NATIONAL OPEN UNIVERSITY OF NIGERIA

SCHOOL OF ARTS AND SOCIAL SCIENCES

COURSE CODE: CRS 313

COURSE TITLE: HEBREW GRAMMAR

COURSE GUIDE

Course Code	CRS 313
Course Title	Hebrew Grammar
Course Developer/Writer	Dr. Miracle Ajah National Open University of Nigeria Victoria Island, Lagos
Course Team	(This course material was adapted with minor adjustments to suit NOUN style from Miracle Ajah. *Old Testament Hebrew, An Introductory Grammar with Progressive Exercises in Reading and Writing, Books 1 & 2*. Aba: Reinoma Services, 2011).
Programme Leader	Dr. Ushe M. Ushe National Open University of Nigeria Victoria Island, Lagos

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INTRODUCTION

CRS 313: Hebrew Grammar is a one-semester 3 credit unit course. It will be available toward the award of the undergraduate degree in Christian theology. The course is also suitable for anybody who is interested in Biblical Studies, and other studies in theology.

This course will consist of 21 units and it will show why the study of biblical Hebrew is important for biblical interpretation. The elements of Hebrew grammar, namely: alphabet, particles, vowels, syllables, definite articles, prepositions, conjunctions, nouns, adjectives, pronoun and verbs will be studied.

The Course Guide tells you briefly what the course is about, what you are expected to know in each unit, what course materials you will be using and how you can work your way through the materials. It also emphasizes the need for Tutor-Marked Assignments (TMAs). Detailed information on TMAs is found in a separate file, which will be sent to you later. There are periodic tutorial classes that are linked to this course.

What you will learn in this course

The overall aim of this course (CTH 313: Hebrew Grammar) is to equip you with the basic skills and working knowledge of Hebrew Grammar, which will aid you in translating the Hebrew Bible, thereby developing an informed interpretation of biblical texts without undue reliance on secondary texts or versions.

Course Aims

This course aims at:

- Introducing you to the importance of Hebrew Grammar in Biblical studies.

- Helping you to identify Hebrew letters, learning how to write and pronounce them.

- Giving you tips on how to learn Hebrew vocabularies.

- Showing you how to use the Hebrew Dictionary (lexicon) for translation of biblical texts.

- Providing enough visio aids, audio, practice grids for effective learning of Hebrew Grammar.

- Helping you to develop a working knowledge of Hebrew Grammar that will prepare you for further studies in biblical interpretation.

Course Objectives

To achieve the above course aims, there are set objectives for each study unit, which are always included at the beginning. The student should read them before working through the unit. Furthermore, the student is encouraged to refer to the objectives of each unit intermittently as the study of the unit progresses. This practice would promote both learning and retention of what is learned.

Stated below are the wider objectives of this course as a whole. By meeting these objectives, you should have achieved the aims of the course as a whole.

On successful completion of the course, you should be able to:

- Discuss the importance of Hebrew Grammar in Biblical studies.

- Identify Hebrew letters, also knowing how to write and pronounce them.

- Learn many Hebrew vocabularies.

- Know how to use the Hebrew Dictionary (lexicon) in the translation of biblical texts.

- Lead a tutorial of Hebrew Grammar to other beginners.

- Pursue further studies in biblical interpretation.

Working through this Course

To complete this course, you are required to read the study units, practice the writing grids and study other materials provided by National Open University of Nigeria (NOUN). Each unit contains self-assessment exercises, and at points during the course you are required to submit assignments for assessment purposes. At the end of this course there is a final examination. Below you will find listed all the components of the course and what you have to do.

Course Materials

Major components of the course are:

1. Course Guide

2. Study Units

3. Textbooks

4. Visio Aids, Audio and Practice Grids

5. Assignments File

6. Presentation Schedule

In addition, you must obtain the materials. You may contact your tutor if you have problems in obtaining the text materials.

Study Units

There are 21 study units divided in three modules in this course, as follows:

Module 1

Unit 1   Why Study Biblical Hebrew?
Unit 2   Hebrew Consonants (Aleph-Bet)
Unit 3   Transliteration
Unit 4   Vowel Signs
Unit 5   Half-Vowel Signs (sheva אֲ)
Unit 6   Syllables
Unit 7   Particles to Note

Module 2

Unit 8   The Definite Article
Unit 9   Prepositions and Vav Conjunction
Unit 10   Nouns: General Characteristics
Unit 11   Adjective
Unit 12   The Pronoun
Unit 13   Verbs: General Characteristics
Unit 14   The Qal Perfect Inflection (Regular Verbs)

Module 3

Unit 15   How to Use the Hebrew Lexicon
Unit 16   The Qal Imperfect Inflection (Regular Verbs)
Unit 17   Perfect of the Remaining Verb Stems (I)
Unit 18   Perfect of the Remaining Verb Stems (II)
Unit 19   Imperfect of the Remaining Verb Stems (I)
Unit 20   Imperfect of the Remaining Verb Stems (II)
Unit 21   Pronominal Suffixes

Each unit contains a number of self-tests. In general, these self-tests question you on the material you have just covered or require you to apply it in some ways and, thereby, help you to gauge your progress and to reinforce your understanding of the material. Together with Tutor Marked Assignments, these exercises will assist you in achieving the stated learning objectives of the individual units and of the course.

Textbooks and References

The student is encouraged to buy the under-listed books, and Visio-Aids recommended for this course and for future use.

Ajah, Miracle 2011. Old Testament Hebrew, An Introductory Grammar (Book I and II). Aba: Reinoma Services.

Allen Ross 2001. *Introducing Biblical Hebrew*. Grand Rapids: Baker

Brown, F, Driver, S. R, Briggs, C. A 1996. *Hebrew and English Lexicon*. Stuttgart: Hendrikson Pub

Ebo, D. J. I 1993. *Elementary Hebrew*. Enugu: Rabboni Nigeria Ltd.

Eliger, K & Rudolp, W 1976. *Biblia Hebraica Stutgartensia*. Stuttgart: Deutsche Bibelstiftung.

Kelly, P. H 1992. Biblical Hebrew: An Introductory Grammar. Grand Rapids: William B. Eerdmans Publishing Company.

Weingreen, J 1959. *A Practical Grammar for Classical Hebrew*. USA: Oxford University Press.

Online Helps

1. Learn Hebrew online free (http:\\ www.Hebrew4Christians.com)

2. English to Hebrew Translator (www.star21.com/Translator/english_to_hebrew.html)

3. My Hebrew Dictionary (www.dictionary.co.il/)

4. English to Hebrew Translation (http:\\translation.babylon.com/English/to-hebrew)

5. Why Study Old Testament Hebrew? (www.Torahclass.com)

6. Vocabulary – Audio (fellowshipbibleannarbor.org/cms/mattpostiffBlog/63/95/Elementary-Hebrew-Grammar-Audio)

7. But why study Hebrew? (www.studylight.org/lex/heb)

8. The value of Old Testament Study (www.christiancourier.com/articles/1217-the -value-of-old-testament-study)

Hebrew Visio-Aids and Audio

The underlisted Visio-Aids and Audio will enhance effective learning of Biblical Hebrew Grammar

1. Hebraica T-Shirts
2. Aleph-Bet Calendar

3. Audio for Alphabet and Vocabulary

For Details Contact: DEPARTMENT OF CHRISTIAN THEOLOGY, SCHOOL OF ARTS AND SOCIAL SCIENCES, NOUN.

Assignments File

In this file, you will find all the details of the work you must submit to your tutor for marking. The marks you obtain from these assignments will count towards the final mark you obtain for this course. Further information on assignments will be found in the Assignment File itself and later in this *Course Guide* in the section on assessment.

Presentation Schedule

The Presentation Schedule included in your course materials gives you the important dates for the completion of tutor marked assignments and attending tutorials. Remember, you are required to submit all your assignments by the due date. You should guard against lagging behind in your work.

Assessment

There are two aspects to the assessment of the course. First are the tutor marked assignments; second, there is a written examination. In tackling the assignments, you are expected to apply information and knowledge acquired during this course. The assignments must be submitted to your tutor for formal assessment in accordance with the deadlines stated in the Assignment File. The work you submit to your tutor for assessment will count for 30% of your total course mark.

At the end of the course, you will need to sit for a final three-hour examination. This will also count for 70% of your total course mark.

Tutor Marked Assignments (TMAS)

There are twenty-one tutor marked assignments in this course. You need to submit all the assignments. The best five (i.e. the highest five of the twenty-one marks) will be counted. The total marks for the best four (5) assignments will be 30% of your total course mark.

Assignment questions for the units in this course are contained in the Assignment File. You should be able to complete your assignments from the information and materials contained in your set textbooks, reading and study units. However, you are advised to use other references to broaden your viewpoint and provide a deeper understanding of the subject.

When you have completed each assignment, send it together with form to your tutor. Make sure that each assignment reaches your tutor on or before the deadline given. If,

however, you cannot complete your work on time, contact your tutor before the assignment is done to discuss the possibility of an extension.

Final Examination and Grading

The examination will consist of questions which reflect the type of self-testing, practice exercises and tutor–marked problems you have come across. All areas of the course will be assessed.

You are advised to revise the entire course after studying the last unit before you sit for the examination. You will find it useful to review your tutor-marked assignments and the comments of your tutor on them before the final examination.

Course Marking Scheme

This table shows how the actual course marking is broken down.

Assessment	Marks
Assignment 1-21	Best five marks of the twenty-one assignments count at 30% of course marks
Final Examination	70% of overall course marks
Total	100% of course marks

Table 1: Course Marking Scheme

Course Overview

This table brings together the units, the number of weeks you should take to complete them, and the assignments that follow them.

Unit	Title of work	Week's Activity	Assessment (end of unit)
	Course Guide		
1.	Why Study Biblical Hebrew?	1.	Assignment 1
2.	Hebrew Consonants (Aleph-Bet)	2.	Assignment 2
3.	Transliteration	3.	Assignment 3

4.	Vowel Signs	4.	Assignment 4
5.	Half-Vowel Signs (sheva אְ)	5.	Assignment 5
6.	Syllables	6.	Assignment 6
7.	Particles to Note	7.	Assignment 7
8.	The Definite Article	8.	Assignment 8
9.	Prepositions and Vav Conjunction	9.	Assignment 9
10.	Nouns: General Characteristics	10.	Assignment 10
11.	Adjective	11.	Assignment 11
12.	The Pronoun	12.	Assignment 12
13.	Verbs: General Characteristics	13.	Assignment 13
14.	The Qal Perfect Inflection (Regular Verbs)	14.	Assignment 14
15.	How to Use the Hebrew Lexicon	15.	Assignment 15
16.	The Qal Imperfect Inflection (Regular Verbs)	16.	Assignment 16
17.	Perfect of the Remaining Verb Stems (I)	17.	Assignment 17
18.	Perfect of the Remaining Verb Stems (II)	18.	Assignment 18
19.	Imperfect of the Remaining Verb Stems (I)	19.	Assignment 19
20.	Imperfect of the Remaining Verb Stems (II)	20.	Assignment 20
21.	Pronominal Suffixes	21.	Assignment 21
	REVISION	**16**	
	EXAMINATION	**17**	
	TOTAL	**17 Weeks**	

Table 2: Course Overview

How to get the best from this course

In distance learning the study units replace the university lecturer. This is one of the great advantages of distance learning; you can read and work through specially

designed study materials at your own pace, and at a time and place that suit you best. Think of it as reading the lecture instead of listening to a lecturer. In the same way that a lecturer might set you some reading to do, the study units tell you when to read your set books or other material. Just as a lecturer might give you an in-class exercise, your study units provide exercises for you to do at appropriate points.

