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INTRODUCTION

Americans know of Hebrew as the language of the Old Testament. Hebrew had been a living language, that is, it was spoken as a native language by a community of people, at least until the First Century, B.C., and possibly for several centuries after that. But even though it ceased to be a living language in this sense, a large and important body of literature has remained in constant daily use for prayer and study.

During the Middle Ages and into the Renaissance Hebrew served as a lingua franca for Jews throughout the world, and the literature was expanded by scholars and poets. Hebrew thus was kept in continuous familiarity, and in the last century successful efforts were begun to revive it as a modern language.

Today Hebrew is the official language of the State of Israel. It is being taught to immigrants speaking a wide variety of native languages, and the goal is to have all the inhabitants learn to speak it.

To be sure, modern Hebrew is different from the Biblical language. The phonology (sound system) has been simplified, and new syntactic patterns and vocabulary have been developed to express concepts not dreamed of two thousand years ago. But the modern language is unmistakably the descendant of the language of the Psalms and the prophets.

The sounds of modern Hebrew are fairly easy for Americans to learn. Since only a minority of the present population are native speakers of Hebrew, foreign accents can hardly be called rare, and one should not feel the slightest embarrassment in making even halting efforts to speak it.

PURPOSE

It should be stated very clearly at the outset that this book is not intended as an elementary text for the study of the Bible or other Hebrew literature. It is also not intended as a reference grammar of Hebrew. There are a number of good books on the market to fulfill those needs. This book is intended as a training manual, designed to teach a non-speaker of Hebrew to speak and comprehend with some degree of fluency an acceptable form of the modern language. Its relationship to a reference grammar is analogous to the relationship of a program of calisthenics to a textbook on physiology. The student is not supposed to read this book in order to find out about Hebrew; he is supposed to work at the material presented here until he can speak Hebrew, and he will have to work hard.

The goal of this course is performance. One "knows" Hebrew in the same sense that one "knows" how to drive a car. It is not necessary to be an automotive engineer or to know the technical terms for the parts of a car in order to be a good driver. Many excellent drivers even have wrong notions about the mechanical aspects of an automobile. Similarly, it is not necessary to be able to discuss accurately and comprehensively the grammar of a language in order to speak it fluently and correctly. Intensive drilling will produce the proper habits. When the student participates in conversation easily and fluently with a minimum of either "accent" or of conscious effort then he has achieved the goal of the course.

Emphasis on the spoken language does not mean that reading and writing are to be ignored or downgraded in overall importance for the educated speaker. These latter skills are a separate problem which in the initial stages of study are treated as secondary.

Many students who use this book will already be familiar with the Hebrew alphabet and writing system. For those who are not it is suggested that work on reading be postponed until Unit 10 is completed. Classes will of course, vary in their ability to absorb the material, and the instructor should feel free to adjust this schedule.

However, it is felt highly probable, on the basis of a large body of experience with many languages, including Hebrew, that the total competence of the student will be greater if he starts with the spoken language and then adds the written form rather than vice versa. Students who already know how to read will profit greatly if they concentrate exclusively on the spoken language for at least the first ten units.

STYLE OF HEBREW USED

The language presented here as a model for students to imitate is the ordinary informal speech of educated native Israelis. This is different from the Hebrew usually taught outside of Israel, and students who have already learned some Hebrew may have to make some adjustments.

Modern Hebrew is a living language and as such it is changing daily. Slang expression, coinages, variant pronunciations, and grammatical innovations are characteristic of any living language. Furthermore, Hebrew is spoken and written in a variety of styles. These vary from highly formal to highly informal.

Formal spoken style is very similar to the literary style and is more like the Hebrew that is taught traditionally. Formal style is used, as the name implies, for public speaking, official meetings, radio news broadcasts, or other occasions where the speaker would use deferential or deliberate speech.

Informal spoken style is that used by native speakers in ordinary, relaxed conversation. It is often more rapid than the formal style and is the speech which seems most "natural" to native Israelis.

There is a highly informal style which contains much slang, contractions and dropping of sounds, and is fairly rapid. The student should not attempt to learn it until he is fairly fluent in the ordinary informal style.

The informal speech used in this text is tempered with features of more formal speech. These are included because the non-native speaker will be expected to have learned them, and their use will not seem affected.

It is interesting to note that the speakers who provided the material for this book often insisted that one should not use forms or expressions which they, in fact, did. This occasionally led to long discussions about what to include in the book, and sometimes no final decision was reached. Thus, for example, the forms /bīrēr/ and /otxēm/ "you" are included in the material as well as the 'correct' forms /berār/ and /etxēm/. In such cases the student will find that either choice will be acceptable in conversation.

METHODS AND PROCEDURE

The Native Speaker

Since the emphasis is on speech throughout the course, an indispensable component is the voice of an instructor whose native language is Hebrew. The student should not attempt to use these materials without either a native instructor or recordings of a native instructor's voice. The method of instruction incorporates guided imitation, repetition, memorization, pattern practice, and conversation.

The instructor performs the following functions:

- (a) He serves as a model for imitation and a source for elicitation of material. In this his ability to repeat without change and his endless patience are most important.
- (b) He corrects mistakes of all kinds: pronunciation, grammar, and vocabulary. Tape recordings are an extremely useful tool, but they cannot correct the student.
- (c) He drills the student. He conducts, and may himself devise, drills and exercises designed to fix new language patterns in the habits of the learner.
- (d) He converses with the student. He acts out prepared conversations with the student. It is here that his intelligence, imagination, and skill are most important.

It is to be noted that explanation is not listed as a normal function of the instructor. In general, explanation of the language is held to a minimum. Using the language and talking about it are different things.

The native speaker has under his control the vast array of possible sentences of the language, knows when to use them, and recognizes and responds to them when used by others. In this sense only the native speaker really knows the language. For this reason he is the most satisfactory model, corrector, and conversation partner.

However, the native speaker is to a great extent unaware of the structural patterns of his language because he learned them at an early age and has not thought much about them. The educated man is overtly familiar only with those patterns of grammar, style, and pronunciation which are emphasized in his education. These are usually only a small fraction of the total structure of the language, and by no means the most important for the English-speaking student. The native speaker's explanations about his language may be satisfactory, or correct but inadequate, or even completely false or misleading. For these reasons the student should not rely on the native speaker as an explainer. Normally, the course is conducted under the supervision of a scientific linguist who provides whatever explanations are necessary.

Intensiveness

Not only is a large total of instructional hours necessary, but concentrated study is essential. Experience has shown that greater concentration of contact hours, especially at the beginning of a language course, yields far better results than dispersal of the same number of hours of over a long period of time. The maximum load per day for efficient learning is highly variable, some students reaching the point of diminishing returns with four contact hours and others being able to work up to eight or more. At the Foreign Service Institute students usually have six hours a day five days a week of classroom contact hours.

The size of the class is another important consideration. As in many learning situations, the learning of a second language proceeds more thoroughly and rapidly if it takes place in a small group. This provides greater variety in drill and conversation, more speaking time for each student per class hour, and allows the instructor to give more attention to each individual. The maximum figure for effective learning varies with the personality types of the students, the skill of the instructor, and other factors, but the number six serves as a standard, across-the-board maximum.

At the other extreme, a class consisting of a single student is feasible and may be very successful, but it usually proves better to have several students for drill and conversation. In the regular intensive courses at the Foreign Service Institute the norm is about four.

The drill techniques described below assume that the class will have no more than six students. For larger classes the instructor will have to devise various types of choral drills and responses and to rely more on tape recordings to give the individual student practice in speaking.

An important aspect of the method is OVERLEARNING, that is, learning sentences so thoroughly that they come out automatically. Any 'thinking in the language' then consists of thinking about what to say and not about how to go about saying it. This cannot be accomplished unless the student spends a lot of time practicing.

MATERIAL

The material for the spoken Hebrew section of the course is divided into units which consist of the following parts: Basic Conversations, additional vocabulary, vocabulary drills, verb drills, grammar notes and drills, rapid response drills, and review conversations.

