

# *ALEPH BET — SHALAV &*



## *PART 2*

### CONTENTS

Lesson 4	<i>Lamed, Vav</i> .....	15
Lesson 5	<i>Resh, Shin</i> .....	20
Lesson 6	<i>Ayin, Tet</i> .....	25
Lesson 7	<i>Tav, Dalet</i> .....	28


## Lesson 4 Lamed, Vav

### Consonants





	<i>Lamed</i> is pronounced like the “l” in “long”.		<i>Vav</i> sounds like “v” in “visit” when used as a consonant. Its use with vowels will be discussed later. NB: When attached as a prefix, it is the conjunction “ <u>and</u> ”.
---	--	---	--

### Vowels

As before, the four *aleph*'s below are silent and are only used here as examples to show the position of these following new vowel symbols when used with any consonant.

	When placed under the first letter of a word, the <i>sh'va</i> is pronounced similar to the <i>schwa</i> in English (ə). <sup>*</sup> Otherwise, it is often a silent <i>sh'va</i> .  Examples: מֶשֶׁ would be pronounced as “mə-” (in mərinə); יֶשֶׁ; as “yə” (in law-yər).
---	--

<sup>\*</sup>Note that the *sh'va* is the most common vowel sound in English, as spoken in Canada and in the northern USA. It is shown in dictionaries as the symbol “ə”. You can hear it as the second and third vowels in the word “Canada” (ka-nə-də). In this course we will use the symbol “ə” for the sound of the *sh'va*. Our word comes from the German *schwa*, which came from the Hebrew originally.

	The <i>segol</i> can be treated as the short “e” sound in English. It sounds similar to the <i>sh'va</i> , but is longer and stronger. We will use the “e” or “ě” for its sound.  Examples: בֶּ would be pronounced as “bě” (in “bēt:); מֶ, as “mě” (in “mēt”).
 	 <p>When a <i>yud</i> follows directly after a <i>patach</i>, we call this combination a <i>patach yud</i>. Similarly, a <i>yud</i> after a <i>qamatz</i> is a <i>qamatz yud</i>. The <i>yud</i> changes the vowel sound by adding a short “ee” sound to the “ah” sound of the <i>patach</i> or <i>qamatz</i>, resulting in the sound of the personal pronoun “I” or the word “eye” and will be shown as “ah-ee”.</p> <p>Examples: יֶ sounds like “lie” (lah-ee); מֵ, as “my” (mah-ee).</p>

## Practice

1(a) Print a row of the letter *lamed* as shown below using the two lines as guides. Do about seven more *lamed*'s, leaving good spaces between them. As you print each one, say the name "*lamed*" slowly, emphasizing the sound of the letter "l".



1(b) Now go back and place a *patach* ( \_ ) under each *lamed*, saying its name *lamed* each time. Then, from the beginning of the line, say the two sounds together of each syllable very slowly and distinctly, the "l" sound of the *lamed* and the "ah" sound of the *patach*.

1(c) Now go back to the same line and add a *yud* after each *lamed*, making a *patach yud* with each one, saying its name *patach yud* each time. Again, for each one, repeat the "l" sound with the new vowel sound – (lah-ee).

2(a) & (b) Using the pair of lines below, repeat exercise 1(a) by finishing the row of *lamed*'s, saying its name slowly as you draw each one. This time, add a *sh'va* under each *lamed*. Make sure you repeat the sounds – both the "l" sound and the sound for the *sh'va* (ə).



3(a) & (b) Next, make a row of *vav*'s; then do again what you did in 2(b) with *sh'va*'s ( . ) under them. This time clearly emphasize the pronunciation of the sound for *vav* ("v") and then the *sh'va* sound. Further, repeat the meaning of this prefix each time: "and".



4(a) & (b) Next, make a row of *aleph*'s. Then add the vowel *segol* to each one ( ם ), saying its name, *segol*, and pronouncing it as you write it.



5(a) & (b) Make a row of *mem*'s and then add *segol*'s below them – naming and pronouncing as you go.



