

PREFIXES IN HEBREW - צ'קצוק 1.33

and =	!	and the =	!ה
the =	ה		
in a , at a , with a =	א	in the , at the , with the =	א
to a =	א	to the =	א

These prefixes are always attached to the Hebrew word. **They can never stand alone.** The prefix א when it is the first letter attached to a word is pronounced א /b/.
REMEMBER: In Hebrew the words “and” and “the” consist of single letters that are **ALWAYS ATTACHED** as prefixes to the word that follows.

If you had a sentence that in English contains the words “and the” there would then be two prefixes attached to the word - והבוקר - “and the morning ...”.



You **MUST ALWAYS** write, ור'נה צ

NEVER WRITE: ר'נה צ → →

ה צ'שרון NOT ה צ'שרון

Find and circle the prefixes in the phrases below:



צ וצ'ה

ר'נה וצ'ה

התלמ'ד והתלמ'ד

הצ'שרון והמח'רת

אנ' בות'ה הצ'שרון

אנ' סט'טט באונ'רס'טה.

The prefix א has numerous meanings. Some of the frequent English equivalents are: “in a”, “with a” “in the”, “at”, “at the”, or “with the”
 Examples: At the station
 התחנה



at two o'clock

ק'שת"ס

with a pencil

הצ'שרון

Circle the letter(s) in these words that are prefixes. (Watch for “and the”)

1. א'שה ה'ב'ת של י'וס'ף?

2. בוקר טוב ה'ש'ראל.

3. הנה ה'ס'ט'טט וה'ס'ט'ט'ט

4. המ'שה ה'צ'ולה

ל'ל! ל'ל! ח'ח'!



LEARNING TO LISTEN TO HEBREW :פּוֹשְׁטֵי 1.34



Use with Software Chapter 1: “Drill On Vowels”

For many people, knowing another language means being able to speak it — to express their feelings and needs. Since there is an obvious physical activity involved in speaking, people tend to think of *speaking* as an "active" skill and to consider the act of *listening* to someone else as a "passive" activity. But listening is not passive.

Listening is a highly active process that takes considerable concentration and effort. The ability to understand a spoken foreign language is a complex skill that is acquired in stages and through a great deal of practice. Just as you should not expect to be an instant golfer or tennis player, you can expect to achieve total comprehension of spoken Hebrew only after going through a number of stages. Yet at each stage on your way to becoming a "pro", you will experience satisfaction and enjoyment, even as you recognize that you still have more to learn. And, like many skills, there are some "tricks" and techniques that can improve your comprehension of spoken Hebrew. Here are a few examples:



שימו לב

Strategies for Listening

1. **Relax.** Don't feel that you have to understand every single word in a sentence in order to figure out what's being said. Usually you will be able to piece together quite a bit of information by using the words you recognize, and by intelligent guessing.
2. **Intelligent guessing** is most effective when it is based on a general idea of what the subject is about. Knowing the **context** and using it to develop a hunch about the meaning of unfamiliar parts of the conversation is a good way to get clues about the meaning.
3. **Watch the speaker's mouth.** It will help you to hear more.
4. **Watch the facial expressions and gestures.** They contain clues to the mood and purpose of the message. They can signal a question, or an emphatic declaration of affirmation or denial.
5. **Apply the Logic of Circumstantial Evidence... Use Hunches**

What's being said? You overhear a telephone conversation. Although you can't understand all of it, you do catch a few words: For example:

window..... vegetarian..... 'Avis' is fine.
 ("tomorrow") אחר ... אב'ה

NOTE: Although there may have been more than one hundred words in the telephone conversation, just a few words enable you to capture the *gist* of the transaction!

Where and Who? - א' , אֵיפֶה 1.34.1

Practicing minimal responses to classroom conversations



Use with Software Chapter 1:8 “Prepositions Indicating Location” and Chapter 1:11 “Drill on Prepositions (Indicating Location)”

Even without a large vocabulary you will find that you are able to respond in simple ways to spoken Hebrew.