Basic Conversations

The Basic Conversation is the core of each unit. It consists of a set of sentences in dialogue form, which is to be completely memorized by the student. After having overlearned these sentences the student proceeds to intensive drilling based on the sounds, constructions, and vocabulary contained in the sentences, then to prepared or guided conversations, and finally to free conversation on topics covered in the sentences and expanded by the grammatical points covered in the grammar sections.

The sentence is the natural unit of speech. All languages have sentences, and sounds and forms of a language normally appear within sentences. It is clear that the student must learn to use sentences readily, no matter how this learning is accomplished.

In learning whole sentences the student acquires words and grammatical patterns simultaneously. Experience has shown that having the student first learn words and rules and then produce sentences by combining the words according to the rules is an inefficient way to learn. For most people a grammatical pattern is learned (in the sense that it is "internalized" and can readily be used) more rapidly by thoroughly learning illustrative sentences which embody it than by having it presented as a rule.

Furthermore, the pronunciation and grammatical form of words or other units of the language may be quite different in isolated citation from what they are in connected speech, and since the connected speech form is far more frequent it normally deserves far more attention and drill than the citation form.

The sentences of the Basic Conversation are presented in three parallel columns. The column on the right gives the Hebrew sentence in the Hebrew alphabet. The column on the left gives an English equivalent (not necessarily a literal translation) of the Hebrew sentence. The middle column is a transcription of the Hebrew sentence. Since the Hebrew spelling is given without vowel points the student will have to rely on the transcription for rendition of the pronunciation. The Hebrew in the right hand column is given mainly for the benefit of the instructor who will find it more familiar to read than the transcription, although the student may use it for reading practice later.

After each sentence a "breakdown" of the new words is given. The English translations of these entries tend to be more literal than those given for the Basic Sentences themselves, and are more like the entries to be found in a dictionary.

The technique for teaching the Basic Sentences is a "build-up" scheme in which each longer sentence or group of sentences is broken up into short pieces, and then each piece is presented last piece first and cumulatively, until the student can speak the entire sentence or group of sentences. When the entire sentence is built up it is repeated by the instructor and student.

The pieces to be presented are printed on separate lines. For example, the group: /todá rabá. Šlomí tóv. umá Šlomxá?/ "Thank you very much. I'm fine. And how are you?" is written in the book like this:

Thank you very much.
I'm fine.
And how are you?

todá rabá.
Šlomí tóv.
umá Šlomxá?

תודה רבה.
שלומי טוב.
ומה שלומך?

It is presented to the student as follows:

Instructor or Tape:	umá Šlomxá?
Student:	umá Šlomxá?
Instructor or Tape:	Šlomí tóv. umá Šlomxá?
Student:	Šlomí tóv. umá Šlomxá?
Instructor or Tape:	todá rabá. Šlomí tóv. umá Šlomxá?
Student:	todá rabá. Šlomí tóv. umá Šlomxá?
Instructor or Tape:	todá rabá. Šlomí tóv. umá Šlomxá? (repetition)
Student:	todá rabá. Šlomí tóv. umá Šlomxá?

As much as possible the sentences have been divided into natural sounding pieces. However, the instructor will still have to achieve skill in presenting the pieces with the intonation that they have within the entire sentence. The repetitions of these partial sentences should not be dull and mechanical, but should be an accurate model for the student to imitate in a natural conversation.

The instructor's pronunciation may vary somewhat from that indicated by the transcription. The student should imitate the instructor, but the instructor should not try to impose a "bookish" or supposedly "correct" pronunciation if it is not completely natural to him in ordinary, relaxed speech.

For the benefit of the instructor the Basic Sentences are printed in larger type than the vocabulary entries after each sentence. The instructor does not drill the vocabulary entries; they are given for the student's reference.

After acceptable imitation and accurate pronunciation of the Basic Sentences have been achieved they are assigned for memorization outside of class or repeated in class until memorized. Repetition outside of class, preferably using recorded materials as a guide, must be continued to the point of over-learning, as mentioned above. As a final step, the students act out the entire Basic Conversation from memory, with the instructor or with other students. Only when the Basic Sentences have been mastered to this extent can they be considered to provide an adequate basis for grammatical drills and for control of the spoken language.

Some Basic Conversations are rather long, and are therefore broken up into sections which cover several units. After the section in each succeeding unit is mastered it may be combined with the sections from preceding units for review and practice of longer conversations.

Additional Vocabulary

Appropriate additional vocabulary is presented in this section which follows the Basic Conversation. New words or expressions are always presented within sentences, and the student is not required to memorize lists of new words as such. Items are included in this section to give material for expanded or varied conversation or to present paradigms to be learned before a grammatical explanation is given.

Vocabulary Drills and Verb Drills

It is not assumed that a student will automatically be able to extend the rules to all new forms encountered. Therefore, further opportunities are presented to practice the manipulations. Whenever, for example, an adjective is introduced in a Basic Sentence or Additional Vocabulary all other forms (masculine, feminine, singular, plural) will be drilled in this section. Whenever a new verb is introduced the entire conjugation is drilled, as far as is practicable. These drills not only reinforce the grammatical patterns, but also give an opportunity to illustrate different meanings and the use of forms in different contexts.

Grammar Notes and Drills

All explanation of the structure of Hebrew - sounds, forms, constructions, or style, - is kept to a minimum in the course. When a grammatical point is to be made clear by a supervising linguist or in a Grammar Note, this is done (a) after examples of the point have appeared in Basic Sentences, (b) by calling attention to these instances and adding other illustrations, and (c) by a simple, clear statement. Then, most important of all, the point is reinforced by drills.

Historical explanations or appeals to "logic" are generally avoided, but contrast with similar or conflicting patterns of English is usually indicated.

It is generally wasteful to spend a great deal of time on grammatical explanations. Even if they explain what IS said, rather than somebody's idea of what SHOULD be said, it is still largely wasted motion in that the student does not participate and does not master the point. The time spent in explaining a point is usually better spent in drilling that point with carefully selected, natural sentences exemplifying it.

On the other hand, the attempt to rule out all explanation and to teach everything by a "direct method" completely in Hebrew also wastes time. Very often a simple point which takes endless repetitions of various sentences before the student gets the hang of it can be explained briefly and effectively in English and then drilled systematically.

The Grammar Notes do not cover all possibilities. The instructor will be sure to find exceptions to each explanation or contexts in which the explanation is contradicted. The Grammar Notes are intended as guides, and the student should not expect them to be comprehensive for all cases.

Some explanations are not given in traditional order. Thus, for example, the first and second person forms of the past tense of verbs are drilled separately from the third person forms, and the complete past tense of verbs is then drilled without regard to binyan, or conjugation. The complete paradigm of each binyan is not presented until Units 21-25, although references are made to them and various verbs are drilled in preceding units. Also, the pi'el is presented before the kai since the former is a simpler conjugation in modern Hebrew and because most new verbs are coined in the pi'el.

Terminology

In line with the desire to keep explanations simple, no wild forays into novel terminology are made. All students will recognize such familiar terms as "past tense", "imperative", "gender", etc. Certain other terms which may not be so familiar are "construct state", "radical", and "dual", but these are traditionally used in grammars of Hebrew. Also, some Hebrew grammatical terms are used, such as "lamed hey verb", "pi'el", etc.

Nevertheless, the student may find some of the terms to be strange, especially if he has had no grammatical training embodying the practices of modern scientific linguistics. New terminology has arisen in order to be able to make more objective statements about language, and some of it is used here as a matter of course. Thus, for example, "forms" are said to "occur"; groups of consonants with no intervening vowel are called "consonant clusters"; etc. The most unfamiliar terminology may be the phonetic descriptions of consonants and vowels, such as "affricate", "low central vowel", etc.

The student should keep in mind that he does not have to learn terminology or to talk about Hebrew. It is far better and more pertinent for him to be a good mimic than to know what a voiced velar fricative is.

Rapid Response Drills

In Rapid Response Drills students answer in quick succession questions on the Basic Conversation of the unit. The instructor may vary these questions by having the students take the parts of various actors in the Basic Conversation and asking them direct questions about their parts.