## Vocabulary

Note (a) the silent sh'va under the yud. (b) the silent, final <i>hey</i> .	night	לַיְלָה	1
Note the attached prefix forms the definite article.	the night	הַלַיְלָה	
This is a short form of “Elohim” (אֱלֹהִים)	God	אֵל	2
	Amen!	אָמֵן	3
The dot (dagesh) in the nun is a “doubling dot”, pronounced “hin-ney”, not “hi-ney”.	Behold!, Here	הִנֵּה	4
Note the ending that shows this verb agrees with a feminine subject.	came (f)	בָּאָה	5

## Vocabulary – Prepositions

In Hebrew, some prepositions are single consonants attached to the beginning of a noun. Here are two examples:

- בְּ (*beyt*) means “in”, “by”, or “with”
- לְ (*lamed*) means “to” or “for”.

You will remember that there is no indefinite article in Hebrew; i.e., no equivalent of “a” or “an”. If the translation would be “to a(n) . . .” then a sh'va is placed under the preposition.

בְּ	“in a (an) . . .”	בְּלַיְלָה	“in a night”
לְ	“to a(n) . . .” or “for a (an) . . .”	לְבֵן	“for a son” or “to a son”

If there is the definite article (“the”) attached to a noun, it will be the letter *hey* with either a *patach* or a *qamets* under it. When a preposition is added, the *hey* is dropped and its vowel will be used under the preposition. More on this feature will be covered in future lessons.

בְּ	“in the . . .”	בְּ + הַלַיְלָה	בְּלַיְלָה	“in the night”
לְ	“to the . . .”	לְ + הַבֵּן	לְבֵן	“for the son” or “to the son”

## Vocabulary – The Conjunction “And”

As mentioned at the beginning of this lesson, the conjunction “and” in Hebrew is formed by a vav with a *sh’va* under it. Example:

a mother and son

אִם וְבֵן

## Vocabulary – Review

Make sure you review all previous vocabulary. “Flashcards” would definitely help. Make them from blank business cards. One side, English; other side, Hebrew.

## Sentences

Translate the following sentences into Hebrew.

	<u>English</u>	<u>Hebrew</u>
1	Night came. (m)	
2	Mother came in the night.	
3	Here are (behold) my father and my mother.	
4	My mother came.	
5	God (is) my father.	
6	Here is my son.	
7	What (a) night!	
8	Who is she?	
9	She came for my son.	

Review the instructions below the sentences in Lesson 3, page 14 (top). Make sure that you have your answers checked and that you prepare for a quiz that includes giving the English translation from the Hebrew.

## The Aleph Bet

The two next letters in order of the *Aleph Bet* – listed below – will be studied in detail in later lessons.

Ordinal Number	Name of Letter	Letter		Numerical Value
8 <sup>th</sup>	<i>chet</i>	ח	ח	8
9 <sup>th</sup>	<i>tet</i>	ט	ט	9

Review the seven letters of the *Alef Bet* from Lessons 1, 2, and 3. Memorize in order the names of the first seven letters of the *Aleph Bet*:

ט ח ז ו ה ד ג ב א ←

**Corrections:** Before attempting Quiz #4,

- (1) Have your work on Pages 16 & 18 marked.
- (2) Correct any mistakes on Pages 16 & 18.

### Quiz #4




Review the content of Lesson 4 until you are confident of success on this quiz.

Practice reading orally Hebrew syllables on page 16 and Hebrew words on pages 17 and 18. This skill will be part of your quiz.









Quizzes can be obtained from Ron Wilson or an assisting student.

## Lesson 5 *Resh, Shin*

### Consonants

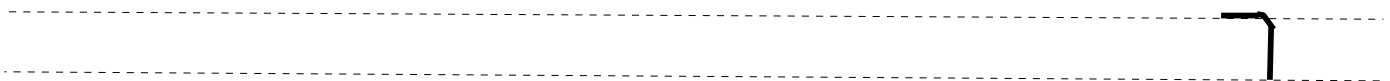
	“ <i>Resh</i> ” (reysh) is pronounced like the “r” in “rain”.		
	When the dot is placed like this on the top right corner, it is a “ <i>shin</i> ” (sheen), making the “sh” sound.		When the dot is placed on the top left corner, it is called a “ <i>sin</i> ” (seen), making the “s” sound.