אֵיפֶה Your instructor will move about the classroom, pointing to persons or objects

while asking where they are. ? _____ **אֵיפֶה**

Together with the rest of the class you can respond to a question like **אֵיפֶה דָּלִיָּה** by pointing to **דָּלִיָּה**.

א' Your instructor may ask: **א' זֶה נַחוּס?**

Assuming that one of the students has chosen that name, **נַחוּס** should respond: **אן'**

or the entire class can point to him and declare: **זֶה נַחוּס**

If the question is: **א' זֹאת רוּת?**

Ruth should reply: **אן' רוּת**

or the entire class can point to her and declare: **זֹאת רוּת**.

Below are some additional examples of phrases to be used in class. Some of the questions or directives require one word responses; others require a physical response, such as pointing. **Don't try to analyze the grammar of the sentences. Just concentrate on getting the general idea.** After your instructor has spent time working with you on these sentences, practice reading the Hebrew sentences on your own.



Don't try to analyze

Where is David?

1. **אֵיפֶה דָּוִד?**

Who is sitting next to Rina?

2. **א' יוֹשֵׁב עַל-צִד רִינָה?**

Who is sitting (f) behind Sarah?

3. **א' יוֹשֶׁבֶת אַחֲרֵי שָׂרָה?**

Where is Aryeh's row?

4. **אֵיפֶה הַשּׁוּרָה שֶׁל אֲרִיֶּה?**

Who is there?

5. **א' שָׁם?**

Who is sitting (m) in front of Dafna?

6. **א' יוֹשֵׁב לְפָנַי דָּפְנָה**



There is, There are, has – ע' ,למ' ,ש' 134.2

In Hebrew the word **ע'** express the equivalents of the English expressions, *there is, there are*. It is used to indicate “**existence**” in the present tense. For example:

There is a big book - **ע' ספר גדול**.



It is also used to indicate “possession” when used with a **ל**.

Rina has a book.- **ע' לרנה ספר** -

Or, in a question:

Who has a book? **למ' ע' ספר?**

There is no .., There are no .. – אין 134.3

(existence) There is no book. **אין ספר**

(possession) Who doesn't have a book?

למ' אין ספר?

למ' ע' בקלה?

Learn to use these phrases. Don't worry about grammatical analysis yet. 1.34.4



Use with Software Chapter 1:6 “The Colors in Hebrew”

1. **למ' יש ש'צר שחור?** Who has black hair?
2. **א' יותר גבוה*, ש'למה או ח'ים?** Who is taller, Shlomo or Haim?
3. **א' יותר נמוכה, ר'נה או שושנה?** Who is shorter, Rina or Shoshana?
4. **איפה הספר הגדול?** Where is the large book?
5. **למ' יש חולצה אדומה?** Who has a red shirt??



(The feminine and plural forms of the names of colors will be given in §4.15.)

* In sentence #2 pay special attention to the pronunciation of the final **ה** in the word **גבוה**.

See §1.41 to learn more.

1.34.5 מה לכתוב? – Choose a Caption

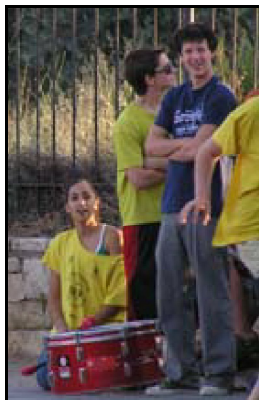


Use with Software Chapter 2:2 “Responding to Classroom situations”

Write a caption for each cartoon pictures using these phrases. Use your imagination.



Using the sentences in §1.34.4 above, choose a caption for each of the four photos below.



1. הוקר טוה
2. בהקשה לקרוא
3. לְהִסְתַּבֵּל שְׂמֵאלָהּ
4. אִיֶּה ?
5. בהקשה
6. בהקשה לקְרֹא
7. אִיֶּה הִסְפָּר?
8. יוֹתֵר לְטֹט
9. בהקשה לְחֻזֹר אַחֲרַי