Review Conversations

The Review Conversations give the student opportunity to improvise brief conversations, starting with models given in the text. The sample conversations given in this book may be used both for testing comprehension and for conversation practice. Complete directions for using the Review Conversations for conversation practice are given in Unit 1. Later the instructor and students are left to their own ingenuity in changing and expanding them.

DRILLS

Drills are not tests.

All drills are planned to be easily and rapidly answered. In class they are to be done orally with the students' books closed. Answers are available in the textbook. The drills are not puzzles; they are not to be "figured out" but merely to be spoken for speed and accuracy. They are opportunities to practice new forms or sequences in new contexts. If the student has difficulty this may reflect an inadequate mastery of the Basic Conversations or of previous drills. In any case, it is of no great importance whether or not he can figure them out by himself. The goal is to learn to speak Hebrew accurately and fluently, and this aim can be achieved only by correct repetition of the forms and patterns involved. The instructor should supply the correct response whenever the student hesitates too long or does not answer correctly.

In the earlier units of the course the drills are given in the Hebrew spelling and in transcription so that the student may follow the drills when using the tape recordings. It is assumed, however, that the student will have learned to read Hebrew by the time Unit 20 is completed. After Unit 21, therefore, the transcription is omitted in the drills. Translations are given for the first set of responses in each drill.

The instructor should check to see if the students understand what is going on by stopping at random points in a drill and asking a student to translate the last response. It is best to ask a student other than the one who just responded. The instructor should do this only once in a while so that a maximum amount of time is given to the students to speak Hebrew.

Substitution Drills

The purpose of this type of drill is to present variations in form, such as for gender, number, person, without the student having to do any manipulations at all other than to repeat what the instructor has said and to fit it into the model sentence.

A substitution drill is done as follows: The model sentence is given by the instructor and then repeated by the students. The instructor then gives a form which is to be substituted into the model sentence. The student responds with the entire sentence with the new form substituted. The instructor reinforces the correct response by repeating the student's response.

In the tape recordings of drills a blank interval is left for the student to respond. The correct response is then given. If the student has not responded correctly he will hear something different from what he himself has said. This will serve as a correction from the instructor. If he has responded correctly then the repetition will reinforce the proper habits.

Further instructions for doing substitution drills and substitution-agreement drills are given with examples in Unit 1.

Substitution-Agreement Drills

The purpose of this type of drill is to elicit a variation determined by the cue from the instructor. The instructor gives the student a substitution to make in the model sentence, and this substitution requires the student to make a change elsewhere in the sentence. These subsequent changes are the points being drilled.

A substitution-agreement drill is done in the same way as a simple substitution drill. It will usually require more repetitions for mastery since the student must make more than one change in the model sentence.

Expansion Drills

The purpose of expansion drills is to give the student practice in producing longer utterances while maintaining a certain grammatical context.

The instructor gives the student a model sentence. The student repeats this model sentence and adds another sentence to make a longer utterance. For example:

Instructor: hú gár bemalón dán.

Student: hú gár bemalón dán, vehamišpaxá šeló tagía beód šavúa.

Instructor: He's staying at the Dan Hotel.

Student: He's staying at the Dan Hotel, and his family will arrive in a week.

In this case the reference to the subject of the first sentence is maintained in the added sentence: /hú - šeló/ "he - his".

The instructor repeats the entire response of the student. After the drill has been done a number of times the instructor may omit this repetition in order to speed up the drill in class.

Transformation Drills

The purpose of transformation drills is to give the student practice in shifting from one tense to another, from one conjugation to another, from singular to plural, etc., or simply to paraphrase. The student must eventually be able to make all grammatical manipulations automatically, and this type of drill is most helpful.

The instructor gives a sentence and the student responds with another sentence, determined by the instructions given for the particular drill. The instructor should give the first response so that the student will understand what sort of transformation he is supposed to make.

Response Drills

The purpose of response drills is to simulate a situation which may occur in a real conversation. The question and response is extracted from such a possible conversation in order to concentrate on the grammatical points which must be drilled.

Response drills differ from real conversation in that the student is instructed to give only one possible answer. The instructor should give the first response so that the student will know what his responses to subsequent questions should be.

Translation Drills

The purpose of translation drills is to familiarize the student with the idiom of Hebrew or with characteristic constructions of Hebrew whose literal English translation might be misleading. Translations drills are comparatively few in number in the course, but all drills may be used as translation exercises by asking for spot translations into English as explained above.

TRANSLATIONS

Two kinds of translations are used in this text, literal and free. The latter is often more in the nature of an English equivalent, that is, what would be said in English in an equivalent situation rather than a linguistic translation,

A beginning student often has the impression that the literal meaning is the "true" meaning and that any other meaning is necessarily secondary or wrong. This misunderstanding should be avoided. By comparing literal and free translations, the student will learn how much the translation depends on context. A word, expression, or construction may have several translations, depending on other words in the sentence, the grammatical structure of the two languages involved, and the social situation in which the conversation takes place. For example, the literal translation of /ma šlomxa/ is "What is your peace?" We have translated this as "How are you?", which is what an English speaker says in the same situation. Conversely, though, the literal equivalent of the English, /eyx ata?/, is used in Hebrew but only as a rejoinder to a previous greeting.

In the drills various possible translations are deliberately used to free the student from the idea that there is only one correct translation.

TESTS

The ultimate test is the ability to engage in a conversation in Hebrew and to speak and comprehend accurately, fluently, and easily. Most students, though, will appreciate some measurement of their performance during the course. Certain tests are built into the course material itself, and depend on the instructor's judgment in proceeding to new material. That is, the instructor should not proceed to new material until the students have mastered the old. A decision to proceed is thus a satisfactory mark of performance.

Intensive language training is usually very tedious, and the instructor should resist pressure from the students to go on to a new unit if he feels that they need more practice on the old.

The Basic Conversations and Additional Vocabulary must be memorized and overlearned. Any hesitation on the part of a student means that he does not know the material.

The Review Conversations also serve as a test for comprehension and of the ability of the students to use the limited amount of material learned up to that point.

For further testing two other types are suggested below and some examples of each are given in the section on tests.

Interpreter Situations

These require three persons - the instructor, who pretends to know no English, the student, who acts as the interpreter, and a third person who, ideally, knows no Hebrew, but who may be another student pretending to know no Hebrew. The interpreter is the one being tested and his ability to serve in that function with accuracy will be readily apparent. In later stages of the course an error on his part may lead the conversation far off the track or reduce it to an absurdity. Students usually enjoy these interpreter situations once they become familiar with the technique.

Taped Tests

None of the above tests will give the student a number grade. Suggestions for tests which can be marked and a number or percentage grade given are included in the section on tests. These tests require a tape recorder for the student to record his answers. If the school is equipped with a language laboratory, then the entire class may be tested at one time. The tapes are then listened to and marked by the instructor.

The supervising linguist and instructor will, of course, want to devise additional tests which the student will not be able to see beforehand.

The student should not be required on any test to discuss Hebrew grammar per se or to list conjugations or the like. Questions such as "What is the feminine singular imperative of /ba/ 'he came'?" are to be avoided. Instead, the student should be told "Tell that girl to come over here." If he responds with /bóí héna/, then he knows the form. Otherwise, he does not.

READINGS

Material for instruction and practice in reading Hebrew is given in a special section at the end of the material for spoken Hebrew. This does not mean that such instruction should wait until the spoken material is completed. Indeed, it is expected that reading will begin about the time Unit 11 is started.

After the explanation of the Hebrew alphabet some simple recognition drills are given. These may be supplemented or replaced by flashcard drills in class. Once the students have learned to recognize all the letters and the most frequent sequences, then they may go back to the earlier units and read the Basic Conversations, drills, and Review Conversations.

Resumés of the Basic Conversations from Unit 11 on are then given in the reading section. These become progressively longer and more difficult. Occasionally new vocabulary is supplied in these resumés. The material in the spoken Hebrew does not assume this additional vocabulary, but it may, of course, be used in Review Conversations and the like.

