

6.12 היגוי – PRONUNCIATION

6.12.1 /כ/ and /ח/ contrasted with /ק/ and /כ/

It is extremely important to avoid confusing the sounds /x/ (כ, ח) and /k/ (ק, כ).

Mispronunciation could *completely* change the meaning of the word. Pronounce the words in the facing columns. The words are paired to give you practice in the contrasting sounds. *Keep working until you can say them perfectly.* (You are not expected to be familiar with these words or their meaning.)

א.	ב.	א.	ב.
פול	חול	יִצְחָק	לִקְחַ
חכם	הוא קם	חָרַב	קָרַב
בָּקָר	בחר	חֹן	כֹּן
ככה	חיכה	חטף	כתב
תחת	כסף	מָלַךְ	בלק
ברח	בָּרַק		

Now practice reading the words and sentences below aloud until you can produce them smoothly and accurately:



1. בִּישִׁיבָה.
2. כְּשֶׁלֶמֶד בִּישִׁיבָה.
3. כְּשֶׁלֶמֶד
4. הוּא לֵבֶשׁ חוֹלְצָה כְּתוּמָה.
5. זֹאת שִׁיחָה אֲרוּכָה.
6. אַחוּת קִטְנָה.
7. אֲכַלְתִּי קֶצֶת לֶחֶם.
8. סֵפֶר חוּם וְכַחוּל.

6.12.2 Contrasting /h/ (ה) and /x/ (כ, ח)

א.	ב.	א.	ב.
הָפֵךְ	חשב	הֵלֵךְ	חָלַק
הכי	חשוב	חוש	הומור
חורים	הורים	הזר	חזר
אוהב	לאכול	אוהל	אוכל
חולם	וחושב	אהבה	ואחוזה
זֶהוּ	זה חוג		

6.12.3 היגוי: קריאה בקול רם

Practice reading these verbal nouns out loud. Write in the dictionary form of the underlying verb.



opening	פְּתִיחָה	a story	סִפּוּר
learning	לְמִידָה	a hike, trip	טֵוֹל
walking	הֶלִיכָה	exactness, precision	דְּיוק
a composition	חִיבוּר	renewal	חִידוּשׁ
standing	עֲמִידָה	knocking	דְּפִיקָה
speech	דִּבּוּר	summary	סִכּוּם
eating	אֲכִילָה	selling	מְכִירָה
atonement	כִּפּוּר	calculation	חִשּׁוּב
a summary	סִכּוּם	forgiving	סְלִיחָה
espionage	רִיגוּל	writing	כְּתִיבָה
		order	סִידוּר

6.13 אֶסְטְרֵטִגִּיּוֹת בְּקִרְיָה – STRATEGIES FOR READING HEBREW



Use with Software Chapter 6.11 “Strategies for Reading Hebrew”

לחשוב ולקרוא Think and Read

When Hebrew is written with the vowel marks (ניקוד) the reader can pronounce every syllable correctly. But when the vowels are not indicated, the reader has to perform the task that would have been done by the person who supplied the ניקוד.

The reader must analyze the sentence while reading.! (The problem is particularly challenging for less-experienced readers.)

At this stage in our learning it will be useful to think about some of the strategies that Hebrew readers use as they read, and to discuss briefly some general notions about reading Hebrew.



6.13.1 לקרוא ולהבין – Reading for Meaning

Real *reading* is quite different from phonetic sounding (i.e. mindless sounding out of a pointed text). In an unpointed Hebrew text there are often several different possible ways to read a given word. Readers must *understand* what they read prior to deciding how to pronounce each word. If a word is ambiguous, the reader must decide if it is a noun, adjective, verb, or other part of speech. For example, when you see the letters ספר you must decide whether to read /safar/ *he counted*, /sefer/ *a book*, or /sapar/ *a barber*.



At first the possibilities that occur to the reader are limited by the relatively small number of words in his or her vocabulary. (At this stage, for example, it would not occur to you to read ספר as /sapar/ because you haven't learned the word for 'barber' yet.) However, before long, even a beginning reader encounters words which could conceivably be read more than one way, or which closely resemble other words.

So readers must always monitor themselves as they read. They must think of the *meaning* of what they are

reading and evaluate their reading to check it for sense. This is true even if when reading silently. The process of thoughtful reading must always take place.

You must ask yourself:

"Does what I just said make sense?"

