

1.33 זיקזיק - PREFIXES IN HEBREW

and =	וְ	and the =	וְהַ
the =	הַ		
in a , at a , with a =	בְּ	in the , at the , with the =	בְּהַ
to a =	לְ	to the =	לְהַ

These prefixes are always attached to the Hebrew word. **They can never stand alone.** The prefix בְּ when it is the first letter attached to a word is pronounced בְּ /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, דוד ורינה

NEVER WRITE: דוד ורינה → →
העיפרון NOT העיפרון

Find and circle the prefixes in the phrases below:



דוד וגילה

רינה ודפנה

התלמיד והתלמידה

העיפרון והמחברת

אני כותב בעיפרון

אני סטודנט באוניברסיטה.

The prefix בְּ 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 בתחנה



at two o'clock

בְּשתיים

with a pencil

בְּעיפרון

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

1. איפה הבית של יוסף?

2. בוקר טוב בישראל.

3. הנה הסטודנט והסטודנטית

4. המפה הגדולה

לא! לא! בְּחיי!



LEARNING TO LISTEN TO HEBREW :הבנת הנשמע: 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") לתל-אביב מחר

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!

1.34.1 מי, ואיפה? - Where and Who?

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.

איפה Your instructor will move about the classroom, pointing to persons or objects while asking where they are. ? **איפה** _____

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

מי Your instructor may ask: מי זה נחום?

Assuming that one of the students has chosen that name, נחום should respond: **אני**

or the entire class can point to him and declare: **זה נחום**

If the question is: מי זאת רות?

Ruth should reply: **אני רות**

or the entire class can point to her and declare: **זאת רות**.

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. איפה דוד?

Who is sitting next to Rina?

2. מי יושב על-יד רינה?

Who is sitting (f) behind Sarah?

3. מי יושבת אחרי שרה?

Where is Aryeh's row?

4. איפה השורה של אריה?

Who is there?

5. מי שם?

Who is sitting (m) in front of Dafna?

6. מי יושב לפני דפנה?



134.2 יש, למי יש – There is, There are, has

In Hebrew the word **יש** 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 - **יש ספר גדול**.



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

Rina has a book. - **יש לרינה ספר** -

Or, in a question:

Who has a book? **למי יש ספר?**

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

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

(possession) Who doesn't have a book?

למי אין ספר?

למי יש פֶּלֶב?

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. **למי יש שיער שחור?** Who has black hair?
2. **מי יותר גבוה*, שלמה או חיים?** Who is taller, Shlomo or Haim?
3. **מי יותר נמוכה, רינה או שושנה?** Who is shorter, Rina or Shoshana?
4. **איפה הספר הגדול?** Where is the large book?
5. **למי 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

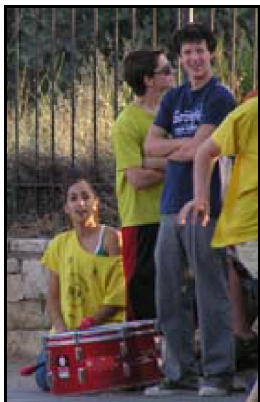


Use with Software Chapter 2:2 “Responding to Classroom situations”

Write a caption for each cartoon picture 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. בוקר טוב

2. בבקשה לקרוא

3. להסתכל שְמאלה

4. איפה ?

5. בבקשה

6. בבקשה לכתוב

7. איפה הספר?

8. יותר לאט

9. בבקשה לחזור אחריי