Following the series of resumés is a series of short paragraphs, some of which are based on actual news articles. These are intended to bridge the gap between a fixed written text and free conversation. Progressive stages of different types of questions follow these paragraphs. All of this is in Hebrew, and the student practices reading and free conversation this way.

At the very end are some reading selections taken from newspapers and other periodicals. They are presented as examples of material which the student will see in normal encounters in Israel. The supervising linguist and instructor may prepare additional materials to supplement them and to cover a range of subject matter more pertinent to particular classes or individual students.

SUMMARY

The text provides for the assimilation of all basic forms and patterns of the language by the guided imitation, memorization, and manipulation of a large number of sentences and by practice in confronting several widely occurring everyday situations. Actual living use of the language is a necessary adjunct of the course. The instructor should therefore encourage his students from the start to use Hebrew in every way possible, above and beyond what is provided for in the text. After the first few days of work both students and instructor should avoid the use of English in the classroom. Only by constant use of the skill he is learning can the student hope to master it and retain it as a useful tool.

Transcription

In addition to the Hebrew spelling the material in this course is written in a transcription meant to help the student listen. It is an attempt to put down on paper the sounds that the instructor will say, or that will be heard on the recordings. It should be emphasized that the transcription is just a reminder of what is said and not a substitute for it.

The transcription is based for the most part directly on spoken Hebrew and is not a transliteration of ordinary Hebrew spelling. Thus, for example, /k/ is used for both כ and ק, and /t/ is used for both ט and ת. Transcriptions are set off in slash lines // except in the Basic Conversations and Additional Vocabulary. Slash lines are also omitted where they would clutter the text.

Some departures are made from a slavish transcription of the spoken language. The definite article is spelled /ha-/ even though the /h/ is often dropped in connected speech. Root consonants which assimilate to other consonants in clusters are spelled consistently. For example, /tisgor/ "you will close" is spelled with /s/ although /tizgor/ would represent the actual pronunciation more accurately. The departures were made ad hoc to eliminate possible confusion and then only when the normal pronunciation may be easily read from the varied transcription.

Students may be familiar with other transcription and transliteration systems which are in use. sh is used where we use š and ch or kh where we use x. The system used here avoids ambiguities in the use of letters, and students will have no trouble adopting it. However, commonly used transliterations will be found in the English translations: For example, chala, Moshe, etc.

TABLE OF SYMBOLS

Consonants:

Voiceless: p t k c č f s š x h

Voiced: b d g j v z ž r

Nasal: m n

Lateral: l

Glide: y

Open juncture: '

Vowels: i e a o u

Stress: Strong ' Weak (unmarked)

The correspondences of these symbols with the letters of the Hebrew alphabet is given in the section on Readings.

In the following drills attention will be paid mainly to those Hebrew sounds or groups of sounds which are very different from their English counterparts. The examples in the drills are not to be memorized. The English translations are given only for reference.

CONSONANTS

/l/ The articulation represented by this letter differs from the articulations represented by the letter in English, especially at the end of a syllable. The Hebrew articulation is a lateral, with the tongue touching the gum ridge behind the upper teeth. The tongue is somewhat tenser than in English. The Hebrew articulation is essentially the same at the end as at the beginning of a syllable, whereas in English the tongue is retroflexed with the tip approaching the gum ridge but not making definite contact.

The Hebrew /l/ should be thoroughly learned since substitution of the English or American articulation gives one a "thick" accent to the Israeli ear.

li	"to me"	šalom	"hello"	el	"to"
lo	"to him"	šeli	"mine"	al	"on"
la	"to her"	šelo	"his"	kol	"all"
lānu	"to us"	šelānu	"ours"	gadol	"big"
lev	"heart"	milon	"dictionary"	meil	"coat"
			kilkul		"malfunction"
			klal		"generalization"
			menahel		"director"
			gidel		"he raised"
			godel		"size"

/x/ Voiceless velar fricative.

The articulation represented by this letter does not exist in English, and, therefore, may give some difficulty to students. However, it is extremely important that students master it and do not substitute /h/ or /k/ for it.

The tongue is brought back toward the soft palate, but instead of stopping the passage of air, as with /k/, a friction sound is made between the back of the tongue and the soft palate, similar to the noise made in clearing the throat.

Some speakers use an Arabicized pronunciation of /x/ when spelled נ . This pronunciation is affected on the radio, also. However, it is not used in general speech and will not be heard on the accompanying tapes.

xam	"warm"	léxem	"bread"	oréax	"guest"
xalav	"milk"	óxel	"food"	eyx	"how"
xom	"heat"	exad	"one"	šlomex	"(greeting)"
xódeš	"month"	axal	"he ate"	šelax	"yours"
xéci	"half"	šaxav	"he lay"	namux	"short"
xika	"waited"	axim	"brothers"	macliax	"succeeds"
xuc	"outside"	axot	"sister"	tox	"inside"
xiduš	"renewal"				
xadaš	"new"				
xex	"palate"				
xaxam	"smart"				
šlomxa	"(greeting)"				
xémed	"delight"				
xaval	"pity"				
xut	"thread"				

/r/ Voiced velar fricative.

The articulation of the tongue is similar to that of /x/, but it is accompanied by voicing of the vocal cords. Some speakers use a tongue-tip trill instead of the velar fricative. The trill is also generally used on radio, in the theater, etc. Students may use the trill, but for most native Israelis the velar fricative will sound more "natural".

ram	"high"	laruc	"to run"	šoter	"policeman"
rax	"soft"	teruc	"excuse"	xaver	"friend"
rišon	"first"	dérex	"way"	séfer	"book"
rikud	"dance"	érev	"evening"	ir	"city"
réga	"minute"	arox	"long"	sar	"minister"
régel	"foot"	garim	"live"	kar	"cold"
ruax	"wind"	xaverim	"friends"	or	"light"
roš	"head"	šagrirut	"embassy"	barur	"clear"
rak	"only"	šagrír	"ambassador"	lira	"pound"

/p/ Voiceless Bilabial stop.

This consonant is quite similar to the English articulation. It occurs at the end of words only rarely, and these are all loan words or abbreviations used as words. At the end of words the lips are released. Before a stressed vowel it is not as strongly aspirated as the English counterpart.

po	"here"	bapina	"on the corner"	jip	"jeep"
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/t/ Voiceless alveolar stop.

This sound is also similar to the English, except that at the end of a word it must be released. Before a stressed vowel it is not as strongly aspirated as the English counterpart.

tov	"good"	omédet	"stands"
matay	"when"	menahélet	"directress"
et	"time"	šévet	"tribe"
at	"you" (f.s.)	záit	"olive"
ot	"letter"	báit	"house"
šélet	"sign"	štut	"foolishness"
safot	"languages"	xut	"thread"
kapot	"spoons"	rut	"Ruth"

/k/ Voiceless velar stop.

This consonant, too, is similar to the English articulation except that at the end of a word it must be released. Before a stressed vowel it is not as strongly aspirated as the English counterpart.

kol	"all"	amok	"deep"	dévek	"glue"
sakana	"danger"	xok	"law"	ravak	"bachelor"
rak	"only"	bakbuk	"bottle"	xarak	"insect"
sakik	"small bag"	šotek	"keeps quiet"		
sélek	"beet"	šok	"thigh"	matok	"sweet"
tadlik	"kindle"	šuk	"market"	pihuk	"yawn"
émek	"valley"	porek	"unloads"	xélek	"part"

/c/ Voiceless alveolar affricate.

This consonant is a combination of the articulation /t/ and /s/ functioning as a unit ts. Practice is usually required when /c/ occurs at the beginning of a word or after a consonant.

The single symbol /c/ is used because between vowels the sequence /-ts-/ is broken up into /-t + s-/ when syllabified. /c/, on the other hand, goes with the second syllable as a unit.