Each of the study units follows a common format. The first item is an introduction to the subject matter of the unit and how a particular unit is integrated with the other units and the course as a whole. Next is a set of learning objectives. These objectives enable you know what you should be able to do by the time you have completed the unit. You should use these objectives to guide your study. When you have finished the units you must go back and check whether you have achieved the objectives. If you make a habit of doing this you will significantly improve your chances of passing the course.

The main body of the unit guides you through the required reading from other sources. This will usually be either from your set books or from a *Reading* section. Remember that your tutor's job is to assist you. When you need help, don't hesitate to call and ask your tutor to provide it.

1. Read this *Course Guide* thoroughly.

2. Organize a study schedule. Refer to the 'Course overview' for more details. Note the time you are expected to spend on each unit and how the assignments relate to the units. Whatever method you chose to use, you should decide on it and write in your own dates for working on each unit.

3. Once you have created your own study schedule, do everything you can to stick to it. The major reason that students fail is that they lag behind in their course work.

4. Turn to *Unit 1* and read the introduction and the objectives for the unit.

5. Assemble the study materials. Information about what you need for a unit is given in the 'Overview' at the beginning of each unit. You will almost always need both the study unit you are working on and one of your set books on your desk at the same time.

6. Work through the unit. The content of the unit itself has been arranged to provide a sequence for you to follow. As you work through the unit you will be instructed to read sections from your set books or other articles. Use the unit to guide your reading.

7. Review the objectives for each study unit to confirm that you have achieved them. If you feel unsure about any of the objectives, review the study material or consult your tutor.

8. When you are confident that you have achieved a unit's objectives, you can then start on the next unit. Proceed unit by unit through the course and try to pace your study so that you keep yourself on schedule.

9. When you have submitted an assignment to your tutor for marking, do not wait for its return before starting on the next unit. Keep to your schedule. When the assignment is returned, pay particular attention to your tutor's comments, both on the tutor-marked assignment form and also written on the assignment. Consult your tutor as soon as possible if you have any questions or problems.

10. After completing the last unit, review the course and prepare yourself for the final examination. Check that you have achieved the unit objectives (listed at the beginning of each unit) and the course objectives (listed in this *Course Guide*).

Tutors and Tutorials

There are 8 hours of tutorials provided in support of this course. You will be notified of the dates, times and location of these tutorials, together with the name and phone number of your tutor, as soon as you are allocated a tutorial group.

Your tutor will mark and comment on your assignments, keep a close watch on your progress and on any difficulties you might encounter and provide assistance to you during the course. You must mail your tutor-marked assignments to your tutor well before the due date (at least two working days are required). They will be marked by your tutor and returned to you as soon as possible.

Do not hesitate to contact your tutor by telephone, e-mail, or discussion board if you need help. The following might be circumstances in which you would find help necessary. Contact your tutor if:

- you do not understand any part of the study units or the assigned readings,

- you have difficulty with the self-tests or exercises,

- You have a question or problem with an assignment, with your tutor's comments on an assignment or with the grading of an assignment.

You should try your best to attend the tutorials. This is the only chance to have face to face contact with your tutor and to ask questions which are answered instantly. You can raise any problem encountered in the course of your study. To gain the maximum benefit from course tutorials, prepare a question list before attending them. You will learn a lot from participating in discussions actively.

Summary

CTH 313 intends to help you have a working knowledge of biblical Hebrew to assist you in the work of translating and interpreting biblical texts. Upon completing this course, you will be able to answer questions such as:

- Why is the study of Biblical Hebrew necessary?

- How many letters are in Hebrew Alphabet?

- What is the role of Vowel signs in Hebrew Grammar?

- Why are there no upper cases in Hebrew letters?

- How does one use Hebrew Lexicon to locate and define Hebrew words?

- What is the best approach in learning Hebrew vocabulary?

- What is the difference between the Tenses in English language and Hebrew Grammar?

- What is the meaning of the Inflection of Hebrew verbs?

- What is the role of visio-aids, audio and practice grids in mastering Hebrew Grammar?

Of course, the questions you will be able to answer are not limited to the above list. This couse manual is simplified for easy comprehension. You will find it interesting, and you will desire advance studies in it. CTH 313 is a prerequisite for a further learning of Hebrew Syntax in CTH 316. Pay attention to this course, and you will enjoy it; I assure you.

MAIN COURSE

Course Code   CTH 313

Course Title   Hebrew Grammar

Course Developer/Writer   Dr. Miracle Ajah
                                         National Open University of Nigeria
                                         Victoria Island, Lagos

Course Team   (This course material was adapted with
                                         minor adjustments to suit NOUN style from
                                         Miracle Ajah. *Old Testament Hebrew, An
                                         Introductory Grammar with Progressive
                                         Exercises in Reading and Writing, Books 1 &
                                         2.* Aba: Reinoma Services, 2011).

Programme Leader   Dr. Ushe M. Ushe
                                         National Open University of Nigeria
                                         Victoria Island, Lagos

NATIONAL OPEN UNIVERSITY OF NIGERIA

MODULE 1

Unit 1   Why Study Biblical Hebrew?
Unit 2   Hebrew Consonants (*Aleph-Bet*)
Unit 3   Transliteration
Unit 4   Vowel Signs
Unit 5   Half Vowel Signs (*Sheva*)
Unit 6   Syllables
Unit 7   Particles to note

UNIT 1   WHY STUDY BIBLICAL HEBREW?

CONTENT

1.0   Introduction

2.0   Objectives

3.0   Main Content

    3.1   Why Study Biblical Hebrew?
    3.2   Some Tips in Mastering Hebrew Grammar
    3.3   The Future of Biblical Scholarship in Africa

4.0   Conclusion

5.0   Summary

6.0   Tutor-Marked Assignments

7.0   References/Further Readings

1.0   INTRODUCTION

Hebrew is the original language of the Old Testament. Every other version of the Old Testament you see today is an offshoot or a translation from the original language. For one to work with the original manuscript of the Bible and make a meaningful interpretation of the texts, one needs to have a good working knowledge of the language of the original manuscript, which was Hebrew. This Unit 1 sets off the study of the Hebrew Grammar by showing the reasons for the study of Biblical Hebrew, and why it is relevant to comtemporary biblical scholarship. Subsequently, the elements of Hebrew Grammar are studied from Units 2 to 21, grouped under three modules.

2.0   OBJECTIVES

By the end of this unit, you should be able to:

- Discuss the importance of studying Hebrew Grammar in contemporary biblical scholarship.
- Appreciate the role of language and culture in understanding the history of a people.
- Access different tips in mastering biblical Hebrew.
- Analyze the relationship between studying Hebrew Grammar and the future of biblical scholarship in Africa.

3.0   MAIN CONTENT

3.1 Why Study Biblical Hebrew?

A good knowledge of Hebrew, which was the original language of the Old Testament, will facilitate a better translation and interpretation of its message. The Old Testament was written by Hebrews centuries before the birth of Christ, whose culture and lifestyle were different from our own. A people's language is much related to their culture, without an understanding of the Hebrew culture we cannot fully understand their language. To cross this cultural bridge, those who impart knowledge to others need to understand the ancient Hebrew culture, lifestyle and language. Our focus in this course is to obtain a working knowledge of the Hebrew grammar, which is one step to grasping the soul of the Old Testament.

Even Martin Luther recognized the importance of Hebrew when he said, "If I were younger, I would want to learn this language, because no one can really understand the scriptures without it" (www. Familybible.org/articles/messianic/whystudyhebrew.htm – 27/06/2011). On the basis of this, pastors, priests, theological students and scholars are encouraged to get proficiency in the language in order to communicate the message of the scripture effectively. In fact, one cannot major in Old Testament or New Testament studies without exhibiting a good working knowledge of the biblical languages.

Hebrew is the language of modern Israel, one of the world's fastest-growing high-tech economies and a country of constant importance on world stage. If you are interested in research on the Middle East or in working there, knowledge of Hebrew is invaluable.

The Lord Jesus knew Hebrew (Matt. 5:18, Luk 4:16-20, Acts 26:14). Hebrew is the foundation of the New Testament: in fact all of the original authors of the New Testament were Jews who spoke and read Hebrew (Acts 21:40; 22:2; John 5:2; Luke 23:28; Acts 15:13-21). Studying Hebrew will give you new insight into the meaning of the New Testament writings (www.hebrew4christians.com/grammar - 27/06/2011).

3.2 Some Tips in Mastering Hebrew Grammar

This study manual is divided into 21 units, which concentrate on introductory grammar with progressive exercises in reading and writing. Every unit contains the Unit Exercises; Practice Grid or Vocabulary. The student is encouraged to follow the outline of study presented in the units sequentially, in order to promote learning. Other useful tips that will promote learning of Hebrew Grammar is to maintain constancy in learning (not necessarily spending long hours, but a daily practice is recommended); study and practice with unit exercises, which will facilitate acquaintance to the lessons studied; regular writing practice with the grids provided is highly encouraged; and the vocabularies were provided for memorizing. Students are encouraged to make an improvised vocabulary cards they can carry about for casual references. Online sources with visual aids and audio are recommended in some units. The student will find these resources helpful in studying Hebrew.

3.3 The Future of Biblical Scholarship in Africa

To a great extent, biblical study in Africa is still reliant on secondary materials because of its continuous dependence on translated versions of the scripture. The great contributions of bible translators notwithstanding, undue reliance on a translated version could tantamount into building a castle on a faulty foundation. In one Nigerian Church, one zealous youth was interpreting in Igbo for his minister who was preaching in English. The minister said, "Who will bell the cat in Nigeria?" and the zealous youth interpreted, "*Onye ga-atopu nwamba n'ulo mkporo na Nigeria?*"- {who will bail the cat from prison in Nigeria?} Definitely, many simple minds may not have understood what transpired in that translation. But it was certain that the interpreter deviated from what the preacher intended to communicate.

Relying on a secondary text for biblical interpretation is like building a tower on an unknown foundation. Whether or not the foundation suits the tower is left to fate or luck. A number of reasons contributed to the lack of interest in the Hebrew Grammar in many Universities and Theological Seminaries in Africa. Some of the reasons being that available textbooks in Hebrew Grammar were not simplified enough to suit the African context, and stimulate a deep rooted interest among the students. Another being that Hebrew Textbooks were not readily available in bookshops and School Libraries. Even when a few of them were ordered or procured from far away places, it did not usher in the needed enthusiasm expected from the students. This outcome was obvious because some of the books were very expensive; and even when you own a copy, it was usually difficult to make a private study with them.

