

**1000 HEBREW SENTENCES:
Dual Language Hebrew-English
Interlinear & Parallel Text**



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Introduction

DEAR LANGUAGE LEARNER: This book is intended for beginner and intermediate learners of Modern Hebrew who want to improve their Hebrew vocabulary, grammar, speaking, and listening abilities through massive exposure to one thousand wide-ranging sentences.

The sentences are presented in an *interlinear + parallel text* format for maximum comprehension of every aspect of the sentence. On the right side of the page is the interlinear Hebrew, romanization, and translation. Linguistically speaking, this is an interlinear gloss containing three lines of interlinear text: (1) the first line is the Hebrew source text; (2) the second line is the romanization, which improves speaking ability and provides a better overall understanding of the word; and (3) the third line is the translation, which gives more context-specific information than a dictionary possibly could. On the left side of the page is the parallel text, which is an English translation of the Hebrew sentence. The translation style of the parallel text is a free translation, whereas the third line of the interlinear gloss is essentially a literal translation.

A Hebrew audio file recorded by a professional voice actor is available as a companion to this book (available for purchase at L2Press.com). Audio files are important for developing correct pronunciation and listening ability. The second line of the interlinear is an excellent pronunciation guide, but there is no replacement for trying to emulate the pronunciation of a native speaker when it comes to developing a good accent.

How To Use This Book

Mastering the meaning, pronunciation, and usage of every sentence in this book will tremendously improve your Hebrew reading and speaking proficiency. Once you deeply understand this wide swath of Hebrew vocabulary and sentence structures, all future Hebrew-learning endeavors will be much more fruitful, reading native Hebrew materials will be far easier, and your speaking and listening abilities will be greatly enhanced. How does one master all of the material in this book? Here are tips to get you started:

1. *Extensive and Intensive reading.* Intensive reading is a way of reading a small amount of text in a detailed manner with the goal of understanding as much as possible while extracting new vocabulary and grammar. Extensive reading is reading quickly, for pleasure, without looking up anything, for as long as you want, with the goal of gaining massive exposure to the language.

This book allows language learners at any stage to easily perform both intensive and extensive reading. If you want to improve your speaking abilities, then read aloud. If you aren't sure of the correct pronunciation, then look at the line below for immediate feedback and correction. And if you don't know the meaning of the word, look at the third line for immediate feedback and correction of the meaning. If you don't understand the meaning of a phrase or sentence, then look at the parallel text. This constant cycle of instant feedback and correction is a key attribute of deliberate practice and will accelerate your learning like never before.

2. *Active listening.* Written text with a corresponding audio file is a powerful combination of language learning tools. By hearing the language spoken, you can appreciate and imitate the prosody, melody, and intonation of the language. Combined, the audio and romanization will instill confidence, consistency, and clarity in how the language is spoken.

Prioritize active listening, which requires all of your attention and concentration, over passive listening, which requires little effort and yields minimal results. Productive active listening exercises include:

- *Shadowing*: listen to audio while repeating it nearly simultaneously, directly following the sound like a shadow. Ideally do this both with and without looking at a written version of the audio. Try to speak, as best as you can, like the native speaker, focusing on vowel sounds, vowel length, new consonant sounds, stress, and intonation.
 - *Repeating*: listen to audio and then pause to repeat. Like shadowing, ideally do this both with and without looking at a written version of the audio, and try to mimic the native speaker as closely as possible. This technique, along with shadowing, is useful for developing a good accent.
 - *Listening-Reading*: listen to Hebrew audio while reading English text. Following along in English while listening to Hebrew audio helps you understand what is being said. Can also combine this technique with shadowing (Listen to Hebrew, shadow in Hebrew, read English). This technique is great for developing your ability to understand spoken Hebrew.
 - *Transcribing*: listen to an audio file while pausing frequently to write down exactly what you heard. Correct your transcription against the original text. This technique is good for *focused* listening comprehension.
3. *Spaced repetition with chunks*. Spaced repetition software (SRS) is an electronic flashcard system with a built-in algorithm that shows you the cards at optimal times for memorizing. If you are having trouble remembering certain words, phrases, and sentences after reading them many times, and you like to review flashcards, then put them into an SRS, such as Anki or Memrise, and review daily. "Chunks" are groups of two or more words that you should learn as a single unit. Chunks give you vocabulary, context, and grammar all in a short phrase. As an example, take the simple sentence "Last night I ate dinner with my family." Instead of breaking up the sentence into eight individual words and learning them all separately, it would be far more productive to learn it in three chunks - "last night", "I ate dinner", and "with my family". Now you know three chunks of words that work together and can be applied in new situations. "I was at my friend's house *last night*", "*I ate dinner* already", "I'm visiting New York *with my family*". Intuiting the grammar through context is more enjoyable and useful than laboring through tedious grammar exercises.
4. *Converse with a speaking partner*. In parallel to mastering the content of this book using the above techniques, find a native speaker and converse with them on a consistent basis, preferably at least one hour per week. The ideal practice partner is patient and will not simply correct your errors but will prompt you to self-correct. If you desire to speak fluently, there is no substitute for conversation practice.