		/nuca/	"he was taken out"	חוצא	
		/hutsa/	"she was flown"	חוטסה	
koc	"thorn"	cav	"turtle"	cafon	"north"
yoec	"advisor"	cava	"army"	cara	"trouble"
ec	"tree"	cédek	"justice"	came	"thirsty"
lauc	"to advise"	cénef	"shell"	carud	"hoarse"
kaic	"summer"	cémed	"pair"	coek	"hollers"
acic	"flowerpot"	céva	"color"	cofe	"scout"
tocéret	"product"	címuk	"raisin"	coléa	"lame"
kacav	"butcher"	cíncénet	"jar"	colélet	"submarine"
tocaa	"result"	cipor	"bird"	cur	"rock"
mecit	"lighter"	cir	"representative"	cuk	"cliff"

/y/ This sound is similar to the English glide and forms diphthongs with preceding vowels.

/iy/ /ey/ /ay/ /oy/ /uy/

The diphthong /iy/ is rare and tends to be reduced to /i/ when it occurs.

/tiyšan/ — /tišan/ "you will sleep."

At the beginning of a word the sequence /yi/ tends to be reduced to /i/

/yisrael/ — /israel/

/'/ Open Juncture

The open juncture /'/' has an English counterpart which is not usually written. It is the "catch" that occurs between vowels in the exclamation "oh - oh" or the separation of syllables the second of which begins with a vowel, as in the sequence "an aim" as opposed to "a name", or in "grade A" as opposed to "gray day".

/'/ occurs mainly in slow or deliberate speech. In ordinary conversation it is elided or barely audible.

/'/ is spelled ך or ם. The latter has an Arabicized pronunciation which is used by some speakers but which is not heard generally. It does not occur on the accompanying tapes.

The following pairs are given as illustrations. They should not require much practice on the part of the English-speaking student.

/lirot/	"to shoot"	לירוט	/lir'ot/	"to see"	ליראו
/maca/	"he found"	מצא	/mac'a/	"she found"	מצאה
/nasa/	"he travelled"	נסע	/nas'a/	"she travelled"	נסעה
/mila/	"word"	מלה	/mil'a/	"she filled"	מלאה

For the pronunciation of vowels when the intervening /' / is elided see the note on vowel clusters.

/h/ This sound is similar to the English counterpart, except that it tends to be dropped in rapid speech. Before stressed vowels it is usually retained.

When /h/ is dropped it is replaced by zero, not /' /.

/lehakir/ — /leakir/ "to recognize" להכיר (not /le'akir/)

The /h/ is generally kept in the transcription since the student might just as well retain it until he acquires a natural-sounding rapid speech. It will not seem affected or bookish.

The student should be aware in listening to other speakers that the dropping of /' / and /h/ will produce homonyms.

/gahar/	—	/gaar/	"he crouched"	גהר
/ga'ar/	—	/gaar/	"he scolded"	גער

The following consonants are infrequent and occur only in loan-words and proper names.

/ʕ/ as the ch in English cheese.

/ʕizbat/ "tall tale" צ'יזבט

/j/ as in English jeep.

/jip/ "jeep" ג'יפ

/ʒ/ as the s in English measure or the j in French.

/ʒaket/	"jacket"	ז'קט
/beʒ/	"beige"	בז'

Consonant Clusters

In ordinary speech two adjacent consonants within a word will tend to be either both voiced or both voiceless. If there is a sequence voiced - voiceless, such as / - zk -, or voiceless-voiced, such as /- sg -/ then the first will assimilate to the second. In slow or very careful speech the distinction may be maintained.

Slow speech
voiced-voiceless

/tizkor/	תזכור	/tiskor/	"you will remember"
----------	-------	----------	---------------------

voiceless-voiced

/tisgor/	תיסגר	/tizgor/	"you will close"
----------	-------	----------	------------------

This will often produce homonyms, or forms which in slow speech are distinguishable but in normal speech are not. For example, the singular forms of these verbs are always distinguishable:

/yexapes/	"he will seek"	יחפש
/yexabes/	"he will launder"	יכבס

The plural forms, though, will usually sound the same:

(/yexabsu/ —)	/yexapsu/	"they will seek."	יִתְפְּשׁוּ
	/yexapsu/	"they will launder"	יִכְבְּשׁוּ

English speakers should have no difficulty learning such pronunciations, though in English the second consonant often assimilates to the first rather than the reverse: "observe" is pronounced observe, rather than opserve. The student should be aware of the possibilities since the occurrences are quite common, but context usually relieves any ambiguity.

The four consonants which do not have voiceless counterparts /m, n, l, y/ (See chart) as well as /r/ and /v/ do not cause the assimilation of a preceding voiceless consonant.

/masve/	"veil"	not	*/mazve/
/nifrad/	"separated"	not	*/nivrad/

/c/ assimilates to a following voiced consonant, also: /hicbía/ "voted" הִצְבִּיעַ often sounds like /hidzbía/.

The above examples show medial consonant clusters, that is, clusters between vowels. Clusters also occur initially (at the beginning of a word) and finally (at the end of a word). Medial and final clusters should give the English speaker no particular difficulty.

Initial Consonant Clusters

Some initial clusters are similar to their English counterparts and should not present any pronunciation problems,

/pl/	-	/plitim/	"refugees"	פְּלִיטִים
/tr/	-	/truma/	"contribution"	תְּרוּמָה
/kl/	-	/klita/	"absorption"	קְלִיטָה

Many frequently occurring initial clusters will be unfamiliar and will require practice. Some examples are given below, but many more will occur in the course material.

The most common error that English speakers make is to insert a vowel between the consonants.

/pt/	-	/ptax/ /ptixa/	"open" "opening"	פֶּתַח פְּתִיחָה
/pn/	-	/pne/ /pnim/	"turn" "interior"	פֶּנֶה פְּנִים
/tm/	-	/tmarim/ /tmuna/	"dates" "picture"	תְּמָרִים תְּמוּנָה
/tl/	-	/tluya/ /tlišut/	"dependent" "detachment"	תְּלוּיָה תְּלִישׁוּת
/kt/	-	/któvet/ /ktana/	"address" "small"	כְּתוּבָה קְטָנָה
/cr/	-	/crista/ /cror/	"necessary" "bundle"	צְרִיכָה צֶרֶר
/cf/	-	/cfat/ /cfoni/	"Safed" "northern"	צֶפֶת צְפוֹנִי

/cv/	-	/cvat/ /cva1/	"pliers" "military"	צבת צבאי
/bd/	-	/bdika/ /bdixa/	"examination" "joke"	בדיקה בדיחה
/bg/	-	/bgadim/ /bgida/	"clothes" "treason"	כנדים כנידה
/dl/	-	/dli/ /dlatot/	"bucket" "doors"	דלי דלתות
/dv/	-	/dvaš/ /dvora/	"honey" "bee"	דבש דבורה
/gv/	-	/gvéret/ /gvina/	"Mrs." "cheese"	גברת גבינה
/gd/	-	/gdola/ /gdud/	"big" "troop"	גדולה גדוד

Clusters of Three Consonants

Medial clusters of three consonants are rare. When they occur as a result of grammatical patterning then a vowel (usually /e/) is inserted between the second and third consonants. When clusters of three consonants occur initially the vowel /i/ is usually inserted between the first and second consonants. These insertions are discussed in a number of places in the text.

The clusters of three consonants which do occur are mainly in recent loan-words or proper names:

/split/ "(banana) split"

Non-Permissible Clusters

Some sequences of consonants do not occur in Hebrew. These are called non-permissible clusters. For the most part, restrictions are limited to initial clusters.

When a grammatical pattern would ordinarily produce a cluster, but the cluster is non-permissible, then a vowel is inserted, usually /e/. If the first of the two consonants is /h/, /x/, or /' / then the inserted vowel is usually /a/.

Examples of non-permissible clusters occurring in a grammatical pattern are:

m.s.		f.s.
/gadol/	"big"	/gdola/
/yaxol/	"able"	/yexola/ for */yxola/
/xazak/	"strong"	/xazaka/ for */xzaka/
/'acuv/	"sad"	/'acuva/ for */'cuva/
/na'im/	"pleasant"	/ne'ima/ for */n'ima/

The insertion of such vowels is discussed and drilled for each particular grammatical pattern.