This study manual is an attempt to provide a simplified and a contextualized Hebrew textbook for the African context. Though it may not eradicate the fear some students

have for Hebrew Grammar; it has been structured and simplified for either a private study, or learning in a classroom setting.

4   CONCLUSION

This unit discussed why the study of Hebrew Grammar is necessary for biblical scholarship. It presented regular study in progressive writing and reading as a way of mastering it. Also, it argued that the future of biblical scholarship in Africa is dependent on the type of attidute adopted towards Hebrew grammar.

5   SUMMARY

In this unit, you have learnt that understanding biblical Hebrew Grammar will equip you for a strong bible translation and interpretation. Next unit will present the Hebrew Alphabet.

6   TUTOR-MARKED ASSIGNMENTS

- Give five reasons why we should study Hebrew Grammar today.
- How is Hebrew Grammar relevant to biblical scholarship in Africa?

7   REFERENCES/FURTHER READING

Ajah, Miracle 2011. Old Testament Hebrew, An Introductory Grammar (Book I and II). Aba: Reinoma Services.

Allen Ross 2001. *Introducing Biblical Hebrew*. Grand Rapids: Baker

Kelly, P. H 1992. Biblical Hebrew: An Introductory Grammar. Grand Rapids: William B. Eerdmans Publishing Company.

Learn Hebrew online free (http:\\ www.Hebrew4Christians.com)

English to Hebrew Translation (http:\\translation.babylon.com/English/to-hebrew)

Why Study Old Testament Hebrew? (www.Torahclass.com)

UNIT 2   HEBREW CONSONANTS (*ALEPH-BET*)

CONTENT

1.0   INTRODUCTION

The Hebrew Alphabet consists of 22 letters, which are all consonants, unlike the English Alphabet which has both the consonants and vowels in the standard letters. In English Language, vocalization is impossible without the vowel. A tradition of pronunciation of Hebrew consonants was in vogue before the vowel marks were developed to assist the younger generations. Scholars believe that the Tiberian scribes added the vowel marks in order to retain the memory of original vocalization. There is no distinction of capitals (upper case or lower case), italics, etc. The Hebrew is written from right to left.

2.0   OBJECTIVE

By the end of this unit, you should be able to:

- Identify Hebrew Alphabet, read and write them.
- Recite the entire Hebrew Alphabet in print.
- Transliterate (or give the equivalence of) Hebrew letters to English letters.

3.0 MAIN CONTENT

3.1 The Alphabet

Listed below are the character sets of Hebrew letters. Observe the English word that is associated with each Hebrew letter. It is provided to aid your pronunciation of the Hebrew letter. Start studying from right to left, from Aleph to Beth, in that order to the end. Observe each one, read aloud, and practice writing them, one after another, beginning from Aleph – Bet… Follow the numbering 1, 2, 3, 4… (From right to left). *Note*: the numbering represents the numerical value of each Hebrew letter).

←

5	4	3	2	1
ה	ד	ג	ב	א
Hey	Dalet	Gimel	Bet	Aleph

10	9	8	7	6
י	ט	ח	ז	ו
Yod	Tet	Chet	Zayin	Vav

60	50	40	30	20
ס	נ	מ	ל	כ
Samek	Nun	Mem	Lamed	Kaf
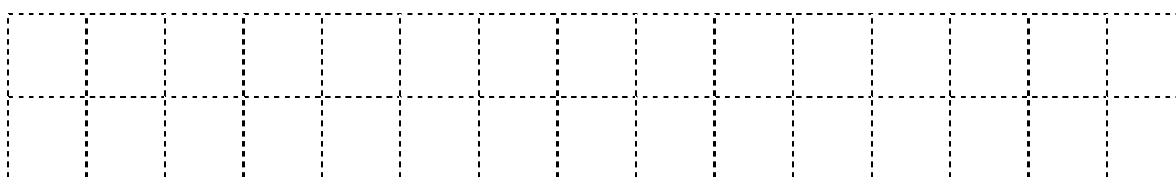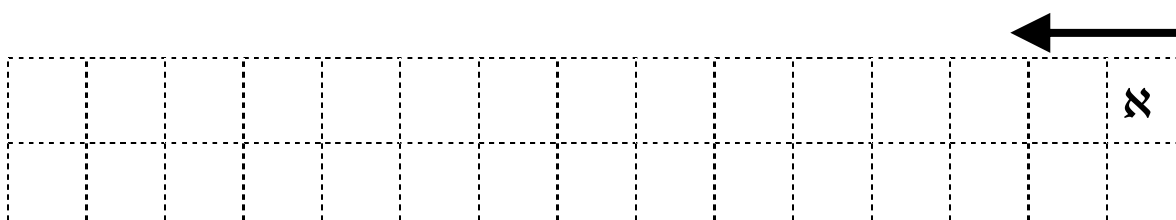
200	100	90	80	70
ר	ק	צ	פ	ע
Resh	Qof	Tsade	Pey	Ayin

400	300	300
ת	שׁ	שׂ
Tav	Shin	Sin

3.1.1 Self-Assessment Exercise
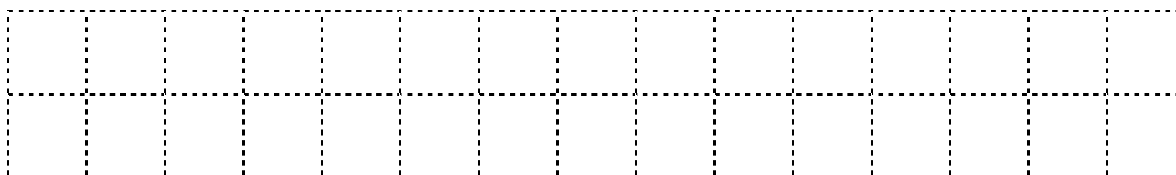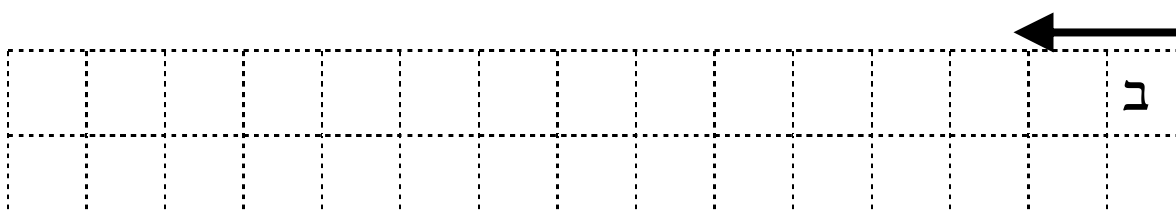
• Write the letter *Aleph* (from right to left) several times

Name	Print	Pronounced
Aleph	א	(silent letter)

←

												א

• Write the letter *Bet* (from right to left) several times

Name	Print	Pronounced
Bet	ב	**b** as in boy

←

												ב

• Write the letter *Gimel* (from right to left) several times

Name	Print	Pronounced
Gimel	ג	**g** as in girl

ג

- Write the letter *Dalet* (from right to left) several times

Name	Print	Pronounced
Dalet	ד	**D** as in door

ד

- Write the letter *Hey* (from right to left) several times

Name	Print	Pronounced
Hey	ה	**h** as in hey

ה

- Write the letter *Vav* (from right to left) several times

Name	Print	Pronounced
Vav	ו	**V** as in vine

ו

- Write the letter Zayin (from right to left) several times

Name	Print	Pronounced
Zayin	ז	**Z** as in zoo

ז

- Write the letter *Chet* (from right to left) several times

Name	Print	Pronounced
Chet	ח	**ch** as in bach

ח

- Write the letter *Tet* (from right to left) several times

Name	Print	Pronounced
Tet	ט	**T** as in time

←

ט
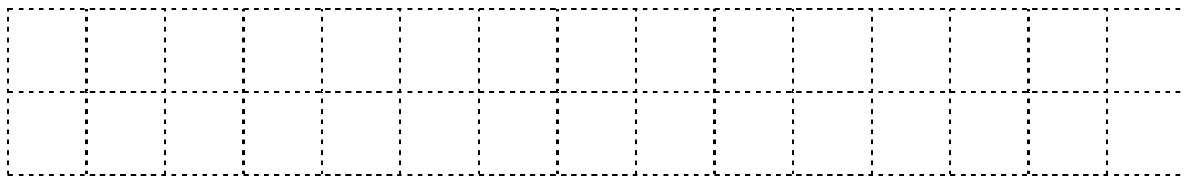
- Write the letter *Yod* (from right to left) several times

Name	Print	Pronounced
Yod	י	**y** as in yes

←

י
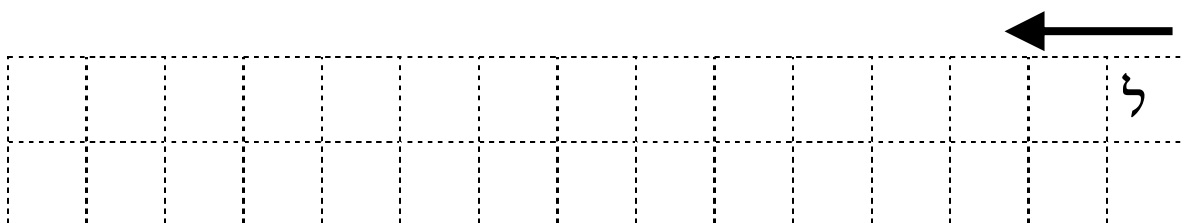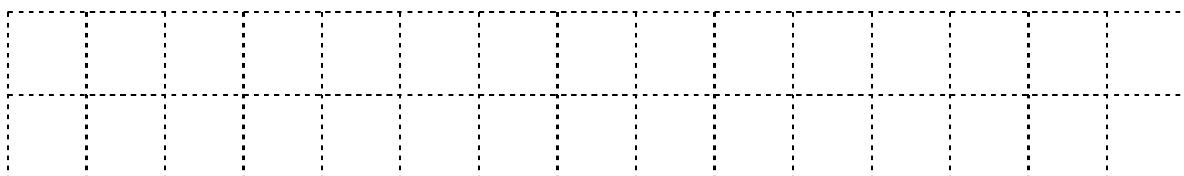
- Write the letter *Kaph* (from right to left) several times

Name	Print	Pronounced
Kaph	כ	**k** as in kite

←

כ
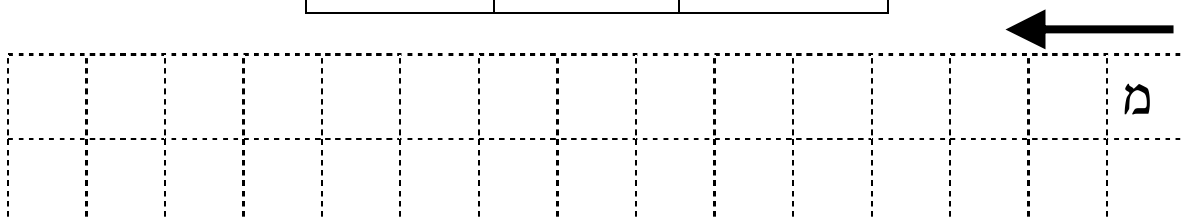
- Write the letter *Lamed* (from right to left) several times