Special notes about the Hebrew

1. There are no vowels points, or nikkud, used in this book. Instead, there is the romanization in the second line of the interlinear gloss. This was an intentional choice meant to get you used to reading Modern Hebrew without vowels points, which is the normal status of written Modern Hebrew in any situation outside of books for children.
2. The direct object particle **תא** - *et* does not have an English translation and is therefore labeled "D.O.", for "direct object", in the third line of the interlinear. **תא** is used only before *definite* direct objects and not

before *indefinite* direct objects. See the *Hebrew Grammar By Example* book for a more comprehensive description with examples.

3. It vs. he/she: Some Hebrews verbs are conjugated in reference to words with obvious grammatical gender, such as "he", "she", etc, but sometimes the same Hebrew verb is conjugated in reference to no word in particular. In this second case, the English translation provided in the interlinear uses "it" + verb. For example, in the sentence **הוא נראה עייף** - *hu nire ayef* - he seems tired, the verb **נראה** clearly is conjugated in reference to **הוא**. But in the sentence **נראה שצדקת** - *nire shetsadakta* - it seems that you were right, **נראה** is translated in the interlinear as "it seems", as opposed to "he seems".

Alphabet and Pronunciation

The Hebrew Alphabet and Romanization			
Letter ¹	Pronunciation ²	IPA ³	Romanization ⁴
א	<u>a</u> lef	<i>takes vowel sound or silent</i>	
ב	bet	/b/ or /v/	b/v
ג	<u>g</u> imel	/g/	g
ד	<u>d</u> alet	/d/	d
ה	he	/h/	h
ו	vav	/v/	v/o/u
ז	<u>z</u> a'in	/z/	z
ח	kh <u>e</u> t	/χ/	kh
ט	t <u>e</u> t	/t/	t
י	y <u>u</u> d	/j/	y/i
כ	kaf	/k/ or /χ/	k/kh
ך	kaf sofit	/χ/	kh
ל	<u>l</u> amed	/l/	l
מ	mem	/m/	m
ם	mem sofit	/m/	m
נ	nun	/n/	n
ן	nun sofit	/n/	n
ס	<u>s</u> amekh	/s/	s
ע	<u>a</u> 'in	<i>takes vowel sound or silent</i>	
פ	pe	/p/ or /f/	p/f
ף	pe sofit	/f/	f
צ	<u>t</u> sadi	/ʦ/	ts
ץ	<u>t</u> sadi sofit	/ʦ/	ts
ק	k <u>u</u> f	/k/	k
ר	resh	/ʁ/	r
ש	sh <u>in</u>	/ʃ/ or /s/	sh/s
ת	tav	/t/	t

(1) The first column lists the Hebrew letters in alphabetical order, including the five special final (סופית - *sofit*) forms, which are letter variations that occur only at the end of a word.

(2) The second column lists the name of each letter, as pronounced in Modern Hebrew.

(3) The third column shows the phonemic notation for each letter as described by the International Phonetic Alphabet (IPA) for Modern Hebrew.

(4) The fourth and final column shows the method of romanization as used in this book.

NOTE: In Hebrew, word stress usually falls on either the final syllable (מלרע - *milra*) or the penultimate syllable (מלעיל - *mileil*). In this book, any stress that does not fall on the last syllable is noted with an underline.

Romanized Vowels and Pronunciation		
Romanized Vowel ^A	IPA ^B	Similar to this English sound ^C
a	/a/	fa <u>th</u> er
e	/e/	pe <u>t</u>
i	/i/	gle <u>ee</u>
o	/o/	gl <u>o</u> ry
u	/u/	fl <u>u</u> te
ai	/aɪ/	ey <u>e</u>
ei	/eɪ/	pa <u>y</u>
oi	/ɔɪ/	jo <u>y</u>
ui	/uɪ/	go <u>o</u> ey

(A) The first column lists vowels used in the romanization of Hebrew in this book.

(B) The middle column shows the phonemic notation for each romanized vowel.

(C) The third and final column lists English words with comparable vowel sounds. The relevant vowel is underlined. Keep in mind that comparable Hebrew vowel sounds are shorter than the English versions.

NOTE: Double vowels, such as *a'a* or *e'e*, represent long vowels, which are common and key for proper pronunciation and clarity in speech. For example, *מַעֲרֵכֶת* - *ma'arekhet* not *marekhet*.

Representing Foreign Sounds with Hebrew			
Hebrew ¹	Sounds like ²	IPA ³	Romanization ⁴
ג'	Jerusalem	/dʒ/	j
ד'	the	/ð/	th
וּו'	Washington	/w/	w
ז'	measure	/ʒ/	zh
צ'	chip	/tʃ/	ch
ת'	thank	/θ/	th

(1) The first column of the table above shows some of the modified Hebrew letters used to create foreign (non-Hebrew) sounds. Aside from the double *vav*, which yields the /w/ sound, the letters are followed by a sharp apostrophe called a *geresh*.

(2) The second column lists example words that demonstrate the sounds created by the letters in the first column.

(3) The third column shows the phonemic notation for each letter as described by the International Phonetic Alphabet equivalent.