Some non-permissible initial clusters are permissible medially. The addition of a prefix may, therefore, give two possible forms with the same meaning.

/rexov álenbi/	"Allenby Road"
/berexov álenbi/	"On Allenby Road"
or	
/birxov álenbi/	

(The shorter form is often the more formal or literary style.)

VOWELS

The vowels of modern Hebrew are harder to master than the consonants. Students who have already learned some Hebrew traditionally may find that they have to un-learn some of the pronunciations.

In stressed syllables the vowels are very similar to the five vowels of Spanish. In unstressed syllables the vowels are generally reduced or centralized. In rapid speech vowels may be dropped entirely.

The student will find that the instructor's pronunciation of vowels will shift when going from deliberate speech to normal speed speech. Often the instructor is unaware of these changes and when asked to repeat or slow down he will produce a somewhat unnatural utterance. The student should be aware of this tendency and imitate the normal speed utterance. Speaking whole sentences at normal speed rather than choppy groupings of individual words will help the student in this regard.

/i/ High front vowel, tenser than the i of English bit

im	"with"	lištot	"to drink"	ani	"I"
iš	"man"	naim	"pleasant"	mi	"who"
iša	"woman"	máim	"water"	bli	"without"
ir	"city"	tikansi	"enter"	kli	"dish"
bišvili	"for me"	adoni	"sir"		

/e/ This symbol represents a vowel which has a range covering several English vowel phonemes. In stressed position followed by a consonant or at the end of a word it is similar to e of English bet.

Students should be very careful not to replace it with /ey/ at the end of a word - /kafe/ does not sound like the English café. The final /e/ is like the e of bet with the t cut off.

bet	"second letter"	bétax	"sure"	nae	"nice"
omed	"stands"	yafe	"pretty"	kafe	"coffee"
oxel	"eats"	et	"time"	roe	"sees"

In primary stress position before a vowel it is slightly higher and followed by a y glide.

yodéa	"knows"	šoméa	"hears"	koréa	"tears"
-------	---------	-------	---------	-------	---------

In other positions it is more centralized, like the e of democracy.

meod	"very"	lamádeti	"I studied"
meot	"hundreds"	dérax	"way"
mevin	"understands"	beseder	"O.K."
késef	"money"	bevakaša	"please"
yéled	"boy"		

/a/ Low central vowel

This vowel is pronounced like the a in American English hot. Before voiced consonants this vowel is shorter than the similar English vowel. At the end of a word it is glottalized, that is, has a "clipped" ending.

In unstressed syllables, especially before a strongly stressed syllable it tends to be centralized, like the e of English below.

at	"you" f.s.	amad	"stood"
rak	"only"	gag	"roof"
šamaš	"custodian"	az	"strong"
mamaš	"really"	kala	"bride"
ahav	"loved"	xala	"twist bread"
ad	"until"	teva	"nature"

/o/ Low-mid back vowel.

This vowel is similar to the ou of cough as pronounced by many Americans. Listen to the tapes or the native instructor to get the exact pronunciation. Be careful not to substitute a diphthong such as the o of note. Before voiced consonants it is shorter than the similar English vowel. At the end of a word it is glottalized.

In unstressed syllables, especially before a strongly stressed syllable it tends to be centralized, like the e of English below.

kof	"monkey"	bóker	"morning"	oto	"him"
tov	"good"	boker	"herdsman"	lo	"no"
sof	"end"	óxel	"food"	o	"or"
xódeš	"month"	oxel	"eats"	šlómo	"Solomon"
yom	"day"	ohv	"loves"		

/u/ High back vowel

This vowel is slightly higher than the oo of shook. Be careful not to substitute a diphthong with a w-off-glide such as the oo of food.

šuk	"market"	yifnu	"they will turn"
šuv	"again"	yištu	"they will drink"
šiput	"jurisdiction"	šavu	"they returned"
sulam	"ladder"	bánu	"in us"
sidur	"arrangement"	banu	"they built"
ud	"firebrand"	kanu	"they bought"
uf	"fly away"	avdu	"they worked"
uc	"advise"	kúmu	"get up"
hu	"he"	úru	"wake up"

Vowel Clusters

All combinations of two vowels occur. The Hebrew spelling may indicate that /' /, /h /, or /y / should occur between them, and in deliberate speech these consonants will usually be heard. In ordinary speech, however, vowel clusters occur with a smooth transition between them. English speakers will have to practice these vowel clusters in order to achieve a proper Israeli pronunciation.

In the transcriptions these clusters are generally written without the consonants which are indicated by the Hebrew spelling. Appropriate reminders are given at various points in the text.

In pronouncing the following examples for the students to imitate, the instructor should be relaxed and informal in his pronunciation. Otherwise he will tend to insert a consonant and the practice will have lost its point.

Elision of /'/, /h/, and /y/ does not mean that the speech is "sloppy" or "corrupt". In slow or emphatic speech they must occur. But in normal, everyday, "natural" speech they are dropped by native speakers of Hebrew. Maintaining these consonants in this informal style will sound awkward.

paam	"time"
taavor	"you will cross"
laalot	"to go up"
baít	"house"
israel	"Israel"
naim	"pleasant"
mena'alim	"directors"
leexol	"to eat"
neima	"pleasant"
meod	"very"
beemet	"really"
yoec	"counsellor"
yoacim	"counsellors"
bou,	"come"
šavua	"week"
batuax	"sure"
šeit	"beans"
maašaa	"What time is it?"

STRESS AND INTONATION

A complete description of stress and intonation patterns would be very complicated and of little help in the actual learning of them. The instructor should present the sentences as naturally as possible, and the student should do his best to mimic closely.

The following comments will explain the general occurrence of stress on individual words and in connected speech. The learning of the Basic Sentences and the acting out of the conversations constitute the drills on stress and intonation.

In the transcription an accent mark ' indicates a syllable which may receive strong stress. In words of more than one syllable the placement of stress is meaningful.

In individual words, particularly when pronounced in isolation, the stress is usually on the last syllable or on the next to the last syllable. In most cases the placement of stress is a part of the grammatical pattern, but in others it must be memorized as part of the individual word. For example, the /-ti/ and /-ta/ suffixes of the past tense are never stressed: /amáti/ "I said", /amarta/ "you said". On the other hand the following pairs of words are distinguished from each other by the stress placement.

/oxél/	"(he is) eating"	/óxel/	"food"
/šlomó/	"his peace"	/šlómo/	"Solomon"
/emcá/	"I will find"	/émca/	"middle"
/banú/	"they built"	/bánu/	"in us"

In some words of three or more syllables the stress is on the last syllable but two:

/mášehu/	"something",	/míšehu/	"someone"
/ótobus/	"bus",	/amérika/	"America"

(In general, loan-words tend to retain the stress where it was in the language from which it was borrowed.)

Only the main stress of a word is indicated. Of the unstressed (unmarked) syllables some will seem louder than others. English has similar patterns of "secondary" and "tertiary" stresses, and there is no need to drill the pronunciation - provided the main stress is properly placed:
 /ledabér/ "to speak" and not */lédaber/.

From Unit 18 on the stress mark ' is placed on a word only when the stress is not on the last syllable.

Reduction of Stress

In ordinary connected speech many words, particularly the prepositions with pronominal suffixes, lose the stress which they have when spoken in isolation: /tagíd lí/ "tell me". In effect, these words are pronounced as one word with the stress on the next to last syllable.

Style Differences in Placement of Stress

The placement of stress differs in formal style in some words and grammatical patterns. In general, a stress on the next to last syllable is shifted to the last syllable in these forms. For example:

Informal

/šmóne/
 /hí baa/
 /amártem/

Formal

/šmoné/
 /hí baa/
 /amartém/

"eight"
 "she is coming"
 "you said"

Intonation Marks

Intonation is indicated only in a very broad way by the use of punctuation marks at the end of a phrase or sentence.

A period indicates a falling intonation. Questions which begin with a question-word (who, what, etc.) generally have a falling intonation at the end and are therefore marked with a period, not with a question mark.

A question mark indicates a rising intonation. Yes-or-no questions and rejoinder questions (And how are you?) generally have a rising intonation at the end.