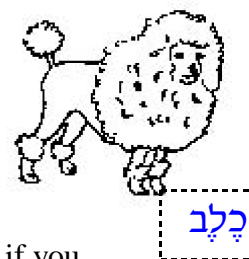
"Are those real words?"

DO THEY FIT HERE IN THIS CONTEXT?

If the answers are "NO", then you must look again at the word to check if you have erred. Let's look at some examples:

If you see the letters כ ל ב you have these possibilities:

- a) "dog," b) "like a heart" /k-lev/, c) "like the heart" /ka-lev/. How do you decide which is correct? Obviously only one of the options will fit the context most of the time and any other reading would be inappropriate. Yet the beginning reader will often fall into the trap of reading utter nonsense! We must concentrate on listening to ourselves and thinking about meaning. **BETTER YET:** *First think.... then read.*



יעקב ספר מצויין. דן קורא ספר טוב

6.14 דיִקְדִּיק READING WITH GRAMMATICAL AGREEMENT

Another challenge for readers involves being alert to the need for grammatical agreement. Suppose you see the adjective יפה. Do you read /yafeh/ or /yafah/? You see the verb כתבת. Is it /katav-ta/ or /katavt/? Here, our task is to develop our ability to keep in mind the words in the sentence that control the gender or number and to sense the need for agreement of gender, number, and definiteness. Sometimes you will have to LOOK AHEAD to the next word before you are able to correctly read the word you are on.

האם כתבת את הסיפור הזה? (שרה שאלה את מרים)

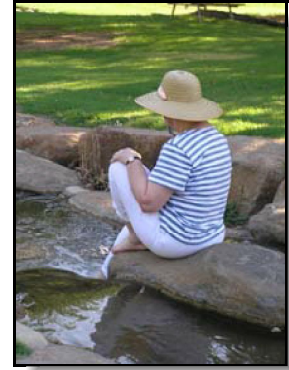
Now read this sentence:

סיפרתי את הסיפור לאישה הזקנה שישבה ליד הנחל

When you reach לאישה you have to decide ל or ל? In order to know which is appropriate you must let your eye skim ahead. You easily spot the adjective הזקנה following לאישה which you know is **definite** because of the first letter ה. Only then, do you know that you must read ל. Next, you come upon שישבה. Here, you must determine whether the שי is the signal to read a verb in the

פיעלתי pattern or whether the ש is simply the prefixed particle /ש/ indicating "which, that, who". No doubt you figured out

that the correct reading yields, "I told the story to the old woman who sat by the stream."



הנה האישה שישבה ליד הנחל

6.15 הצבעים COLOR DRILLS

6.15.1 הצבעים: למלא את החסר

Fill in the blanks for the singular and plural, masculine and feminine forms of the colors listed below:

זכר	נקבה	זכר (pl)	נקבה (pl)
דוגמה: ירוק	ירוקה	ירוקים	ירוקות
כחול	_____	_____	_____
חום	_____	_____	_____
שחור*	_____	_____	_____
לבן	_____	_____	_____
אדום	_____	_____	_____
צהוב	_____	_____	_____
כתום	_____	_____	_____
ורוד	_____	_____	_____



* זהירות!



איזה צבעים רואים?

6.15.2 הצבעים: ענו בעברית במישפט מלא

Make a complete sentence for each noun below, describing it by color.



- | | |
|-----------------|-------------------|
| _____ 9. בלון | _____ 1. עץ |
| _____ 10. כלבים | _____ 2. ספר |
| _____ 11. תרמיל | _____ 3. גֶּשֶׁר |
| _____ 12. בננה | _____ 4. חולצה |
| _____ 13. תפוח | _____ 5. שיער |
| _____ 14. לוח | _____ 6. עיניים |
| _____ 16. נייר | _____ 7. מיכנסיים |
| _____ 17. ים | _____ 8. בית |



מה כתוב על השלֵט?

Can you guess the meaning of the words מאוֹחַדָּת and חוֹגֶגֶת ?

6.16 תבניות של מילים בעברית – RECOGNIZING WORD SHAPES



Use with Software Chapter 6.12 Recognizing Words, by Shape and Pattern.

Remember that Hebrew nouns and verbs have characteristic "shapes" or "patterns" that derive from the addition of letters/vowels like **י מ ה ו** or **ת** added as a prefix or an *infix. You have probably noticed words that have the same number of letters and which also have a **מ** or a **ת** prefix. For example, תלמיד, תרגיל. Such words belong to the same "pattern".

