


1.23.5 **כאן-בית** Recognizing the names of the letters.

Write down the letters that you hear. Can you figure out what they spell?



_____ pe _____

_____  _____

1. שן - יאם סופית
2. ייש - יחית - למצ
3. שן - למצ - וו - יאם סופית
4. בית - וו - קוף - ייש
5. שן - וצ - ייש
6. וצ - וו - יאם - וצ

1.24 **תרגיל הגייה** - Pronunciation Drill

Try to imitate the speaker. Final syllables are accented unless otherwise noted with capital letters in the phonetic transcription.



<i>/shah-lohsh/</i>	שלוש	<i>/shah-lom/</i>	שלום
<i>/SHOH-rehsh/</i>	שורש	<i>/shee-rah/</i>	שרה
<i>/mee-lah/</i>	מילה	<i>/LAH-mah/</i>	למה
<i>/rah-mah/</i>	רמה	<i>/shmee-rah/</i>	שמירה
<i>/shah-ah/</i>	שאה	<i>/rah-ah.</i>	ראה
<i>/eht-mohl/</i>	אחמול	<i>/rah-ah.</i>	ראה
<i>/eer/</i>	עיר	<i>/shah-ahl/</i>	שאל
<i>/ohm-reem/</i>	אומרים	<i>/ehx/</i>	איך
<i>/yoh-DAH-ah/</i>	יוצאת	<i>/yoh-DEH-ah/</i>	יוצא
<i>/hoo/</i>	הוא	<i>/hee/</i>	היא
<i>/tar-geel/</i>	תרגיל	<i>/xah-sehr/</i>	חסר

1.25 **מילים לוואזיות** - WRITING WORDS OF FOREIGN ORIGIN

Some of the trickiest Hebrew words to read are those borrowed from English or other languages. The beginner often assumes that the word is of Hebrew origin when, in fact, it's a person's name or an English word that is very familiar!

For example:

ג'ו יורק אריזונה מיסיסיפי טקסאס אונגריסטה
 טקסט רזיו קנדי אבזיקולופדיה



1.25.1 מילים לועזיות בתורה - **Writing Words of Foreign Origin.**

This textbook will supply the vowel marks, when required, to help you read these words. Here are some guidelines to help you read and spell words of foreign origin:

1. **כ** is often used to indicate /ah/ in the accented syllable of a word of foreign origin such as "drastic":

דראסטי



2. **ע** is used for /j/ as in "John", "Joan":

ע'אן, ע'אן

3. **צ** is used for /ch/ as in "Charlie":

צ'ארלי צ'אן

4. **ט** is used for /t/ as in "telephone":

טלפון

5. **ת** is used for /th/* as in "mathematics":

* מתמטיקה

6. **ז** is used for the French /j/ as in "Jacques"

ז'אק

7. **ק** is used for most /k/ sounds, "constructive":

קונסטרוקטיב

8. **פ** not **ף** is used for final /p/ as in "jeep":

ע'פ

* But note that the **ת** is pronounced /t/ rather than the English /th/ in this word. Use **ת** for the actual /th/ sound.

ז'אק ע'פ !!



ANOTHER USE OF YOOD: TO PROTECT THE /V/ SOUND OF THE VAHV /ו' 1.26

The *yood* is also used in **final syllables** to indicate that a **final vahv** represents a consonant /v/ and not a vowel /oh/ or /oo/. A common example is the word "now" /ax-shav/ **ו'ש**. Do **not** pronounce the *yood*; it's only written to guarantee that the *vahv* is pronounced /v/ and not /oh/ or /oo/ in a **final syllable** of a word.

Examples: "before him" /le-fah-nahv/ **ו'פניו**, "after him" /ah-xah-rahv/ **ו'אחריו**.



REVIEW OF THE SONG WE HAVE LEARNED: שִׁיר 1.27



שִׁיר הוּא הַתְּחִלָּה שִׁיר הוּא לְכֹא רַק אֵינִי
 שִׁיר הוּא לְכֹא רַק צְלִילִים שִׁיר הוּא תְּקוּוּהַ גְדוּלָּה

THE HEBREW ALPHABET האותיות של האותיות 1.28



Use with Software Chapter 3:1 “Building Reading Proficiency”,
 Exercise Set 9 and Chapter 3:Drill 4 “Learning the Hebrew Keyboard”

You have now learned to read and write all twenty-two Hebrew letters plus the "Final Letters" that are written at the end of a word. Note: ך and ם use the sound of their accompanying vowel. For example: /oo/ אׁוּ /eh/ ךּ /oo/ וּׁ /eh/ ם

Song



האותיות - ב'ית

פֵּא סוּפִית /f/	פ	כַּף \כֵּף /k/	כ	אֵיִף /any vowel/	א
צְצִי /ts/	צ	כַּף סוּפִית /x/	ק	בֵּית \בִּית /b/	ב
צְצִי סוּפִית /ts/	ף	מֵם /l/	מ	גֵּימֵל /g/	ג
קוּף /k/	ק	מֵם /m/	מ	דָּלֶת /d/	ד
רֵשׁ /r/	ר	מֵם סוּפִית /m/	ס	הָא /h/	ה
שׁוֹן /sh/	ש	נוּן /n/	נ	וּו /v/	ו
שׁוֹן /s/	ש	נוּן סוּפִית /n/	ן	זֶן /z/	ז
תּוּ /t/	ת	סֵפֶף /s/	ס	חֵית /x/	ח
		צֵן /any vowel/	ץ	טֵית /t/	ט
		פֵּא \פֶּא /p/	פ	יֵן /y/	י