A comma indicates a possible pause with a relatively sustained intonation. A hyphen indicates a hesitation pause, usually with a sustained or rising intonation.

An exclamation mark indicates an exclamation with increased loudness.

Note: These marks are used in this manner only in the transcription. In the English and Hebrew spellings the standard punctuation is used.

TAPE RECORDINGS

The tape recordings which accompany FSI-Hebrew Basic Course have the following format:

(1) Basic Conversation

(a) Dialogue for Learning. The first presentation of the Basic Sentences are built up from the partial utterances, as described in the Introduction. Each full sentence is said twice. The student repeats everything he hears at this step. He may follow in his book.

(b) Dialogue for Fluency. Each complete Basic Sentence is given with space for repetition. The student should not need his book here.

(c) Dialogue for Comprehension. The Basic Conversation is spoken at normal speed by a group of Hebrew speakers as you might overhear it. The student just listens with his book closed.

(d) Alternating Drill. The Basic Conversation is presented at normal speed with one speaker's part missing. The Student speaks the missing part. He thus conducts a conversation with the tape recording.

The Basic Conversation is then presented with the other speaker's part missing. The student supplies the part. He thus practices participating in the entire conversation.

In some Basic Conversations a third speaker has a small part. In such cases the entire conversation is not repeated with this small part missing.

(2) Additional Vocabulary

The sentences in the Additional Vocabulary section are presented with build-ups if necessary.

(3) Drills

(a) Substitution Drills, Substitution-Agreement Drills. The first, or "model" sentence is given with spaces for repetition. Then a substitution cue is given with space for the student to respond with the new sentence. The correct response is then given on the tape. The student may follow in the book.

(b) Expansion Drills, Transformation Drills, Response Drills. The cue sentence is given with space for the response sentence. The tape then gives the correct response sentence. The student should look in the book to see what his response should be. Only the translation of the first cue-response is given.

Note: In using the tapes the student should not go through an entire tape at one sitting especially when doing the drill sections. Instead he should do a few drills, rewind the tape, and do them again until he can do them perfectly without using the book.

Translation Drills, Rapid Response Drills, and Review Conversations are not recorded.

Occasionally circumstances required the use of a woman's voice to record a man's part and vice versa. This should not disturb the student.

1.1 Greetings (Two men meet)MR. WILLIAMS

Hello, Moshe.

Šalóm mošé.

שלום, משה.

How are you?

má šlomxá.

מה שלומך?

peace, welfare

Šalóm (m)

שלום

what

má

מה

the welfare of

šlóm

שלום-

you, your (m.s.)

-xá (m.s.)

ך-

MOSHE

Thank you very much.

todá rabá.

תודה רבה.

I'm fine.

šlomí tóv.

שלומי טוב.

And how are you?

má šlomxá?

ומה שלומך?

thanks

todá (f)

תודה

much

rabá (f)

רבה

me, my

-í

י-

and

u-

ו

MR. WILLIAMS

Fine.

tóv.

טוב.

How is

má šlóm

מה שלום

the family?

hamišpaxá.

המשפחה?

the

ha-

ה-

family

mišpaxá (f)

משפחה

MOSHE

All right.

bešéder.

בסדר.

How is

má šlóm

מה שלום

your wife?

ištexá.

אשתך?

in

be-

ב-

order

séder (m)

סדר

wife, woman

išá (f)

אשה

MR. WILLIAMS

She's fine, too.

gám šlomá tóv.

גם שלומה טוב.

Excuse me.

šlixá.

סליחה.

I have to

aní muxráx

אני מוכרח

run.

larúc.

לרוץ.

too, also

gám

גם

her

-á

ה-

pardon (noun)

šlixá (f)

סליחה

I

aní

אני

have to, must

muxráx (m.s.)

מוכרח

to

la-

ל-

run

rúc

רוץ

MOSHE

Oh, yes!

Ó -- kén!

או -- כן

It's late already.

kvár meuxár.

כבר מאוחר.

Goodbye.

Šalóm.

שלום.

yes

kén

כן

already

kvár

כבר

late

meuxár

מאוחר

MR. WILLIAMS

So long.	Šalóm.	שלום.
Be seeing you.	lehitraót.	להתראות.
to see again	lehitraót	להתראות

1.2 Greetings (Two women meet)MRS. WILLIAMS

Hello, Miriam.	Šalóm, miryám.	שלום, מרים.
How are you?	má Šloméx.	מה שלומך?
you, your (f.s.)	-éx	ך-

MIRIAM

Thank you very much.	todá rabá.	תודה רבה.
I'm fine.	Šlomí tóv.	שלומי טוב.
And how are you?	umá Šloméx?	ומה שלומך?

MRS. WILLIAMS

Fine.	tóv.	טוב.
How is the family?	má Šlóm hamišpaxá.	מה שלום המשפחה?

MIRIAM

All right.	beséder.	בסדר.
How is	má Šlóm	מה שלום
your husband?	baaléx.	בעלך?
husband	báal (m)	בעל

MRS. WILLIAMS

He's fine, too.	gám Šlomó tóv.	גם שלומו טוב.
Excuse me.	šlixá.	סליחה.
I have to	aní muxraxá	אני מוכרחת
run.	larúc.	לרוץ.
him, his	-ó	ך-
have to, must	muxraxá (f.s.)	מוכרחת

MIRIAM

Oh, yes! It's late already.	ó -- kén! kvár meuxár.	אן -- כן? כבר מאוחר.
So long.	Šalóm.	שלום.

MRS. WILLIAMS

So long. Be seeing you.	Šalóm. lehitraót.	שלום. להתראות.
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1.3 ADDITIONAL VOCABULARY

We are fine.	Šloménu tóv.	שלומנו טוב.
How are you? (m.pl.)	má Šlomxén.	מה שלומכם?
How are you? (f.pl.)	má Šlomxén.	מה שלומכן?
How are they? (m.pl.)	má Šlomám.	מה שלומם?
How are they? (f.pl.)	má Šlomán.	מה שלומן?
Mr. Carmi	már kármí	מר כרמי
Mr. Carmi (alternate form)	adón kármí	אדון כרמי
Miss or Mrs. Carmi	gvéret kármí	גברת כרמי
It is early.	mukdám.	מוקדם.

1.4 Classroom Expressions

In this section we introduce a few additional Hebrew phrases which will be used in class. They should be practiced until the pronunciation is learned, but since they will be used constantly in class they can be memorized without special effort.

Some of the expressions are given in more than one form, differing in gender or number. Their use will depend on the make-up of the class, and the instructor may find it necessary to introduce additional variations not included here.

- | | | |
|---|--|--|
| 1. Close the door.
(said to a man)
(said to a woman) | sgór et hadélet.
sigrí et hadélet. | סגור את הדלת.
סגרי את הדלת. |
| 2. Sit down, please.
(said to a man)
(said to a woman)
(said to men or both) | šév, bevakašá.
šví, bevakašá.
švú, bevakašá. | שב, בבקשה.
שבי, בבקשה.
שבו, בבקשה. |
| 3. Quiet, please. | šáket, bevakašá. | שקט, בבקשה. |
| 4. Open your books.
(said to men or both)
(said to women) | pitxú et hasfarím.
ptáxna et hasfarím. | פתחו את הספרים.
פתחנה את הספרים. |
| 5. Speak louder.
(said to a man)
(said to a woman) | dabér yotér bekól.
dabrí yotér bekól. | דבר יותר בקול.
דברי יותר בקול. |
| 6. All together. | kulám beyáxad. | כולם ביחד. |
| 7. Again. | ód hapáam. | עוד הפעם. |
| 8. Do you understand?
(said to a man)
(said to a woman) | atá mevín?
át meviná? | אתה מביין?
את מבינה? |
| 9. I don't understand.
(said by a man)
(said by a woman) | aní ló mevín.
aní ló meviná. | אני לא מביין.
אני לא מבינה. |
| 10. I don't know.
(said by a man)
(said by a woman) | aní ló yodéa.
aní ló yodáat. | אני לא יודע.
אני לא יודעת. |
| 11. Please translate.
(said to a man)
(said to a woman) | targém, bevakašá.
targemí, bevakašá. | תרגם, בבקשה.
תרגמי, בבקשה. |
| 12. How do you say
<u>table</u> in Hebrew? | éyx omrím
<u>table</u> beivrit. | איך אומרים
<u>table</u> בעברית? |

GRAMMAR DRILLS

1.5 Masculine and Feminine

Compare the following sets of corresponding sentences from conversations 1.1 and 1.2:

- a. Šalóm, mošé. má Šlomxá. Hello, Moshe. How are you?
 Šalóm, miryám. má Šloméx. Hello, Miriam. How are you?
- b. má Šlóm ištexá. How is your wife?
 má Šlóm baaléx. How is your husband?