### Vowels

	The <i>cholam</i> is a dot over a consonant, pronounced like the “o” in “open” or the “ow” in “snow”. We will use “oh” for its sound. Of course, the <i>aleph</i> is silent.  Examples:  would be pronounced as “moh” (Moe);  as “voh”.		
	The <i>cholam vav</i> is formed from a <i>cholam</i> , a single dot at the top of a <i>vav</i> . Both the <i>cholam</i> and the <i>cholam vav</i> are pronounced the same, as the “oh” sound in “open”.  Examples:  pronounced as “boh”;  , as “voh”;  as “moh”;  as “yoh”.		

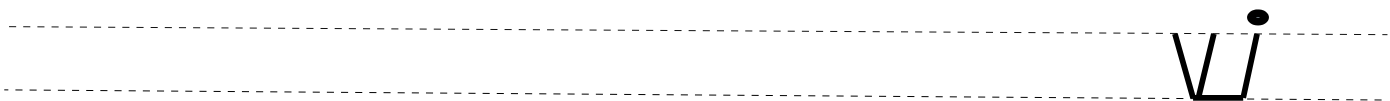
### Practice

1(a) Print a row of the letter *resh* as shown below using the two lines as guides. Do about seven more *resh*'s, leaving good spaces between them. As you print each one, say the name “*resh*” slowly, emphasizing the “r” sound.



1(b) Now go back and place a *cholam* (  ) above each of the *resh*'s on the left side, saying its name *cholam* each time. Then, also each time, say the “r” sound for the *resh* and the “oh” sound of the *cholam* together slowly and clearly – “r oh”.

2(a) Using the next pair of lines below, make a row of seven more *shin*'s, saying each *shin*'s name slowly as you draw it one. Do not forget the dot over the right side.



2(b) Add a *qamats* under each *shin* above, saying its name *qamats* as you do. Then, repeat the sounds together – both the “sh” sound and the sound for the *qamats* (ah) – resulting in “shah”.

3 (a) & (b) Repeat 2 (a) & 2 (b) for the letter *sin*, adding *segols* under them.

וּ

4. Next, make a row of *resh*'s with *cholam vav*'s (וֹ) to the left of each of them, each time saying the names of the consonant and vowel. Then pronounce slowly and clearly the two sounds together: the “r” sound and the sound of the *cholam vav*.

רֹ

## Vocabulary

Well-known Hebrew greeting. Note the <i>cholam vav</i> .	peace, wholeness	שְׁלוֹם	1
Note the first verb form follows a <u>masculine</u> subject. The second verb agrees with a feminine subject. The “he” and “she” pronouns are understood if there is no noun as subject.	said (m)	אָמַר	2
	said (f)	אָמְרָה	
3 <sup>rd</sup> person singular – subject could be “He”.	created (m)	בָּרָא	3
	name	שֵׁם	4
Note the <i>cholam vav</i> with a <i>yud</i> .	day	יוֹם	5
	ruler, prince	שָׂר	6
	“Prince of Peace”	שָׂר - שְׁלוֹם	7
Note the <i>cholam vav</i> with an <i>aleph</i> .	light	אוֹר	8
Two words in Hebrew: command plural verb and “Yah”, a short form of YHWH.	Hallelujah	הַלְלוּ יְהוָה	9
Note the first syllable is the word for “father”.	Abraham	אַבְרָהָם	10

Review all previous vocabulary. Make flash cards for all new words.