למד < תלמיד, כתב < מיכתב, קרא < קריאה, חשב < חשוב

- Infix = added inside the word. Example: the letter **ת** in the word הסתדר (root letters סדר).

When we see a word with a **י** between the second and third root letters and a **ה** at the end, as in סליחה, we recognize the "pattern" of a *verbal-noun* that is derived from a verb, סלח. And when we see a verb with a **י** between the first and second consonants we assume it is a verb of the פיעלתי pattern, like דיבר.

As we progress in our mastery of Hebrew, our ability to quickly recognize these various patterns will improve. With a knowledge of how to manipulate these forms as they occur naturally in speech and the ability to identify their written "shapes," we soon become competent readers of unpointed texts. Two keys to reading are:

- **Constant awareness of the context. What meaning is demanded by the context, and what specific grammatical form should appear in that context?**
- **Mastery of the grammatical forms and their written representation.**

6.16.1 עבודה בקבוצות – שימו לב



Think as you Read. Which reading is the correct one?

Write in the vowels for the letters shown in bold type to show you understand the sentence.

1. חשבתי שדן הוא **שם** עברי - a) *there*, b) *he put*, c) *name*
2. אמרתי למורה אחת - a) *to the*, or b) *to a*
3. אמרתי למורה החדשה. a) *to the*, or b) *to a*
4. ידענו שכשקרא את המיכתב הוא היה עייף. (Find that prefix!)
5. היא תירגמה סיפורים משפות אחרות לעברית.
6. אל תגידי לי שאני טיפש! - a) *to* or b) *don't*
7. אל המקום הגיעו שלוש תלמידות.
8. אמר לו דודו שהוא צריך ללמוד רוסית. *

* See #2 below

Hints:

1. In written Hebrew (as opposed to the spoken language) the verb is often at the beginning of the sentence.
2. Frequently you will encounter forms which attach the **possessive suffix** directly to the noun rather than use a form of של. Thus **דודו** **לו** אמר rather than the more colloquial, **לו** אמר **שלו**.

6.17 MORE ON THE PARTICLE שְׁ

Beware of that "invisible" /that / /which /

There is a problem that can result from trying to match an English sentence word-for-word into Hebrew as you learn to express yourself. Look at these pairs of English sentences.

"I knew **he** was stupid" : "I knew **that** he was stupid"

ידעתי **שְׁ**הוא טיפש

"I thought **he** was cute" : "I thought **that** he was cute"

חשבתי **שְׁ**הוא נחמד

"The book **I** read was wonderful"

"The book (**which**) I read was wonderful.

הספר **שְׁ**קראתי היה נפלא.



הבחירה הצעירה **שְׁ**רקדה במסיבה

6.17.1 בבקשה לתרגם לאנגלית -

1. חשבתי שהוא תלמיד טוב.

2. קראתי שהוא פרופסור חשוב.

3. ידעתם שאנחנו למדנו לקרוא עברית?

4. הם למדו שארץ ישראל יפה.

5. אמרתם שאתם לא רוצים לבוא לקונצרט.

6. חשבנו שהם תלמידים מצויינים.

7. ידעתי שאתה שוטר בירושלים.

8. קראתם שהאוניברסיטה במינסוטה היא הכי טובה באמריקה?

9. למדתי שים המלח הוא המקום הכי נמוך בעולם.

10. התלמידה שלמדה בכיתה שלנו לא יודעת עברית.

6.17.2 בבקשה לתרגם לעברית – ׀ Watch out for the "invisible

1. The last time I saw David was in Detroit in 1968.

2. I'm sure you love me.

3. We walked quietly until we arrived home (to the house).

4. I thought he had an aunt in Haifa.

5. The story I read was the longest.

6. I knew he was an excellent teacher.

7. The taxi I saw was new.



As you see from a sentence like “I thought (that) you were here”, English *can* omit the little 'connectors' that serve to introduce a subordinate clause in the sentence. BUT HEBREW CAN NEVER LEAVE OUT THE ׀ in these sentences. חשבתי ׀אתה ׀ה.
Review the software in Chapter 4, #12 “The Use of "sheh" in Hebrew Sentences”.

- 1. Remember that the ׀ is never separated from the word which follows it: The ׀ is an attached prefix and is fused with the word. (׀הוא, ׀קראתי)