

2.6 הכנה לשיחה - WORKING IN A HEBREW ENVIRONMENT

One of the quickest and easiest ways to learn Hebrew is to make sure that the activities that form part of your regular routine are conducted in Hebrew. You will find that if you make a habit of referring to those activities by their Hebrew names



הַכְּלֵלָה שֶׁלִּי (my) אֶכְלֵל
אֶת הַתְּרַגְּלִי

(for example) and you make the effort to use the Hebrew phrases for each type of regular request or communication ("My dog ate my term paper", "Is there a make-up exam?") you will soon have a sizeable Hebrew repertoire.

Let's review our dialog for getting acquainted:

שָׁלוֹם, מִי אַתָּה?

שָׁמַי יוֹנָתָן

נָצִיט מְאֹד

שָׁמַי רוֹתָ, שָׁלוֹם

Now we will expand on the "getting acquainted" conversation. The next time they meet:

נָעִמָּה: שָׁלוֹם יוֹאֵל

יוֹאֵל: בּוֹקֵר טוֹב נָעִמָּה

נָעִמָּה: מִה שְׁלוֹמְךָ, (m) How are you?

יוֹאֵל: טוֹב, תּוֹדָה. מִה שְׁלוֹמְךָ? (f)? Good, thank you, How are you?

נָעִמָּה: מְצִינִין! מִה חֲדָשׁ? Wonderful! What's new?

יוֹאֵל: אֲנִי לֹמְדֵי צֵהֶרֶת. I'm learning Hebrew.

נָעִמָּה: אֵיפֹה?

יוֹאֵל: בְּאוֹנֵה־רֵסֵטָה.

נָעִמָּה: טוֹב, שָׁלוֹם וְלִהְתְּרָאוֹת. Okay, so long (or "see you later")

יוֹאֵל: לִהְתְּרָאוֹת

The following page has a list of some phrases that are likely to recur frequently. You may wish to keep a notebook for other phrases that are used often.

Title it: "Things I have always wanted to say in Hebrew".

“how do you say in Hebrew . . . “ אֵיךְ אֹמְרִים בְּצִהֶרֶת? ”



Common Classroom Expressions – **ביטויים** 2.6.1



Review Software Chapter 2:2 “Responding to Classroom Situations”



again

please repeat after me

slower please

correct

incorrect

come to **the** chalkboard (f)(f) באו אֶל הַלוח (m) באו אֶל הַלוח

sit

let me see

put

go

who knows

who wants?

I know

I don't understand

please write

please write in **the** notebook

please read

very good

טוב מאד good

excellent

I forgot

thanks

pardon me

class session

homework

to mark

how do you say?

שוב פעם

בבקשה לחזור אחר”

יותר לאט בבקשה

נכון

לא נכון

יש (m) יש (f)

תן לי לראות (m) תני לי לראות (f)

שים (m) שמי (f)

לך (m) לך (f)

מי יודע? (m) מי יודעת? (f)

מי רוצה? (m) מי רוצה (f)

אני יודע (m) אני יודעת (f)

אני לא מבין (m) אני לא מבנה (f)

בבקשה לכתוב

בבקשה לכתוב במחברת

בבקשה לקרוא

טוב

מצויין

שכחתי

תודה

סליחה

שיעור

שיעורי בית

לסמן

איך אומר?



תן לי לראות



אני זוכר את המוסיקה!

Common Classroom Expressions – א"ט"ס 2.6.2

Look at the pictures below. Choose A classroom expression from §2.6.1 that you think fits a picture and write it in on the line below the picture. Do this for each of the pictures.



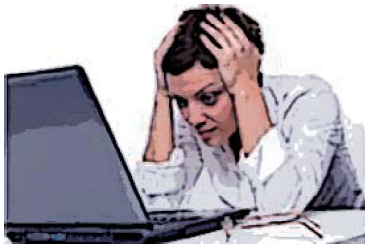
_____ 3



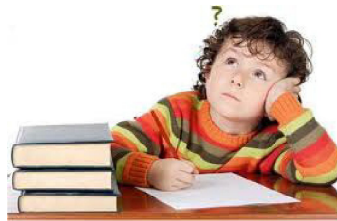
_____ 2



_____ 1



_____ 6



_____ 5



_____ 4



_____ 9



_____ 8



_____ 7

2.7 תרגיל קריאה עם ניקוד - EXERCISE IN READING WITH VOWELS

As we have said, poetry and songs are usually printed with all of the vowel marks and with פֿ'שׁ'י where they are required (for various grammatical reasons). You will be reading poetry and songs in this book as well as biblical or other texts where full vocalization is used. Notice that the consonantal spelling is different when the vowel marks are omitted. The *vahv* and *yood* are added in texts without nikkud to make them easier to read. Spelling that uses these "extra" *vahv* or *yood* letters is called **כתב מלא** and spelling without the *vahv* or *yood* is referred to as **כתב חסר**.

Note that in texts with full nikkud the *vahv* is not doubled when it stands for /v/.

