

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

HEY! WHERE IS THE ה ?

In the words כִּיתָה or יָפָה 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...

שיר יפה שירים יפים
כיתה טובה כיתות טובות



הוא תלמיד טוב

היא מורה טובה - מורות טובות

ASK NOT ...

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.

בבקשה לדבר יותר לאט

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 לי לראות

Repeat after me	יופי
Great	מצויין
everyone	תן לי לראות
slower	לחזור אחריי
excellent	פולס
let me see	יותר לאט
please	בבקשה
together	ביחד
please listen	בבקשה להקשיב
again!	עוד פעם!



Respond with כן or לא or try a short phrase. 1.42.1

א. עכשיו בוקר? _____

ב. כן או לא: הכיתה גדולה מדי? _____

ג. כן או לא: הכיתה קטנה מדי? _____

ד. דינה בסוף השורה או בהתחלה של השורה? _____

ה. איפה הלוח? _____



הוא ישן בכיתה



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

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

דוגמה



יש תלמידים בכיתה? 1. יש 2. כן יש 3. אין 4. לא

כן, יש תלמידים בכיתה

1. יש ספר בכיתה?



2. יש לוח גדול בכיתה?

3. יש סטודנטיות בכיתה?

4. כן או לא: אין ספר בכיתה.

5. כן או לא: אין סטודנט עייף בכיתה.

6. יש תלמיד גבוה בכיתה? מי?

7. יש ספר קטן בכיתה? איפה?

8. יש לוח שחור בכיתה?

9. יש מפה גדולה בכיתה?

1.42.3 ענה 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. בבקשה ג. לא, לא! ד. סליחה

2. You would like to hear something again.

א. עוד פעם, בבקשה ב. לחזור אחריי ג. בקול רם ד. קטן מדי

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

א. של מי העט? ב. איפה הספר? ג. של מי הספר? ד. איזה ספר?

4. You are providing a description of an acquaintance.

א. לחיים ב. הוא אמריקאי ג. חולצה שחורה ד. שיער ג'ינג'י

5. You try to explain why you can't take the phone message.

א. אין עיפרון ב. יש עט ג. המחברת גדולה ד. אני עייפה

Test Yourself - 1.42.4 לְמַלֵּא אֶת הַחֹסֵר

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

בְּבַקְשָׁה לְמַלֵּא אֶת הַחֹסֵר

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 חָדָשׁ



הַבֶּנְק לֹא נוֹתֵן נִיקוּד—רַק מִיָּלִים.

1.42.5 אוצר מילים – Word Bank

(Nikkud has not been included)



שמי	מצויין	כיתה
מה שמד? (ז)	לא	כן
מהר מדיי	יותר לאט	עוד-פעם
אני לא יודע	שיר חדש	נעים מאוד
מה זה?	בוקר טוב	אני לא יודעת
תני לי לראות	תן לי לראות	בבקשה לכתוב



אין לי זמן... אני ממהרת!



זאת מפה גדולה של העיר ירושלים.



יש עיפרון... יש מחברת...
שלוש, לדבר לאט
בבקשה

1.43 קריאה 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 **אדני**.

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 רגע and שבוע) §1.23
3. Position of adjectives §1.28.3
4. Agreement of nouns and their adjectives §1.39.2
5. The prefixes ב, ה, ו, ל, to express "in, and, the, to" §1.39
6. Interrogative words: מי, מה, איפה §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* לוח §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).