Name	Print	Pronounced
Lamed	ל	**L** as in look

←

ל

- Write the letter *mem* (from right to left) several times

Name	Print	Pronounced
mem	מ	**m** as in mom

←

מ

- Write the letter *Nun* (from right to left) several times

Name	Print	Pronounced	Transliteration
Nun	נ	**n** as in name	N

נ ←

- Write the letter *Samek* (from right to left) several times

Name	Print	Pronounced
Samek	ס	**s** as in son

ס ←

- Write the letter *Ayin* (from right to left) several times

Name	Print	Pronounced
Ayin	ע	Silent letter

ע ←

<table>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
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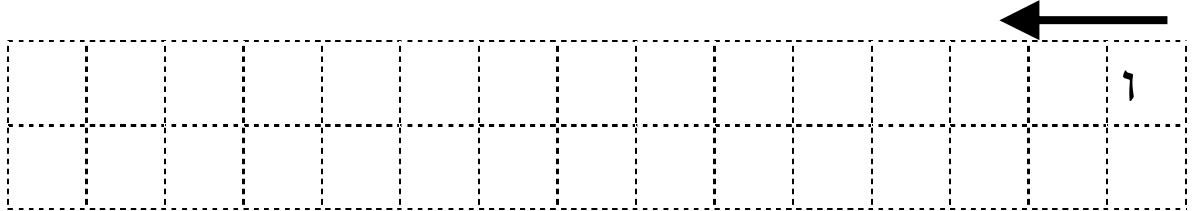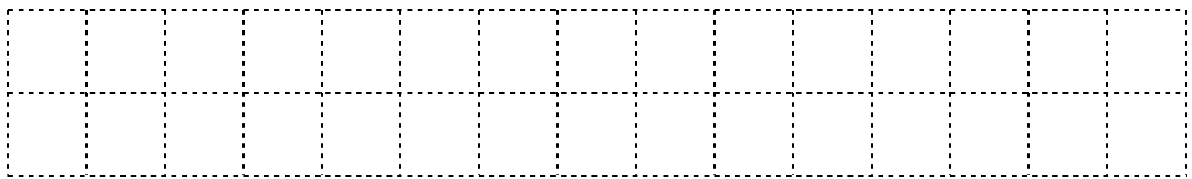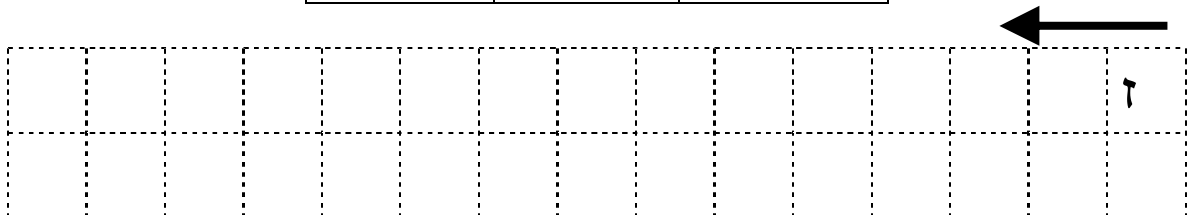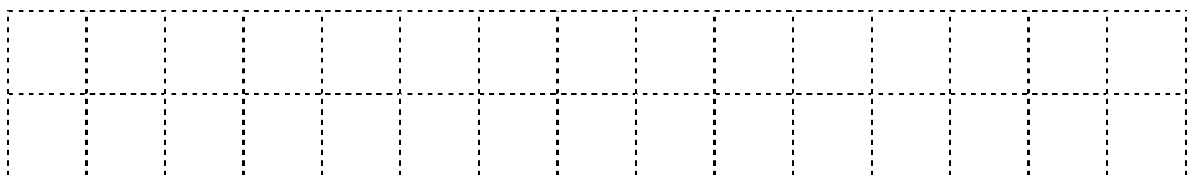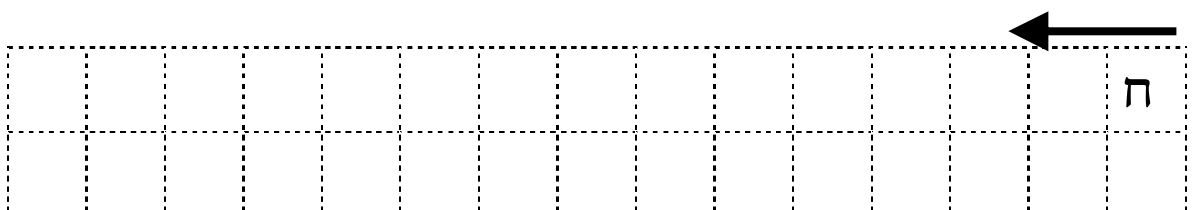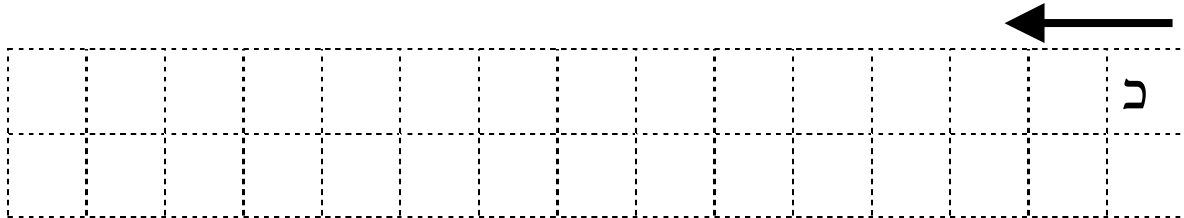- Write the letter *Gimel* (from right to left) several times

Name	Print	Pronounced
Pey	פ	**P** as in Peter

											פ

- Write the letter *Tsade* (from right to left) several times

Name	Print	Pronounced
Tsade	צ	**ts** as in nets

											צ

- Write the letter *Qof* (from right to left) several times

Name	Print	Pronounced
Qof	ק	**q** as in queen

ק

- Write the letter *Resh* (from right to left) several times
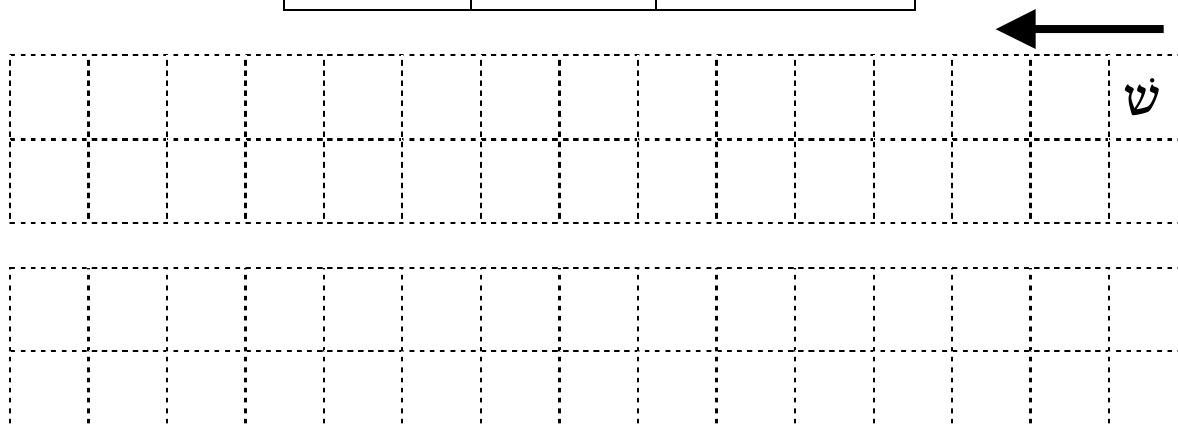
Name	Print	Pronounced
Resh	ר	**r** as in rain

ר

- Write the letter *Sin* (from right to left) several times

Name	Print	Pronounced
Sin	שׂ	**S** as in sign

שׂ
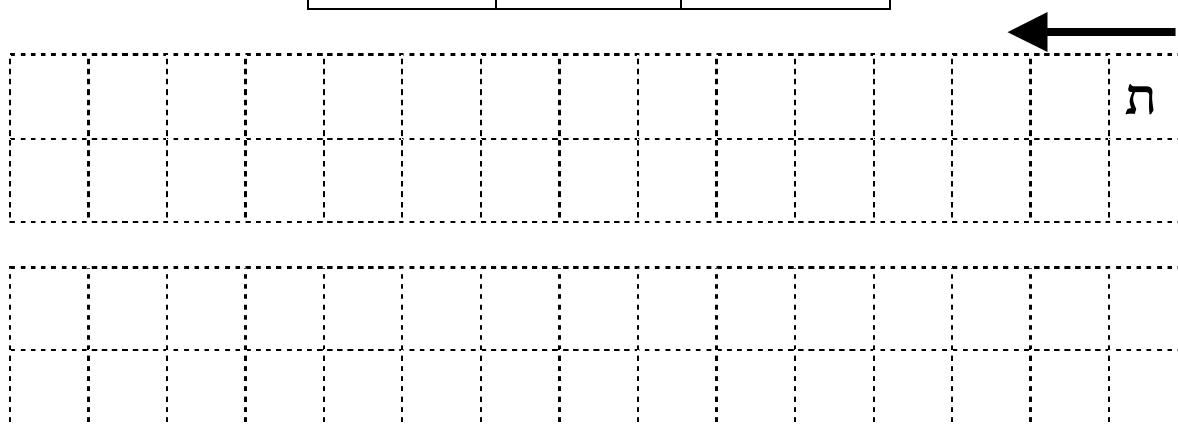
- Write the letter *Shine* (from right to left) several times

Name	Print	Pronounced
Shin	שׁ	**sh** as in shine

←

שׁ

- Write the letter *Tav* (from right to left) several times

Name	Print	Pronounced
Tav	ת	**t** as in tall

←

ת

3.2 Final Forms

Five letters have special forms when they stand at the end of a word. All the finals except ם have a tail coming below the line, and no other letter of the alphabet except ק comes below the line. Examples:

Regular Form

צ	פ	נ	מ	כ
Tsade	Pey	Nun	Mem	Kaf

Final Forms (sofit)

ץ	ף	ן	ם	ך
Tsade sofit	Pey sofit	Nun sofit	Mem sofit	Kaf sofit

3.3　Similar Letters

Certain letters, very similar in forms, are to be carefully distinguished. Examples:

	נ ג		כ ב		ע צ
	Gimel Nun		Beth Kaf		Tsade Ayin
ו	ן ז		ר ד ך		ס ם
Vav	Nun sofit Zayin		Kaf sofit Dalet Resh		Mem sofit Samek
ה ח ת			שׂ שׁ		ף ץ
Hey Chet Tav			Shin Sin		Tsade sofit Pey sofit

3.4　Guttural Letters

Five of the letters are classified as gutturals, because of their having originally been pronounced in the throat. The student is asked to note the guttural letters because special rules follow in their usage. This will be studied in full later. They are:

ר	ע	ח	ה	א
Resh	Ayin	Chet	Hey	Aleph

3.5   BeGaDKeFaT

There are six letters with double pronunciation. They may either appear with or without a dot placed in them. When any of them begins a word or a syllable, it will appear with a dot which hardens the pronunciation. The dot is referred to as a dagesh lene in Hebrew. The acronym for remembering the six letters is BeGaDKeFaT. Examples:

תּ	פּ	כּ	דּ	גּ	בּ
Tav	Pey	Kaf	Dalet	Gimel	Bet

Without a dot, their pronunciation is soft. The change in sound is particularly noticed in three letters, פ, כ, ב. Examples:

Book Print	Name	Pronounced
בּ	Bet	**b** as in a **b**oy
ב	Vet	**v** as in **v**ine
כּ	Kaf	**k** as in **k**ite
כ	Khaf	**ch** as in ba**ch**
פּ	Pey	**p** as in park
פ	Fey	**ph** as in phone

4.0   CONCLUSION

This unit discussed how you can master the Hebrew Alphabet. Without practice, it is impossible for anyone to just master them by memorizing. The student should practice writing the Hebrew letters with the practice grids given above and below. The alphabet should be read aloud as you write them.