/oo/ וּ	/oh/ וּ	no vowel sound :	/eh/ ךּ ם	/ih/ ךּ	/ah/ ךּ ם
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A SONG - 1.29 עֵיר: הַנְּה אַה טוֹב -

How very good and pleasant it is when kindred live together in unity



HEE-neh mah tohv oo-mah NAH-eem הַיְיֵה אַה טוֹב וַאֲהַ לְאַיִם
 SHEH-veht ah-xeem gahm YAH-xad עֲשֵׂת אַחִים עִם יַחַד



The text of this song is ancient. It appears in the biblical Psalm 133. The melody is modern.

Cover the transliteration, and read the words of the song from the Hebrew text.

Practice your writing skills by copying the song. Pay careful attention to the direction of writing and the proper starting point for each letter.

הַיְיֵה אַה טוֹב
 וַאֲהַ לְאַיִם
 עֲשֵׂת אַחִים
 עִם יַחַד

PRONUNCIATION DRILLS - 1.30 תַּהֲלִי הַ"פּ -

The purpose of a pronunciation drill is to focus on the differences between a certain Hebrew sound and a closely related English one with which it ought not to be confused. *The goal is to learn to avoid pronouncing Hebrew as though it were English.*

In this drill, pronounce the Hebrew word, then pronounce the English word using normal English pronunciation. Finally, repeat the Hebrew word, being sure not to use the English vowel sound. Focus on the differences between the paired syllables.



הַסּוֹס הַיָּחַד, הַסּוֹס הַיָּחַד

Pronunciation Drill /oh/ 1.30.1

Practice pronouncing the Hebrew vowel /oh/ as in *shore*. Keep the vowel tense! *Keep your lips in one position throughout the vowel sound!*



Remember, DON'T pronounce the Hebrew like the English!

oaf	אוף	mole	אול	
off	אוף	coal	קול	
dove	דול	goal	גול	
sofa	סוף	low	לול	
hole	הול	door	דור	
(g)roan	רון	cove	קוף	

PRONUNCIATION DRILL /oo/ 1.30.2

The Hebrew /oo/ is in between the /oo/ of *pool* and the /u/ of *pull*.

Pronounce the Hebrew word, then the English, then conclude with the Hebrew again.

sure	שור	zoo	זול - זול - זול	
bull	בול	do	דול	
book	בוק	boots	בול	
two's	טול, טול	roots	רול	
(Dr). Seuss	סול			

REVIEW OF CLASSROOM PHRASES: ה'טו"ס רבית' 1.31



Use with Software Chapter 2:1 “Classroom Phrases”. Also use the flashcard drills. Go to the “Main Menu” screen and choose “Flashcard Tools. Then first choose #1 in the flashcard learning modules and do the decks for Chapter 1 by section numbers. Continue with Flashcard Drill options 2, 3 and 4 in the learning modules as you master the vocabulary.

Here are a few phrases that your instructor has been using in class. Listen and repeat in chorus as they are pronounced by your instructor.



please	הַבְּקֶשֶׁה	good morning	בֹּקֶר טוֹב
together	בְּיַחַד	slower	יֹתֵר לְאִט
again	עוֹד פֶּעַם	book	סֵפֶר
repeat after me	לְחַזֵּר אַחֲרַי	too fast	מְהֵר מְדַד
smaller	יֹתֵר קָטָן	bigger	יֹתֵר גָּדוֹל
what's this?	מַה זֶה?	That's too small	זֶה קָטָן מְדַד
correct	נָכוֹן	where	אֵיפֹה?
let me see (m)	תֵּן לִי לְרְאוֹת	please listen	הַבְּקֶשֶׁה לְהִקְשִׁיב
		let me see (f)	תְּנִי לִי לְרְאוֹת



1.32 בִּיטוּיִם לְכִיּוֹתָהּ Comprehension Check

Copy the words that accompany each English sentence on a separate sheet of paper. As you hear them read, place a check mark next to the appropriate word or phrase.



1. You are buying an ice cream cone.

- א. שֵׁמֶר רִיעָה
- ב. יֹתֵר גָּדוֹל, הַבְּקֶשֶׁה
- ג. יֹתֵר לְאִט הַבְּקֶשֶׁה



2. You step on someone's toe.

- א. בֹּקֶר טוֹב
- ב. הַבְּקֶשֶׁה לְחַזֵּר אַחֲרַי
- ג. סְלִיחָה!

3. Someone is about to push the *delete file* key on your computer.

- א. תּוֹדָה!
- ב. קָרָע!
- ג. אִיִּדְיוֹט!

4. Someone *did* push it and deleted all your files.

- א. אִי אַתָּה?
- ב. לְמַה? לְמַה? לְמַה?
- ג. אִי אַתָּה?
- ד. מִצִּיּוֹן