## Vocabulary – Personal Pronouns

1. As stated in previous lessons, a *hireq yud* is often added to a noun to mean “my”:

<u>Noun</u>	<u>Meaning</u>	<u>Add chireq yud (י.)</u>	<u>New Meaning</u>
אָב	father	אָבִי	my father
אִם	mother	אִמִּי	my mother
בֶּן	son	בְּנִי	my son
שֵׁם	name	שְׁמִי	my name

2. A *cholem vav* is often added to a noun to mean “his”

<u>Noun</u>	<u>Meaning</u>	<u>Add cholam vav</u>	<u>New Meaning</u>
אִם	mother	אִמּוֹ	his mother
בֶּן	son	בְּנוֹ	his son
שֵׁם	name	שְׁמוֹ	his name

3. Personal Pronouns with Prepositions

<u>Preposition</u>	<u>Meaning</u>	<u>Add suffix</u>	<u>New Meaning</u>
בְּ	in	בִּי	in me
בּוֹ		in him, in it	
לְ	to, for	לִי	to me, for me
לוֹ		to him, for him	

## Sentences with Pronouns

What is his name?	מָה שְׁמוֹ ?	1
His name [is] Abraham.	שְׁמוֹ אַבְרָהָם	2
He said to me Shalom.	אָמַר לִי שְׁלוֹם	3

## Sentences

Translate the following sentences into Hebrew and prepare to be tested on Hebrew to English.

	<u>English</u>	<u>Hebrew</u>
1	She said <i>shalom</i> to him.	
2	Who is “Prince of Peace”?	
3	YAH created light.	
4	Abraham was a prince.	
5	What is his name?	
6	My name is Abraham.	
7	The Prince of Peace is in me.	
8	Ben (is) my son.	
9	She came for my son.	

## The Aleph Bet

One of the two next letters of the *Aleph Bet* has been studied; the other one will be studied later

Ordinal Number	Name of Letter	Letter		Numerical Value	
10 <sup>th</sup>	<i>yud</i>	י	י	10	
11 <sup>th</sup>	<i>kaph</i>	כ	כ	20	Note that the value of <i>kaph</i> is 20 NOT 11*

\*See the section “Numerical Value” on the next page.

Review the names of all the previous nine letters plus the current two.

א ב ג ד ה ו ז ח ט י כ ←

## Numerical Value

The Hebrew numerical system, like ours, is based on the number 10. Thus, after the number 10 (*yud*), most of the “teen” numbers are formed with two letters, usually *yud* for 10 and another letter for the second digit, which will have a value of 1 to 9. The combinations יײ and יײ are not used because of they represent the holy, unpronounced name of the LORD. See the following table and note the exceptions:

11 – יא	14 – יד	17 – יז
12 – יב	15 – טו	18 – יח
13 – יג	16 – טז	19 – יט

Note that the *tet* is the number 9, not 10, and the *vav* and *zayin* are 6 and 7 respectively.

Numerals are written sometimes as follows with one or two small oblique strokes to show the letters used do not form words:

ט"ז ט"ח

Numbers between 21 and 29 will be formed in the same pattern as the teens, using *kaph* for 20 and the other digit will relate to the numbers 1 to 9.

## Numbers Practice

Give the Hebrew way of expressing the following numbers:

1 –	15 –	29 –
7 –	18 –	24 –
6 –	16 –	23 –



**Corrections:** Before proceeding to Lesson 6, have your work on Pages 20-24 marked. Correct any mistakes on Pages 16 & 18.

**Quiz #5** Review the content of Lesson 5 until you are confident of success on this quiz. Practise reading orally Hebrew syllables on page 20 and 21 and Hebrew words on pages 21 and 22. This skill will be part of your quiz.


Quizzes can be obtained from Ron Wilson or an assisting student.

## Lesson 6 *Ayin, Tet*

### Consonants

	The <i>Ayin</i> is now mainly a silent letter like <i>Aleph</i> . Formerly, its pronunciation was a deep guttural sound made in the throat. (common in Arabic)		The <i>Tet</i> is pronounced like the “t” in “tune”.
---	--	---	--

### Vowel

	The <i>Shuruq</i> is formed by a dot halfway up the left side of a <i>vav</i> . The <i>vav</i> has no sound of its own, but this combination makes the sound of oo as in moon. Examples: מוּן would be pronounced as “moo”; יוּ, as “you”.
---	---

### Practice

1(a) Print a row of the letter *ayin* as shown below using the two lines as guides. Do about seven more *ayin*'s, leaving equal spaces between them. As you print each one, say the name “*ayin*”. Remember that *ayin* is silent.