Note: Contact your Tutor (or CTH unit at the Headquarter NOUN) for the Hebraica T-Shirt and Calendar for learning the Alphabet. Also, you can follow this link to listen to an **Audio version** of the Hebrew Alphabet:
http://www.hebrew4christians.com/Grammar/Unit_One/Aleph-Bet/aleph-bet.html

5.0 SUMMARY

The student should master the following materials encountered in this unit:

←

ל	כ	י	ט	ח	ז	ו	ה	ד	ג	ב	א	Letter
	כּ							דּ	גּ	בּ		Begadkefat
	ך											Sofit
				ח			ה				א	Gutturals

←

ת	שׁ	שׂ	ר	ק	צ	פ	ע	ס	נ	מ	Letter
תּ						פּ					Begadkefat
					ץ	ף			ן	ם	Sofit
			ר				ע				Gutturals

6.0 TUTOR-MARKED ASSIGNMENTS

1) Write out the Hebrew Alphabet from the right to the left margin of your exercise book using the Practice Grid below:

אבגדהוזחט...
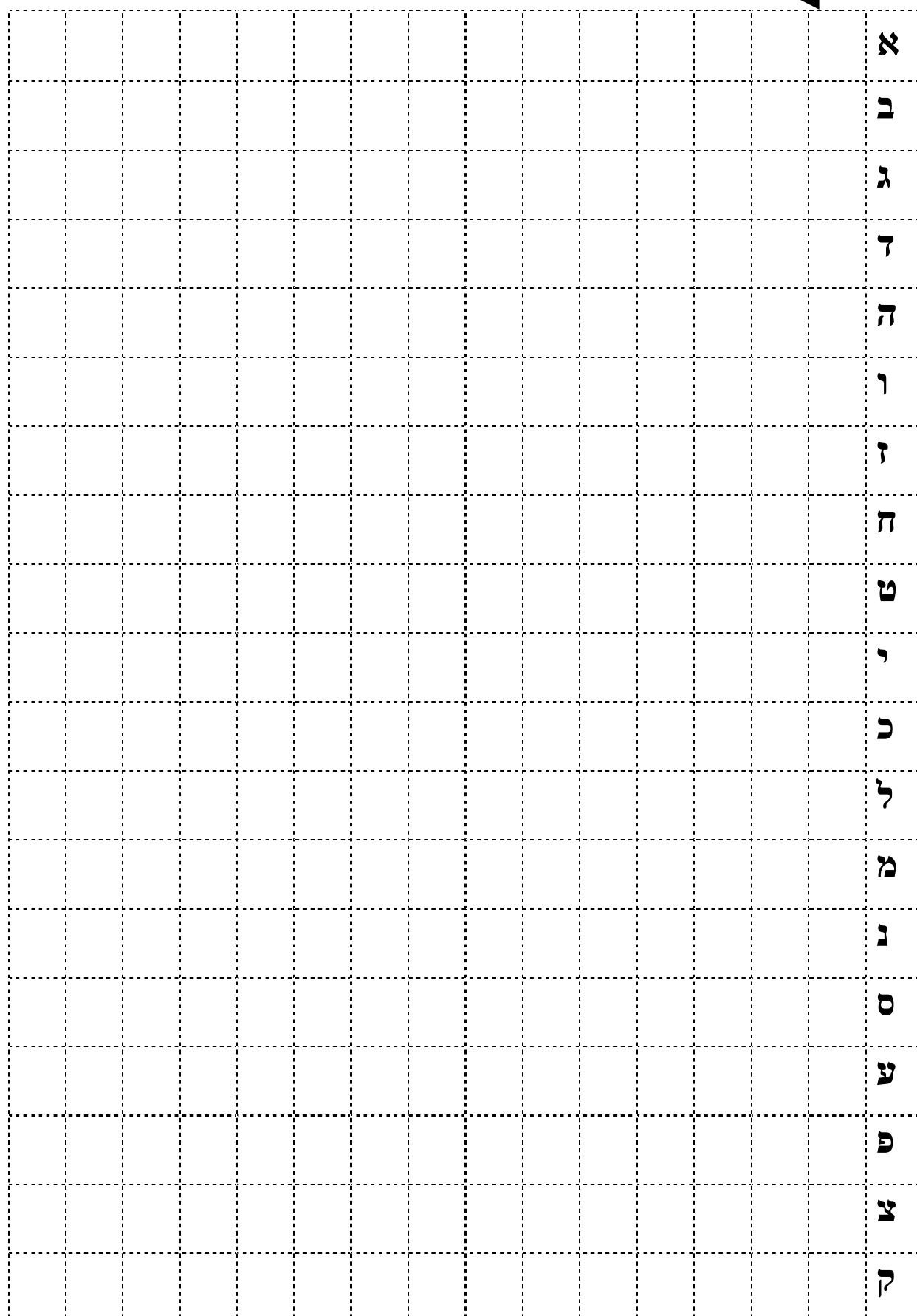
2) Identify the words that have BeGaD KeFaT letters from the following:

1. בית   2. דוד   3. נתן   4. תמר

5. רחל   6. לבן   7. גד   8. לחם

3) Locate and identify all the final forms of letters in (**3**) above.

4) What do the letters in each of the following groups have in common?

1. בגדכפת   2. אהחער   3. דסזףץ

7.0   ALEPH-BET PRACTICE GRID

א
ב
ג
ד
ה
ו
ז
ח
ט
י
כ
ל
מ
נ
ס
ע
פ
צ
ק

														ר
														שׁ
														שׂ
														ת

8.0   References/Further Readings

Ajah, Miracle 2011. Old Testament Hebrew, An Introductory Grammar (Book I and II). Aba: Reinoma Services.

Allen Ross 2001. *Introducing Biblical Hebrew*. Grand Rapids: Baker

Kelly, P. H 1992. Biblical Hebrew: An Introductory Grammar. Grand Rapids: William B. Eerdmans Publishing Company.

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English to Hebrew Translation (http:\\translation.babylon.com/English/to-hebrew)

UNIT 3   TRANSLITERATION

CONTENT

1.0   Introduction

2.0   Objectives

3.0   Main Content

3.1   The Hebrew Alphabet and their English Equivalents.
3.2   How Transliteration is done.
3.3   The Full Chart of Aleph-Bet Transliterated.

4.0   Conclusion

5.0   Summary

6.0   Self-Assessment Exercises

7.0   Tutor-Marked Assignments

8.0   Practice Grid

9.0   References/Further Readings

1.0 INTRODUCTION

Transliteration is a process of finding the equivalent letters in a language from another language. The student should practice the English equivalent of the Hebrew Alphabet. Whereas Hebrew is written from right to left, when transliteration is done in English, the English letters should be written from left to right. This unit will present the English equivalents of Hebrew Alphabet, and a full chart of Hebrew Aleph-bet transliterated.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

- Identify the Hebrew Alphabet with their English equivalents.
- Read Hebrew letters with the help of transliteration.

3.0 MAIN CONTENT
3.1 The Hebrew Alphabet and their English Equivalents

The chart below is the list of Hebrew Alphabet and their English equivalents.

ל	כ	י	ט	ח	ז	ו	ד	ג	ב	א	**Hebrew**
l	k	y	t	ch	z	v	d	g	b	'	**English**

ת	שׁ	שׂ	ר	ק	צ	פ	ע	ס	נ	מ	**Hebrew**
t	sh	ś	r	q	ts	p	'	s	n	m	**English**

3.2 How Transliteration is done

Hebrew is written from right to left, but when transliteration is done in English, the English letters are written from left to right. Example:

Hebrew

ד	ג	ב
dalet	Gimel	bet

English

b	**g**	**d**

3.3 Full Chart of Aleph-Bet Transliterated

Name	Letter	Transliteration	Pronounciation
Aleph	א	' (or none)	Silent letter
Bet	ב	b	B as in boy
	ב	v	V as in vine
Gimel	ג	g	G as in girl
	ג		
Dalet	ד	d	D as in door
	ד		
Hey	ה	h	H as in hay
Vav	ו	v	V as in vine
Zayin	ז	z	Z as in zebra

Chet	ח	ch (or ḥ)	Ch as in bach
Tet	ט	t (or ṭ)	T as in time
Yod	י	y	Y as in yes
Kaf	כּ	k	K as in kite
	כ	kh	Ch as in batch
	ך		*Sofit form*
Lamed	ל	L	*L as in look*
Mem	מ	M	*M as in mom*
	ם		*Sofit form*
Nun	נ	N	*N as in now*
	ן		*Sofit form*
Samekh	ס	S	*S as in son*
Ayin	ע	' (or none)	*Silent letter*
Pey	פּ	P	*P as in park*
	פ	ph (or f)	*Ph as in phone*
	ף		*Sofit form*
Tsade	צ	ts (ṣ)	*Ts as in nuts*
	ץ		*Sofit form*
Qof	ק	Q	*Q as in queen*
Resh	ר	R	*R as in rain*
Sin	שׂ	s (or ś)	*S as in sin*
Shin	שׁ	sh (or š)	*Sh as in shy*
Tav	ת	T	*T as in tall*

4.0 CONCLUSION

This unit has shown that transliteration is a means of findING an equivalent letter for Hebrew letters from English language to remind one how the letter is pronounced. Hebrew is written from right to left, but when transliteration is done, English letter is written from left to right.

5.0 SUMMARY

This Unit presented transliteration for Hebrew Consonants. Further discussions for vowels and half vowels will done in subsequent units.

6.0 SELF-ASSESSMENT EXERCISES

- Write out and memorize the Hebrew Alphabet with their English equivalents.