(4) The fourth and final column shows the method of romanization as used in this book.

- Does your family have a pet? - **יש למשפחה שלכם חייית מחמד? - כן, יש לנו כלב.** (118)
 Yes, we have a dog. *kelev yesh lanu ken khayat makhmad shelakhem yesh lamishpakha*
 dog we have yes pet your the family has
- Doesn't everyone know that **האם לא כולם יודעים שהעישון פוגע בבריאות?** (119)
 smoking is harmful to your health? *babri'ut poge'a sheha'ishun yodim kulam lo ha'im*
 for the health it harms that the smoking they know everyone not is it that
- Don't go into the living room **אל תיכנסי לסלון עם נעליים רטובות.** (120)
 with wet shoes. *retuvot na'ala'im im lasalon tikansi al*
 wet shoes with into the living room you will go don't
- Don't tell me how the movie **אל תספר לי איך נגמר הסרט.** (121)
 ends. *haseret nigmar eikh li tesaper al*
 the movie it ends how to me you will tell don't
- Don't you have a sharper knife? **אין לך סכין חדה יותר?** (122)
yoter khada sakin ein lekha
 more sharp knife don't you have
- Don't you want to take off your **אתה לא רוצה להוריד את המעיל שלך?** (123)
 coat? *shelkha hame'il et lehorid rotse lo ata*
 your the coat D.O. to take off you want no you
- Drive carefully. The roads are **סע בזהירות. הכבישים קפואים.** (124)
 icy. *kfu'im hakvishim bizhirut sa*
 icy the roads carefully drive
- Driving eight hours is too much. **לנסוע שמונה שעות זה יותר מידי. כדאי שתטוס במקום.** (125)
 You should fly instead. *bimkom kedai shetatus yoter midai ze sha'ot shmone lins'o'a*
 instead you should fly too much this hours eight to drive
- Due to fog, our plane could not **המטוס שלנו לא היה יכול לנחות בגלל הערפל.** (126)
 land. *ha'arafel biglal linkhot lo haya yakhol shelanu hamatos*
 the fog due to to land it could not our the plane
- Each country has its own **לכל מדינה יש את התרבות הייחודית לה.** (127)
 unique culture. *la ha'ikhudit hatarbut et lekhol medina yesh*
 to it the unique the culture D.O. each country has
- Eight divided by two equals **שמונה חלקי שתיים שווה ארבע.** (128)
 four. *arba shave shita'im khelkei shmone*
 four equals two divided by eight
- EU citizens can work anywhere **אזרחי האיחוד האירופאי יכולים לעבוד בכל אירופה.** (129)
 in Europe. *eiropa bekhol la'avod yekholim ha'eiropei ha'ikhud ezrakhei*
 Europe in all of to work they can the European the union citizens of

- (130) Everybody wants something different. We have to find a compromise.
כל אחד רוצה משהו שונה. אנחנו צריכים למצוא פשרה.
kol ekhad rotse mashehu shone anakhnu tsrikhim limtso
 everyone he wants something different we need to to find
pshara
 compromise
- (131) Everyone is talking about climate change these days.
כולם מדברים על שינוי האקלים בימים אלה.
kulam medabrim al shinui ha'aklim beyamim ele
 everyone they talk about change of the climate in days these
- (132) Everyone stood on the platform and waved goodbye.
כולם עמדו על הרציף ונופפו לשלום.
kulam amdu al haratsif venofefu leshalom
 everyone they stood on the platform and they waved to goodbye
- (133) Everything together costs 2000 dollars including flights and hotels.
הכל יחד עולה 2000 דולר כולל טיסות ומלונות.
hakol yakhad ole alpa'im dolar kolel tisot
 everything together it costs two thousand dollar including flights
umelonot
 and hotels
- (134) Excuse me for disturbing you, but there is a problem.
סליחה שאני מפריע לך, אבל יש בעיה.
slikha she'ani mafri'a lakh aval yesh be'aya
 excuse me that I disturb you I but there is problem
- (135) Family is the most important thing.
משפחה זה הדבר החשוב ביותר.
mishpakha ze hadavar hakhashuv beyoter
 family this the thing the important most
- (136) Feeding the animals at the zoo is forbidden.
האכלת בעלי החיים בגן החיות אסורה.
ha'akhalat ba'alei hakha'im began hakhayot asura
 the feeding of the animals at the zoo forbidden
- (137) Finish your homework before watching television.
סיים את שיעורי הבית שלך לפני הצפייה בטלוויזיה.
sayem et shi'urei haba'it shelkha lifnei hatsfiya batelevizya
 D.O. finish your the homework before the watching at television
- (138) First highlight the lines, then copy and paste into a new document.
קודם סמן את השורות, ואז העתק והדבק אל מסמך חדש.
kodekham samen et hashurot ve'az ha'atek vehadbek el
 first highlight D.O. the lines and then copy and paste into
khadash mismakh
 new document
- (139) First put on your seatbelt and then start driving.
קודם חגור את חגורת הבטיחות ואז תתחיל לנהוג.
kodekham khagor et khagorat hebetikhut ve'az tatkhil linhog
 first fasten D.O. the seatbelt and then you will start to drive