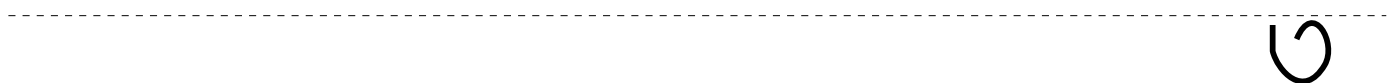


1(b) Using the row above, add a *cholam vav* (וּ) to the left of each *ayin*, each time saying the name of the consonant and vowel. Then pronounce slowly and clearly the sound of the syllable: “oh”.

2(a) & (b) Print another row of the letter *ayin* as started below, along with a *shuruq* (יּ) to the left of each one. Say the name of the vowel and pronounce each syllable as you write them.



3(a) Using the pair of lines below, finish a row of seven *tet*'s, leaving equal wide spaces. Say its name slowly as you draw each one, emphasizing the “t” sound at the beginning of its name.



3(b), Add a *shuruq* to the left of each *tet* above, saying its name each time. Then pronounce the syllable by saying together the sound of the *tet* and the sound for the *shuruq*. The sound of the syllable was be like our English word “too”.

## Vocabulary

good	טוֹב	1	Israel	יִשְׂרָאֵל	5
evening	עֶרֶב	2	he	הוּא	6
in the evening	בְּעֶרֶב	3	he keeps, guards	שׁוֹמֵר	7
over, on	עַל	4			

## Vocabulary – Another Possessive Pronoun – “Their”

Sometimes the Hebrew suffix for “their” is formed by a *patach* and a final *mem*:

<u>Noun</u>	<u>Meaning</u>	<u>Add patach &amp; mem</u>	<u>New Meaning</u>
אִם	mother	אִמָּם	their mother
שֵׁם	name	שֵׁמָם	their name

## Sentences

Write the Hebrew translation of the following sentences:

Good evening.		1
What is their name?		2
Their name [is] Israel.		3
Peace [is] over Israel.		4
Who came in the evening?		5
He came in the evening.		6
She came in the evening.		7
He keeps Israel		8
Who (is) he?		9
His name (is) Shalom		10

## The Aleph Bet

The next three letters in order of the *Aleph Bet* have all been studied previously .

Ordinal Number	Name of Letter	Letter		Numerical Value
12 <sup>th</sup>	<i>lamed</i>	ל	ל	30
13 <sup>th</sup>	<i>mem</i>	מ	מ	40
14 <sup>th</sup>	<i>nun</i>	נ	נ	50

Review the names in order of all the letters of the *Aleph Bet* that we have listed in previous lessons and add on the three that are listed above.

א ב ג ד ה ו ז ח ט י כ ל מ נ ←

## Numbers Practice

At the end of the last lesson you discovered how to write Hebrew numbers up to 29 and did some practice. Similarly, fill in the Hebrew way of writing the following numbers:

31 –	42 –	59 –
37 –	48 –	54 –
36 –	45 –	53 –



**Corrections:** Before proceeding to Lesson 7, have your work on Pages 25-27 marked. Correct any mistakes.

**Quiz #6** Review the content of Lesson 6 until you are confident of success on this quiz. Practise reading orally Hebrew syllables on page 25 and Hebrew words on pages 26 and 27. This skill will be part of your quiz.


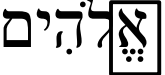
Quizzes can be obtained from Ron Wilson or an assisting student.