7.0 TUTOR-MARKED ASSIGNMENTS

1) Transliterate the following Hebrew letters to English:

1. בכר	2. דבר	3. ירד	4. ירן
5. גכב	6. ובז	7. עצט	8. החשך
9. קצף	10. כפים	11. מים	12. אתה

2) Transliterate the following English letters to Hebrew:

1. bh	2. lm	3. ml	4. 'm
5. šn	6. lkh	7. dgh	8. 'vff
9. qvp	10. kf	11. zyn	12. tmm

8.0 PRACTICE GRID

Write the Hebrew Alphabet with their English Equivalents

											ג	ב	א	Hebrew
											g	b	'	English

24

														Hebrew
														English
														Hebrew
														English
														Hebrew
														English
														Hebrew
														English
														Hebrew
														English
														Hebrew
														English
														Hebrew
														English
														Hebrew

9.0   REFERENCES/FURTHER READINGS

Ajah, Miracle 2011. Old Testament Hebrew, An Introductory Grammar (Book I and II). Aba: Reinoma Services.

Allen Ross 2001. *Introducing Biblical Hebrew*. Grand Rapids: Baker

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UNIT 4   VOWEL SIGNS

CONTENT

1.0   INTRODUCTION

Vowel letters in a word make pronounciation possible and easy. Originally, Hebrew words lacked vowel letters. A tradition of pronunciation of Hebrew consonants was in vogue before the vowel marks were developed to assist the younger generations.

Before the introduction of vowel signs in Hebrew, certain weak consonants א ה ו י were sometimes used to indicate the vowel sounds, and hence were called vowel letters. א and ה were used to indicate "a", י to indicate "e" and "i" and ו to indicate "o" and "u" class vowels.

Later on, the vowel signs were designed so that they could be inserted into a consonantal text without actually lengthening the text. In other words, a pointed text (one supplied with vowels) of a given book of the Hebrew Bible should be exactly the same length as the un-pointed text of the same book.

Most of the vowels stand directly below the consonants with which they are to be pronounced. The exceptions are *ch*olem, *ch*olem-vav, and shureq.

2.0   OBJECTIVES

At the end of this Unit, you should be able to:

- Able to read, write, and recite the Hebrew vowel system.

- Transliterate Hebrew words with much ease.

3.0   MAIN CONTENT

3.1   A-Type Vowel

In this section, א is used as a hypothetical letter where the vowel marks are attached.

The student is encouraged to study the marks carefully to differentiate them from the consonants studied in unit two.

Vowel Mark	Vowel Name	Sound	Transliteration	Class
אָ	Qamets	"a" as in land	ā	Long
אַ	Patach	"a" as in aqua	a	Short

3.2   E-Type Vowel

Vowel Mark	Vowel Name	Sound	Transliteration	Class
אֵ	Tsere	"e" as in eight	ē	Long
אֵי	Tsere-yod	"e" as in dell	ê	Very long
אֶ	Segol	"e" as in they	e	Short

3.3   I-Type Vowel

Vowel Mark	Vowel Name	Sound	Transliteration	Class
אִי	Chireq-yod	"i" as in green	î	Very long
אִ	Chireq	"i" as in ink	i	Short

3.4 O-Type of Vowel

Vowel Mark	Vowel Name	Sound	Transliteration	Class
אוֹ	Cholem-vav	"o" as in yellow	ô	Very long
אֹ	Cholem	"o" as in below	ō	Long
אָ	Qamets-chatuf	"o" as in ought	o	Short

3.5 U-Type of Vowel

Vowel Mark	Vowel Name	Sound	Transliteration	Class
אוּ	Shureq	"u" as school	û	Very long
אֻ	Qibbuts	"u" as in blue	u	Short

4.0 CONCLUSION

This Unit has shown the different Types of Hebrew vowels following after the English A, E, I, O, U. The student should pay attention to the different letters in Hebrew under each Type of vowels.

5.0 SUMMARY

The student should remark the main points made in the unit. We can classify the Hebrew vowels according to the basic sound they make (A, E, I, O, and U). The following table summarizes the vowel types:

U		O			I		E			A		Type
אוּ	אֻ	אוֹ	אָ	אֹ	אִי	אִ	אֵי	אֶ	אֵ	אַ	אָ	Mark
û	u	ô	o	ō	î	i	ê	e	ē	a	ā	Transliteration
vl	s	vl	s	l	vl	s	vl	s	l	s	l	Class

Class key: long = l; short = s; very long = vl

6.0   SELF-ASSESSMENT EXERCISE

- Here is a similar list of the vowels. Transliterate these and practice pronouncing them.

1. קָמֶץ   2. פַּתַח   3. צֵרִי

4. חִירֶק יוֹד   5. חִירֶק   6. חוֹלֶם

7. קָמֶץ חָטוּף   8. שׁוּרֶק   9. קֻבּוּץ

10. צֵרִי יוֹד   11. חוֹלֶם וָו

7.0   TUTOR-MARKED ASSIGNMENTS

1) Transliterate into English:

1. גָּדוֹל   2. בָּ   3. בָּבֶל   4. בָּד

5. דֹּבֵר   6. גֶּזֶל   7. בַּז   8. גֵּבִים

9. בֵּין   10. בֵּן

2) Transliterate into Hebrew:

1. *'ādāmôt*   2. *'ēmōr*   3. *nebi'im*   4. *tā'ābôd*
5. *hēbrôn*   6. *hiškim*   7. *bārā*   8. *zôbēhē*
9. *melekh*   10. *mišpete*

3) See if you can determine which of the following words employ י as a consonant and which employ it as a vowel.

1. יָד   2. יוֹם   3. אִישׁ   4. יֵשׁ

5. בֵּית   6. שִׂים

8.0   REFERENCES/FURTHER READINGS

Ajah, Miracle 2011. Old Testament Hebrew, An Introductory Grammar (Book I and II). Aba: Reinoma Services.

Allen Ross 2001. *Introducing Biblical Hebrew*. Grand Rapids: Baker

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UNIT 5   HALF-VOWEL SIGNS (*Sheva* אְ)

CONTENT

1.0   INTRODUCTION

Under normal circumstances, every Hebrew consonant should have a vowel sign under it or after it, unless it is standing at the end of the word. In absence of that, Hebrew makes use of other vowels signs that could best be described as reduced vowels or half vowels. They represent full vowels that have been abbreviated for phonetic purposes.

Thus, instead of writing: בְּיַד ... לִשְׁמוֹ (lishmo … byad)

One writes   בְּיַד ... לִשְׁמוֹ (lishmo … bᵉyad)

Sheva is of two kinds: (a) simple *sheva* and (b) compound *sheva*.

2.0   OBJECTIVES

By the end of this unit, you should be to:

- Identify Hebrew half-vowels and differentiate them from full vowels.

- Do a transliteration of Hebrew half-vowels and know how to read them in a word.

- Differentiate between the simple *shevas* and the compound *sheva.*

3.0   MAIN CONTENT

3.1   Simple Sheva (אְ)

Simple *sheva* is a neutral sound which may arise from any of the short vowels and represents the minimum vowel sound. Sheva (אְ) is transliterated superscript 'e', written this way (ᵉ). Example, sheva (אְ) is a very quickly uttered sound, as e in below, when the word is pronounced rapidly, so as to slur over the e and run the b and l almost (but not quite) together; thus b'low, not below, nor blow; p'lice, not police, nor plice. (פְּרִי is transliterated *pᵉrî*).

3.2   Compound Sheva

Guttural letters אהחע ר do not accept simple *sheva* (אְ), but a compound *sheva*, namely: אֲ, אֱ , אֳ, Compound *sheva* is a combination of a *sheva* and the three short vowels.

אְ Plus אַ equals אֲ called *ch*atef-*patach*

אְ Plus אֶ equals אֱ called *ch*atef- sᵉgol

אְ Plus אָ equals אֳ called *ch*atef-*qamets*

As in: (i)   אֲנִי - 'ᵃnî, translated **'I'**

(ii)   אֱנוֹשׁ - 'ᵉnôsh, translated **'man, mankind'**

(iii)   חֳלִי - *ch*ᵒlî, translated **'sickness'**

Notes:

1.   A *sheva* can be either vocal or silent. It is vocal when it stands beneath a consonant that begins a syllable. The silent *sheva* may be regarded as a syllable breaker because it always stands beneath a consonant that ends a syllable. Thus: בְּרִית (*bᵉrît*) is vocal, while מֶלֶךְ (*me-lekh*) is silent.

2.   When two *shevas* occur together in the middle of a word, the first is silent and the second vocal. The first marks the end of a syllable therefore a syllable breaker, while the second stands at the beginning of a new syllable therefore vocal. Thus: יִמְשְׁלוּ *(yîm-šᵉlû)*, (מְ) is silent, while (שְׁ) is vocal.

3. A *sheva* under a letter doubled by a dot (dagesh forte) is vocal. Thus: קִטְּלוּ is transliterated (*qiṭ-ṭᵉlû*).

4. A *sheva* is vocal when it is following a long vowel. Example: הָיְתָה is translitered (*hā-yᵉtāh*)

3.3   Transliteration

This section will provide the English equivalence of the Hebrew vowel letters in their different types. The letter א is used hypothetically. The vowel marks are placed under, above or beside the Hebrew consonant. The chart below reviews the English transliteration for Hebrew full vowel points.

English	Name	Mark	Sound	Transliteration
A	1. *Qamets*	אָ	"a" as in land	Ā
	2. *Patach*	אַ	"a" as in aqua	A
E	3. *Tsere*	אֵ	"e" as in eight	Ē
	4. *Tsere-yod*	אֵי	"e" as in dell	Ê
	5. *Sᵉgol*	אֶ	"e" as in they	E
I	6. *Chireq-yod*	אִי	"i" as in green	Î
	7. *Chireq*	אִ	"i" as in ink	I
O	8. *Cholem*	אֹ	"o" as in yellow	Ō
	9. *Cholem-vav*	אוֹ	"o" as in below	Ô
	10. *Qamets-chatuf*	אָ	"o" as in ought	O
U	11. *Shureq*	אוּ	"u" as school	Û
	12. *Qibbuts*	אֻ	"u" as in blue	O

4.0 CONCLUSION

This unit has shown how to identify the Hebrew half-vowels (called shevas); and how to differentiate between the simple shevas and the compound shevas, with their transliteration. The student would get aquainted with their usage through regular practice.

5.0 SUMMARY
The student should remark the main points made in the unit as follows:

- We can classify the Hebrew vowels according to the basic sound they make (A, E, I, O, and U). Compound shevas are formed by adding simple shevas to three short vowels (a, e, o).

  The following table summarizes the vowel types:

U		O			I		E			A		Type
אוּ	אֻ	אוֹ	אָ	אֹ	אִי	אִ	אֵי	אֶ	אֵ	אַ	אָ	**Mark**
û	U	ô	o	ō	î	i	ê	e	ē	a	ā	**Transliteration**
vl	S	vl	s	l	vl	s	vl	s	l	s	l	**Class**

Sheva				
אֳ	אֱ	אֲ	אְ	**Mark**
o	e	a	e	**Transliteration**
r	r	r	r	**Class**

Class key: long = l; short = s; very long = vl; reduced = r

- There are four cases when the Sheva is **vocal**:
  1. When it begins a word (or syllable)
  2. When it is the second of two shevas in a row
  3. When it appears under a letter with a Dagesh Forte
  4. When it follows a syllable that contains a long vowel.

