak{I}, \mathfrak{I}, \mathfrak{I}$, to express "in, and, the, to" §1.39
- 6. Interrogative words: $\mathfrak{DO'IC}$, \mathfrak{DN} , 'N §1.34.1
- 7. Comparative form of adjectives "bigger" §1.18
- 8. "Consonantal" \mathfrak{D} at the end of a word, contrasted with "vocalic" \mathfrak{D} . §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 \mathfrak{p} §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 "foregin" 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).