## Lesson 7 *Tav, Dalet*

### Consonants

	“ <i>Tav</i> ” is pronounced like the “t” in “ <u>t</u> une”.		The “ <i>Dalet</i> ” is pronounced like the “d” in “ <u>d</u> ig”.
---	---	---	--

### Vowel

	You will notice that there are two vowels under the <i>aleph</i> : the <i>sh'va</i> and the <i>segol</i> . This vowel combination is called a “ <i>chataph segol</i> ”. It is pronounced the same as a <i>segol</i> (like the “e” in “met”), but is a little shorter. Note this vowel in the first syllable of <i>Elohim</i> (“God”)	
---	---	---

### Practice

1(a) Print a row of the letter *tav* as shown below. As you print each one, say its name slowly, emphasizing the “t” sound. Note the “tittle” on the left end of the top line and the “hook” at the bottom left.



1(b) Now go back and place a *shuruq* (ױ) to the left of every *tav*, saying the names of each consonant and vowel in each syllable as you print them – “*tav, shuruq*”. Then, pronounce the sound of each syllable – “t oo” slowly and clearly.

2(a) Print a row of the letter *dalet* below. Make sure you put a clear “tittle” on the right end of the top line. As you print each one, say its name slowly, emphasizing the “d” sound.



2(b) Now go back and place a *cholam vav* to the left of every *dalet*, saying the name of the consonant and vowel. Then pronounce each syllable – “d oh” – slowly and clearly.

3(a) Print a row of *alephs* and (b) below each one, place a “*chataph segol*”. Say the name of the consonant and of the vowel as you print them.



3 (c) Go back to the beginning of the line and read each syllable you have printed in the line above.

## Vocabulary

Note the <i>chataph segol</i> under the <i>aleph</i> .	God	אֱלֹהִים	1
The root of most Hebrew verbs has 3 consonants.	(He) gave.	נָתַן	2
The name of the first five books of the Bible	instruction/ teaching	תּוֹרָה	3
From the word for the number seven.	Sabbath	שַׁבָּת	4
A male student	student (m)	תַּלְמִיד	5
A common suffix for feminine nouns (ah):	student (f)	תַּלְמִידָה	6
From this verb root having these 3 consonants:	is studying (m)	לֹמֵד	7
A common suffix for verbs that are feminine, singular, present tense (et).	is studying (f)	לֹמְדֶת	8
The first main word in Genesis 1:1	beginning	רֵאשִׁית	9
	thanks	תּוֹדָה	10
(Have a)	peaceful Sabbath	שַׁבָּת שְׁלוֹם	11

## Grammar – Sentence Word Order

In Biblical Hebrew, the first word in a sentence is normally the verb. This is followed by its noun subject. If the subject or some other word is first, then this change in word order is done to emphasize the word that come first.

On the next page you will see the first three words of the first chapter of Genesis. The Hebrew word for “In beginning” comes first for emphasis on the concept of “beginning”. Then comes the verb for “created” and then comes the subject, the noun *Elohim*.

Memorize the three Hebrew words of Genesis 1:1 for oral recitation.



## Scripture: Genesis 1:1a

Strong's numbers:	430	1254	7225
In the beginning, God created . . .	. . . בְּרֵאשִׁית בָּרָא אֱלֹהִים . . .		
(Note the word order.)	God	created	In (the) beginning

**Sentences:** Write the Hebrew translation of the following sentences, putting action verbs first in the sentences, before noun subjects.

God (is) good.		1
God gave peace to me.		2
A student (m) is studying Torah.		3
A student (f) is studying Torah.		4
God gave (to) him a son.		5
God gave a Sabbath.		6
He (is) God.		7
He (is) first.		8
Have a peaceful Sabbath.		9
Torah (is a) light.		10
Who keeps Israel?		11
He studies in the evening.		12

Have these sentences corrected and prepare to translate from Hebrew to English on Test for Part 2.

**Aleph Bet** No new letters this lesson. Review the 14 memorized previously.

א ב ג ד ה ו ז ח ט י כ ל מ נ ←

**Corrections:** Before proceeding to Part 3, Lesson 8, have your work on Pages 28-30 marked. Correct any mistakes. Prepare to recite the first three words of Genesis 1:1.

Practice reading orally Hebrew syllables on page 28 and Hebrew words on page 29. This skill will be part of your quiz.

**Test for Part 2** Review the content of Lessons 4-7 until you are confident of success.