- Correlatively, there are four cases when the Sheva is **silent**:
  1. When it ends a word (or syllable)

2. When it is the first of two shevas in a row
3. When it closes a syllable
4. When it follows a syllable that contains a short vowel.

6.0 SELF-ASSESSMENT EXERCISE

- Transliterate and Read:

4. אֱלֹהִים   3. חֲלִי   2. יַרְדֵּן   1. הָבוּ

8. אֲלֵיהֶם   7. בְּרוּךְ   6. עַבְדְּךָ   5. דִּבֶּר

10. תּוֹלְדוֹת   9. דִּבְרֵי

7.0 TUTOR-MARKED ASSIGNMENTS

(1) Transcribe into Hebrew

1. bᵉnôt
2. baqqᵉsû
3. nēbi'îm
4. tā'ābôd
5. dᵉbārîm
6. bārā
7. nšimᵉrû
8. darkᵉkā
9. hēbrôn
10. melekh
11. hiškim
12. mišpete
13. binyāmin
14. zôbēhē
15. qᵉtaltem
16. tišmērem
17. 'ādāmōt
18. bē'ēmet
19. 'ēmōr
20. Yitchāllekŭn

(2) See if you can determine which of the following words use וֹ as a consonant and which use it as a vowel.

1 לוּן   2 רוּת   3 וְשֵׁם   4 וִיהִי

5 מָוֶת   6 בּוֹשׁ   7 וַיְהִי   8 קוּם

(3) See if you can determine which of the following words employ יֹ as a consonant and which employ it as a vowel.

1. יָד   2. יוֹם   3. אִישׁ   4. יֵשׁ

5. בֵּית   6. שִׂים

8.0 PRACTICE GRID (Write the Aleph-Bet severally)
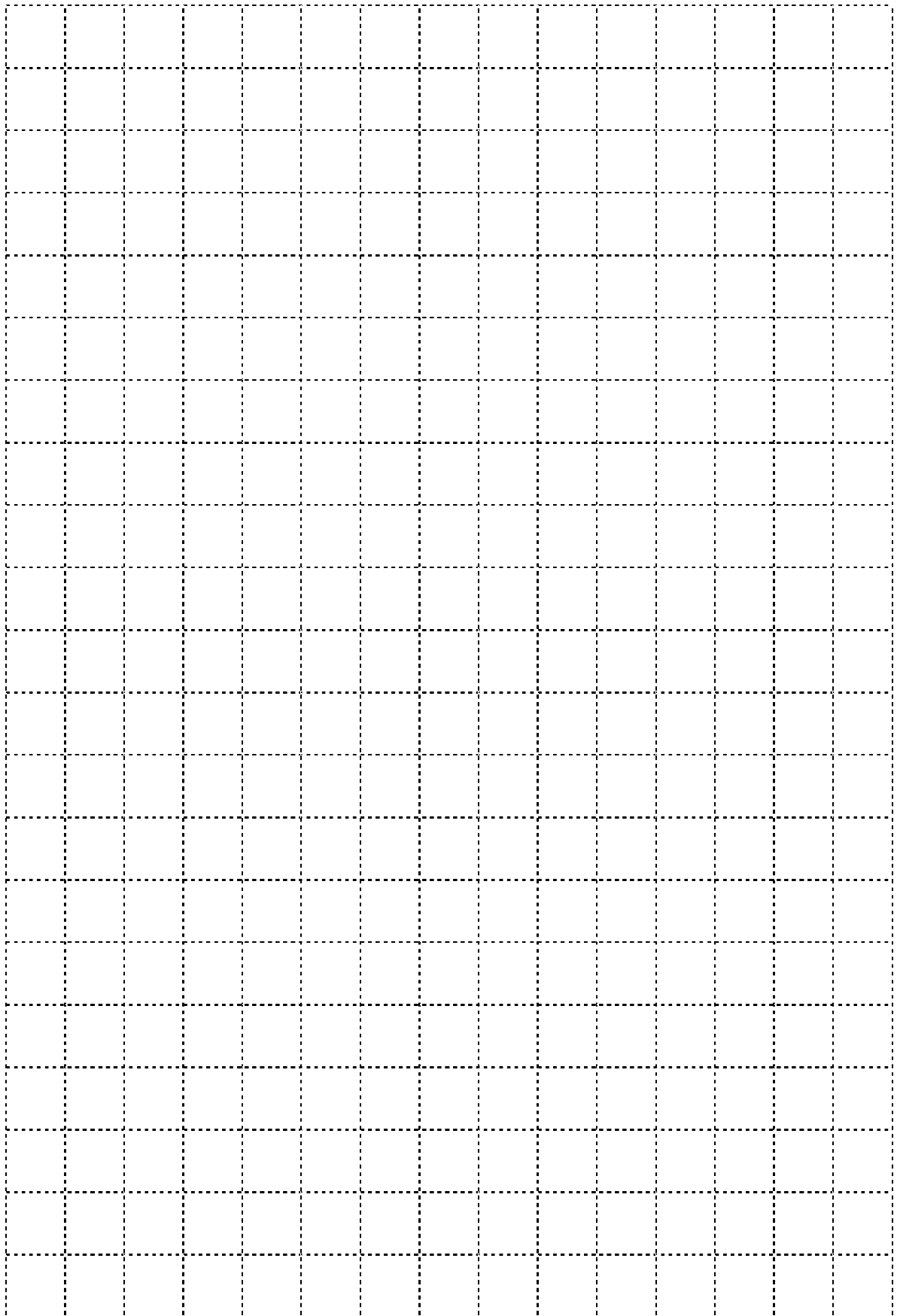
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UNIT 6   SYLLABLES

CONTENT

1.0   Introduction

2.0   Objectives

3.0   Main Content

4.0   Conclusion

5.0   Summary

6.0   Self-Assessment Exercises

7.0   Tutor-Marked Assignments

8.0   Vocabulary

9.0   References/Further Readings

1.0   INTRODUCTION

A unit sound (or vowel sound) in a word is called a syllable. That implies a syllable contains a single vowel sound in a word. A good understanding of how Hebrew word is divided into syllables (i.e. units of dinstinct sound), will facilitate a proper pronunciation of the words.

2.0   OBJECTIVES

At the end of this unit, the student should be able to:

- Divide Hebrew words into syllables to facilitate proper reading, writing and reciting.

- Learn other basic particles associated with Hebrew syllables.

3.0   MAIN CONTENT

3.1   Syllables Two rules

There are two basic rules for dividing a Hebrew word into syllables, as explained below.

Rule 1: Determine the number of vowel sounds in the word. Since there is one vowel per syllable, the number of syllables in a word is the same number of vowels.

Examples:

יָד (*yād*):   One syllable (one vowel sound)

שָׁמַר (*shā-mar*): Two syllables (two vowels sound)

Rule 2: Syllables can be "open" or "closed". Open syllables end with a vowel sound and closed syllables end with a letter without a vowel:

Examples:

Consonant + Vowel = Open syllable

כִּי (*kî*)

Consonant + Vowel + Consonant = Closed syllable

בַּת (*bat*)

3.2   Syllables Classification

Hebrew syllables can be classified as either:

1. Open or Closed
2. Long or Short (or Reduced)

Note:

i.   Whereas open syllables favour long vowels normally, closed syllables usually have short vowels.

ii. Syllables which end in a vowel sound are called open syllables. As in:

וַבֹהוּ =   *va – bō – hû*

iii. Syllables which end in a consonant are called closed. As in:

טוֹב = *tôv*

בֵּין = *bên*

מַבְדִּיל = *mav – dîl*

iv. A word contains as many syllables as it has vowels; but *patach*-furtive and *sheva* do not form syllables

v. Syllables must begin with a consonant, the only exception being the prefixed conjunction וּ; they may begin with two consonants, the first always having under it a vocal *sheva*. As in בְּרִית (*bᵉrît*)

vi. Syllables may end in two consonants, but only when these are strong. The harshness resulting from this combination is generally avoided by the insertion of a helping vowel.

vii. The vowel of an unaccented open syllable must be long.

viii. The vowel of a closed syllable must be short, unless it has the tone; when it has the tone, it may be long.

ix. The vowel of an open accented syllable may be short.

3.3   Dagesh

The word dagesh is from a root word which possibly expressed the idea of hardness. The sign of dagesh is a dot in the bosom of a letter, and this dot was used to indicate both a lighter and a heavier kind of hardness. When it indicates the lighter hardness it is called dagesh lene, when the stronger, it is called dagesh forte.

(a) **Dagesh lene:** There are six letters which have each a hard and a soft pronunciation – indicated in writing with or without a dot. They are:

בּ	גּ	דּ	כּ	פּ	תּ
(*b*)	(*g*)	(*d*)	(*k*)	(*p*)	(*t*)

ב	ג	ד	כ	פ	ת
(v)	(*g*)	(*d*)	(*kh*)	(*f*)	(*t*)

For more information on BeGaDKeFaT letters, refer to section 1.5

(b) **Dagesh forte**: Hebrew does not write a double consonant. To indicate that a consonant has that kind of hardness which is duplication, it inserts in it a dot, as in קַלּוּ (qal-lû) when so used the dot is called dagesh forte.

Examples: קִטְטֵל = קַטֵּל (qiṭ-ṭēl)

הַשְׂשָׂר = הַשָּׂר (haś-śār)

מְשְׂשָׂר = מְשָּׂר (miś-śār)

The dagesh forte can appear n ANY Hebrew consonant, including the *Begadkefat* letters *except* a guttural letter:

ת	שׁ	שׂ	ר	ק	צ	פ	ע	ס	נ	מ	ל	כ	י	ט	ח	ז	ו	ה	ד	ג	ב	א	Letter
תּ	שּׁ	שּׂ		קּ	צּ	פּ		סּ	נּ	מּ	לּ	כּ	יּ	טּ		זּ	וּ		דּ	גּ	בּ		Dagesh

In the list above, notice that every Hebrew letter (except the gutturals: Aleph, Hey, Chet, Ayin, and Resh) can appear with a dot inside - a dagesh forte.

(c) **Note:**

1. Degesh lene is peculiar to the six BeGaDKeFaT letters (בגדכפת)

2. Dagesh forte can appear in all letters (including the six letters – BeGaDKeFaT), with the exception of the guttural letters (אהחע ר).