Note that forms differ when a man or woman is being spoken to. It is important that the student learn the corresponding forms at the outset. There are a number of patterns of these corresponding forms, which will be referred to by their traditional names, masculine and feminine. All nouns in Hebrew, whether or not referring to beings with sex, are members of one or the other class. These will be designated (m) or (f) in the vocabulary listings.

Throughout the course the various corresponding forms required by each gender will be drilled.

The following drills should be thoroughly learned. The student should not have to be corrected afterwards on the use of the proper forms. Such errors will produce a reaction similar to that felt by English speakers on hearing the following: "How is your brother?"

"She is fine, thank you."

The cue words in the following drills are names of men and women. Include the name in the response so as to fix firmly the connection of form and sex of person spoken to. The instructor may vary the drill by using the names of members of the class or by introducing other Hebrew names such as /avígdor/ (man) and /xána/ (woman).

The drills are to be done as follows:

Instructor: Šalóm mošé. má Šlomxá.

Student: (repeats) Šalóm mošé. má Šlomxá.

Instructor: miryám

Student: Šalóm miryám. má Šloméx.

Instructor: (repeats) Šalóm miryám. má Šloméx.

már kóhen

A. Šalóm mošé. má Šlomxá.

שלום, משה. מה שלומך?

<u>miryám</u>	Šalóm miryám. má Šloméx.	מרים
<u>már kóhen</u>	Šalóm már kóhen. má Šlomxá.	מר כהן
<u>gvéret Williams</u>	Šalóm gvéret Williams. má Šloméx.	גב' וויליאמס
<u>gvéret káspi</u>	Šalóm gvéret káspi. má Šloméx.	גב' כספי
<u>már Williams</u>	Šalóm már Williams. má Šlomxá.	מר וויליאמס
<u>avígdor</u>	Šalóm avígdor. má Šlomxá.	אביגדור
<u>xána</u>	Šalóm xána. má Šloméx.	חנה
<u>már káspi</u>	Šalóm már káspi. má Šlomxá.	מר כספי
<u>mošé</u>	Šalóm mošé. má Šlomxá.	משה

B. má Elóm ištexá, már Williams.

מה שלום אשתך, עד וויליאמס?

gvéret Williams

má Elóm baaléx, gvéret Williams.

גברת וויליאמס

már kóhen

má Elóm ištexá, már kóhen.

עד כהן

gvéret kármí

má Elóm baaléx, gvéret kármí.

גברת קרמי

xána

má Elóm baaléx, xána.

חנה

mošé

má Elóm ištexá, mošé.

משה

már Williams

má Elóm ištexá, már Williams.

עד וויליאמס

1.6 Pronominal Suffixes - Singular Set

There are several sets of pronouns indicating person, gender, and number. The following occur as suffixes to singular nouns and to certain prepositions. They will be referred to as the singular set.

When suffixed to nouns they are often translated as possessives.

má Elomxá. (literally) What is your peace?

má Elóm ištexá. How is your wife?

Elomí tóv. (literally) My peace is good.

Except for certain stereotyped expressions as these, though, the suffixing of nouns to indicate possession is more formal in style.

When suffixed to prepositions they are usually translated as the objects of the prepositions. This will be discussed later on.

A. Substitution Drill

má Elomxá. How are you?

Eloméx

Elomxém

Elomám

Elomán

Elomó

Elomxén

Elomá

מה שלומך?

שלומך

שלומכם

שלומם

שלומן

שלומו

שלומכן

שלומה

B. Substitution Drill

Elomí tóv. I'm fine.

Eloménu

Elomó

Elomán

Elomá

Elomám

שלומי טוב.

שלומנו

שלומו

שלומן

שלומה

שלומם

C. Response Drill

Instructor: má Elomxá.

Student: Elomí tóv.

má Elomxém.

Eloménu tóv.

má Elomám.

Elomám tóv.

má Elomó.

Elomó tóv.

má Elomxén.

Eloménu tóv.

má Elomá.

Elomá tóv.

má Eloméx.

Elomí tóv.

מה שלומך?

מה שלומכם?

מה שלומי?

מה שלומן?

מה שלומכן?

מה שלומה?

מה שלומם?

D. Response Drill

Instructor: mā šlóm baaléx.	Student: šlomó tóv.	מה שלום בעלך?
mā šlóm ištéxá.	šlomá tóv.	מה שלום אשתך?
mā šlóm hamišpaxá.	šlomá tóv.	מה שלום המשפחה?
mā šlóm baalá.	šlomó tóv.	מה שלום בעלה?
mā šlóm ištó.	šlomá tóv.	מה שלום אשה?

[Note: In the form /ištéxá/ the /-e-/ is inserted for phonological reasons, to break up the three-consonant cluster /-štx-/, which would otherwise result.]

1.7 Alternate forms of nouns before suffixes

Many nouns have an alternate form when occurring with a pronominal suffix.

šalóm	'welfare'	' šlomí	'my welfare'
išá	'wife'	iští	'my wife'

Compare, on the other hand: báal 'husband' baalí 'my husband'

It is very difficult to predict which nouns will have such alternate forms or what the alternate form will be. The student should simply drill these as they occur in the text until he has mastered them.

When a suffixed noun occurs in a Basic Sentence the independent form of the noun will be given in the vocabulary breakdown, and, as much as possible, drills will be provided.

REVIEW CONVERSATIONS

The purpose of the Review Conversations is to lead the student into free conversation within the range of the vocabulary and grammatical patterns which he has learned. Students should keep their books closed while the instructor follows the procedure suggested here.

1. With the class just listening, the instructor reads the conversation in as natural a manner as possible. The instructor repeats the conversation until the class understands it completely.
2. The instructor rereads the conversation several times with half the class repeating one role and half the other role.
3. The two halves of the class exchange roles and Step 2 is repeated.
4. The instructor takes the first part and acts out the conversation with the class.
5. The class and instructor exchange roles and repeat Step 4.
6. Individual students are assigned the various roles in turn until all have taken both parts in the conversation.
7. Individual students make substitutions freely, including whatever changes may be necessary elsewhere in the conversation. These free conversations should not be prolonged more than four minutes or so. This will give all the students an opportunity to try their hand at the same situation. The instructor should refrain from adding a lot of vocabulary at this point.

A: Šalóm, gvéret kóhen. má Šloméx. א: שלום, ברכת כהן. מה שלומך?

B: todá. Šlomí tóv, umá Šlomxá? ב: תודה. שלומי טוב. ומה שלומך?

A: gám Šlomí tóv, todá. א: גם שלומי טוב, תודה.

B: má Šlóm molé. ב: מה שלום משנה?

A: aní ló yodéa. א: אני לא יודע.

C: má Šlóm ištexá, már kármí. ג: מה שלום אשתך, מד כרמי?

D: bešéder, todá. má Šlóm baaléx? ד: בסדר, תודה. מה שלום בעלך?

C: Šlomó tóv. má Šlóm hamišpaxá? ג: שלומי טוב. מה שלום המשפחה?

D: tóv, todá. slixá. meuxár. ד: טוב, תודה. סליחה. מאוד.

C: ó, gám aní muxraxá larúc. Šalóm, ג: או, גם אני מוכרח לרוץ. שלום.

D: Šalóm, lehitraót. ד: שלום, להתראות.