עֵשׂוֹ but עֵשׂוּ

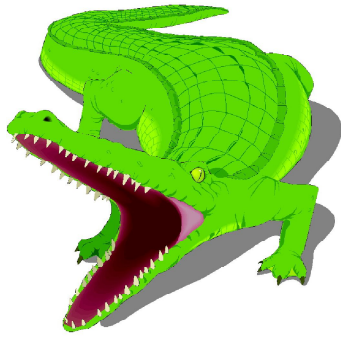
Here are some examples of words you are familiar with showing both **כתב מלא** and **כתב חסר** for the same words. Compare them carefully.



| כתב מלא | כתב חסר | כתב מלא | כתב חסר |
|----------|-----------|-----------|-----------|
| אֵלֶּיךָ | אֵלֶיְכֶם | בֹּקֵר | בֹּקֵר |
| יָשָׁה | יָשָׁה | בְּחֵץ | בְּחֵץ |
| צִבְּאוֹ | צִבְּאוֹ | צִדְּוֹ | צִדְּוֹ |
| כֵּן | כֵּן | עֵשׂוֹ | עֵשׂוֹ |
| אִישָׁה | אִישָׁה | מִכְתָּב | מִכְתָּב |
| עִקְרוֹ | עִקְרוֹ | עִשְׂתָּן | עִשְׂתָּן |
| עֵבֶרֶת | עֵבֶרֶת | אוֹלֵי | אוֹלֵי |
| כִּתְּה | כִּתְּה | מֵאוֹז | מֵאוֹז |
| עֵזְוֵה | עֵזְוֵה | מִצִּיֵּן | מִצִּיֵּן |
| כוֹסֵס | כוֹסֵס | דְּבֵר | דְּבֵר |

As you can readily imagine, writing without using the ' and ׀ as vowel letters makes words highly ambiguous, and the reading of a text without nikkud more difficult.

And since Modern Hebrew is written without the נִקּוּד... You will be happy that we use **כתב מלא** in this book.



"SIMON SAYS" שִׁמּוֹן אֹמֵר



שִׁמּוֹן אֹמֵר: לְדַבֵּר בְּקוֹל רָם!

GAME: "SIMON SAYS" - "שִׁמּוֹן אֹמֵר" 2.8



Use with the Software Chapter 2:6 "Simon Says"

Responding physically to spoken commands is an excellent way to acquire vocabulary quickly. So put aside any inhibitions...Stand up and play "שִׁמּוֹן אֹמֵר"

שִׁמּוֹן אֹמֵר: 'צ"ס אֵל הַ



- | | | | |
|--------------|----------------|-------|---------------|
| stomach | 7. בֶּטֶן | head | 1. רֹאשׁ |
| behind | 8. אַחֲרָי | nose | 2. אָף |
| knees | 9. בְּרִיכֵי | mouth | 3. פֶּה |
| teeth | 10. שֵׁנִים | neck | 4. צְוּנָה |
| to stand up | 11. לָקוּם | eyes | 5. עֵינַיִם |
| to sit down | 12. לִשְׁבֹּת | ears | 6. אוָזְנַיִם |
| to speak | 13. לְדַבֵּר | | |
| to be silent | 14. לְשִׁתּוֹק | | |



Group Work: - 2.8.1 אַבִּוּדָה בְּקַבּוּצוֹת

As one student takes the lead as "Simon," say the appropriate words out loud as he or she points to a part of the body.

2.9 לִסְפּוֹר מֵאֶחָד עַד עָשָׂר * - COUNTING FROM ONE TO TEN*



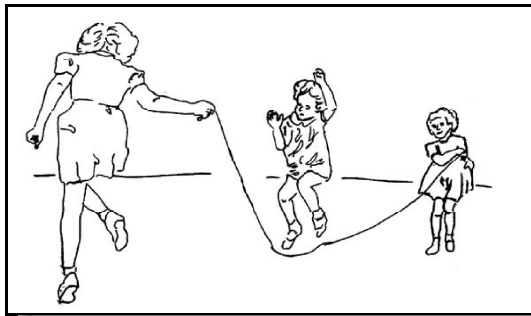
Use with the Software Chapter 2:7 "The Numbers One to Ten"

While you're still in "game mode"....

Israeli children sometimes use this nursery rhyme for skipping with a jump rope. It should help us learn to count from one to ten. These are the feminine form of the numbers. This is the form used for counting.



| | | |
|---------------------|-----|--------------------|
| יְרוּשָׁלַיִם | --- | אֶחָד, שְׁתַּיִם |
| אֲמֵרִיקָה | --- | שְׁלוֹשׁ, אַרְבָּע |
| אַתָּה טֵיפֵשׁ! | --- | חֲמֵשׁ, שֵׁשׁ |
| תְּחַכְּמוּנִי | --- | שֶׁבַע, שְׁמוֹנֶה |
| אֲנִי פְּרוֹפֶסוֹר! | --- | תְּשַׁע, עָשָׂר |



Do Your Math in Hebrew 2.9.1

כַּמָּה? ? How Much?



צִבְעָה: $2 + 2 = 4$ - שְׁתַּיִם וְצוּר שְׁתַּיִם שׁוֹהֵה אַרְבָּע

$3 + 5 = 8$ $3 + 3 = 6$ $1 + 9 = 10$

$2 + 7 =$ _____ $2 + 5 =$ _____ $4 + 2 =$ _____

$5 - 3 = 2$ חֲמֵשׁ פְּחוּת שְׁלוֹשׁ שׁוֹהֵה שְׁתַּיִם

$5 - 5 = 0$ חֲמֵשׁ פְּחוּת חֲמֵשׁ שׁוֹהֵה אֶפֶס

zero = אֶפֶס

* For more on numbers see §2.20, §3.12 and the appendix.