3.4 Gutturals (אהחע ר)

The guttural letters are אהחע and sometimes ר. They are guttural letters because they are pronounced from the throat. The following features should be noted about guttural letters:

(a) Gutturals do not admit dagesh forte or lene since they cannot be doubled; but the preceding vowel is lengthened as compensation. In this case a preceding…

Patach (אַ) lengthens to *qamets* (אָ)

chireq (אִ) lengthens to tsere (אֵ)

Qibbuts (אֻ) lengthens to cholem (אֹ)

(b) Gutturals do not take a simple *sheva* (אְ) but a compound *sheva*, as in

אֲשֶׁר *'asher*, who, which, what

אֱלֹהִים *'elōhîm*, God

חֳלִי *choli*, sickness

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(c)   Gutturals prefer the vowel patach (אַ) before them, and sometimes after them. This preference is especially noticeable with the strong gutturals הֹחֹע. When one of these gutturals occur at the end of a word and is preceded by an unchangeably long vowel that is not of the 'a' class, then another short 'a' sound must be inserted between this vowel and the guttural. This short 'a' sound is called a *patach furtive*, because of its hurried pronunciation. *Patach* furtive is not a full vowel and must not be regarded as increasing the number of syllables in a word. It is represented in transliteration by a raised 'a', just as in the case of the *chatef-patach*, as in,

וְרוּחַ *V^erû^ach*

רָקִיעַ *Rāqî^aʻ*

נֹחַ *Nō^ach*

גָּבֹהַ *gāvō^ah*

(d)   A guttural letter points itself and the consonant preceding: that is a guttural with a *ch*atef turns a preceding simple *sheva* (vocal) into the short vowel corresponding to the *ch*atef; as in:

לַעֲבֹד becomes לְעֲבֹד

3.5   Quiescent Letters (אהוי)

The letters אהוי are so feeble (in pronunciation) that, under certain conditions, they lose their consonantal character and quiesce (i.e. they become silent). Hence they are called quiescent letters.

Note:

i. א loses its consonantal power and is said to quiesce (or to be silent), when it stands at the end of a word; as in:

בָּרָא

יִקְרָא

תּוֹצֵא

ii. א quiesces when it stands in the middle of a word; then (a) a preceding vowelless consonant receives its vowel, as in:

רֵאשִׁית for רְאֵשִׁית

רָאשִׁים for רְאָשִׁים

לִקְרַאת for לְקְרַאת

Or (b) it loses its compound *sheva* after a preceding vowel. The *sheva* disappears as soon as א quiesces and the preceding short vowel is strengthened in compensation for the loss of the א; as in:

כֵאלֹהִים for כֶּאֱלֹהִים

יֹאמֶר for יֹאֱמֶר

iii. The consonant ה at the end of a word is always distinguished from the vowel-letter ה by the presence of a mappik ה. But on account of its weakness it is often entirely lost,

(1) In the case of the article after an inseparable preposition, as in:

לָאוֹר for לְהָאוֹר

לַחֹשֶׁךְ for לְהַחֹשֶׁךְ

(2) In Hifʻil , Hofʻal, and Hithpael forms after a preformative of gender or person, as in:

יַבְדֵּל for יְהַבְדֵּל

תֵּרָאֶה for תְּהֵרָאֶה

(3) From between two vowels, which then contract, as in:

לְמִינֵהוּ for לְמִינוּ

בְּהוּ for בּוֹ

iv. When the preposition לְ (to) is prefixed to the word יְהוּדָה (*yᵉhûdāh*, Judah), the combination (לְיְהוּדָה , *lᵉyᵉhûdāh*) first becomes לְיהוּדָה

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(*liyᵉhûdāh*), but the **י** quiesces and loses its consonantal status, the word becoming **לִיהוּדָה** (*lîhûdāh*).

v. The word for 'death' is **מָוֶת** (*māvet*) which, when taken together with a following word (e.g. death of Moses) is spoken hurriedly and (becomes first a hypothetical **מָוְת** *māvt* and then) the **ו** quiescs, producing the form **מוֹת־מֹשֶׁה**.

3.6 Sign of the Direct Object (אֵת)

A direct object is a word representing a person or thing upon which the action of a verb is performed. The direct object may be either definite or indefinite. If definite, it is usually preceded by the article **אֵת**. The particle serves merely as the sign of the direct object and is therefore not to be translated. **אֵת** may be written alone, or it may be joined by a *maqqef* to the following word. In the latter case *tsere* (**אֵ**) is shortened to sᵉgol (**אֶ**). Thus we find **אֵת הַשָּׁמַיִם** in Gen.1:1, but **אֶת־הָאוֹר** in Gen.1:4.

4.0 CONCLUSION

This unit has shown that a good understanding of Hebrew syllables will facilitate transliteration and reading. Other important features like dagesh, gutturals, quiescient letters and sign of the direct object play vital roles in Hebrew grammar.

5.0 SUMMARY

(a). There are two basic rules for dividing a Hebrew word into syllables:
1. *The Number of Syllables in a word is determined by the number of Vowels in that word.*
   Since there is one vowel per syllable, the number of syllables in a word is the same as the number of vowels.
2. *Syllables can be "Open" or "Closed."*
   Open syllables end with a vowel sound and closed syllables end with a letter without a vowel.

(b). Dagesh and Word Division.

A <u>dagesh forte</u> "emphasizes" a letter and thereby affects a word's syllabification by doubling the value of the consonant. A letter with a dagesh forte always causes the previous syllable (if any) to be closed and in effect "divides" the syllable at the letter. The dagesh in a <u>Begedkephat letter</u> is forte only if it is preceded by a vowel (otherwise it is lene).

The general rule for dotted letters is this: If there is a "dot" inside a letter, "double" its value; but if it is a Begedkephat letter, double the value only if it is preceded by a vowel.

(c). Quiescent Letters

The letters: Aleph, Hey, Vav, and Yod can sometimes be "<u>quiescent</u>," that is, silent under certain circumstances.

6.0   SELF-ASSESSMENT EXERCISE

- Write the following words in Hebrew, bearing attention to Dagesh lene and forte letters.

1. Gab	2. m*i*dbrêkem	3. Kôl
4. môt	5. tiktôb	6. bkû
7. lāredet	8. gdôlîm	9. Gam
10. mullal	11. sappdû	12. *ch*allôn
13. hammayim	14. ibaddô	15. chippor
16. Bên	17. 'ēta	18. Bēn
19. Dām	20. Blektekā	21. Mrakkeb
22. baddām	23. vayyinnāgpû	24. Mishpāṭ

7.0   TUTOR-MARKED ASSIGNMENTS

(1)   Genesis 2:3 is reproduced here:

<div dir="rtl">

וַיְבָרֶךְ אֱלֹהִים אֶת־יוֹם הַשְּׁבִיעִי וַיְקַדֵּשׁ אֹתוֹ כִּי בוֹ שָׁבַת

מִכָּל־מְלַאכְתּוֹ אֲשֶׁר־בָּרָא אֱלֹהִים לַעֲשׂוֹת

</div>

a. Copy the two words that contain both a silent *sheva* and a vocal *sheva*.
b. Copy the word that is marked as the direct object of the verb.
c. Copy the three words that contain dagesh fortes.
d. *Copy the four words that contain compound *shevas**
e. Copy the three words that contain BeGaDKeFaT letters with dagesh.
f. Copy the six words that begin with guttural letters.

(2)   Divide the following words into syllables. Identify what kind of syllable each is (open or closed) and what kind of vowel each has (long or short).

1. בָּרָא   2. יִיטַב   3. שְׁלֹמֹה

4. חֹשֶׁךְ   5. הֶעֱמִיד   6. מִבּוֹא

7. שָׁלֵו   8. גּוֹי   9. רָאשִׁים

8.0   VOCABULARY

A good method for learning Hebrew vocabulary is to prepare vocabulary cards.
Write the Hebrew on one side of the card and the English translation on the
reverse side; glance at these cards whenever you have a spare moment, (e.g.
when travelling, or waiting for someone at the top shop). Practice pronouncing
the Hebrew words aloud.

1. מֶלֶךְ (*melek*), King   11. אָדָם (*'ādām*), Humankind,

2. אוֹר (*'ôr*), Light   12. חֹשֶׁךְ (*chōshek*), Darkness

3. אֶרֶץ (*'erets*), Earth   13. אֲדָמָה (*'ªdāmāh*), Ground

4. עָפָר (*'āfār*), Dust   14. אֱלֹהִים (*'ªlōhîm*), God

5. בַּיִת (*bayit*), House   15. רֹאשׁ (*r'ōsh)*, Head

9.0   REFERENCES/FURTHER READINGS

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UNIT 7   PARTICLES TO NOTE

CONTENT

0.0 INTRODUCTION

There are certain symbols or particles that are not part of the Hebrew vowels, which play different roles in vocalization of Hebrew words. The New Hebrew student is encouraged to study the symbols in Hebrew in order not to confuse them with the vowel signs.

1.0 OBJECTIVES

At the end of this unit, you should be able to:
- Differentiate between vowel marks and other accent symbols in Hebrew.
- Identify their presence in a Hebrew text, and understand the roles they play.

2.0 MAIN CONTENT

2.1 Accents

An accent is a mark or symbol, above or under a letter, used in writing and printing to indicate the quality of a vowel sound or a syllabic stress. The accents have three uses:

a) To mark the tone-syllable, i.e. to indicate the syllable to be stressed in pronunciation. Usually the last syllable and sometimes the last but one syllable is stressed.

b) As punctuation marks, i.e. they divide the verse into its logical constituent parts: stops and continuation marks.

c) As musical signs for chanting the scriptures in the synagogues.

Note: Hebrew accent signs are not printed in this grammar. However, words accented on any syllable other than the final syllable are marked with a munah (אַ).

Examples: מֶ֫לֶךְ זַ֫יִן דָּ֫לֶת אָ֫לֶף

If a word appears without a munah, it can be assumed that it is accented on the final syllable.

Examples: יִשְׂרָאֵל מֹשֶׁה דָּוִד אַתָּה

2.2 Meteg (מֶ֫תֶג)

Meteg (or a bridle) is a vertical line placed on the left side of a vowel point, to indicate that the syllable to which it belongs has a secondary accent.

Note:

(a) Used on the second syllable before the tone, but generally on the third, if the second is closed. As in: תֵּרָאֶה הָרָקִיעַ וַיְהִי־אוֹר

(b) Used with a long vowel followed by a vocal *sheva*. As in: בְּהִבָּרְאָם שָׁרְצוּ חָיְתָה

(c) Used with all vowels before compound *sheva*. As in: לַעֲשׂוֹת נַעֲשֶׂה הָאֲדָמָה

(d) Used with a long vowel in a closed syllable, before *maqqef*. As in: תֵּת־כֹּחָהּ עֵץ־הַגָּן וְשֵׁם־הַנָּהָר

(e) Used with first syllable of all forms of הָיָה and חָיָה in which the ה and ח have simple (silent) *sheva*. As in : יְהְיֶה (Gen 1.29) יְחְיֶה (Gen 17:18)

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(f)   Used with an unaccented אֵ in a final syllable; and to insure the distinct enunciation of a vowel which otherwise might be neglected. As in:

וַיֵּצֵא   וַיִּשָּׁבְעֻלוֹ

2.3 Maqqef (Binder) (ֿ)

It is a horizontal stroke placed between two words to indicate that they are to be pronounced together and accented as if they formed but a single word. As in:

עַל־פְּנֵי   יְהִי־אוֹר   וַיְהִי־עֶרֶב

If the former of two words, joined by *maqqef*, should contain a long vowel in a closed syllable, such a vowel gives way to a short vowel or receives meteg. As in:

אֶת־הָא   וְשֵׁם־הַנָּהָר   כָּל־נֶפֶשׁ

2.4 Mappiq (Extender) (הּ)

Mappiq is a dot placed in final ה, when this letter is used as a consonant, and not as a vowel-letter. As in:

לְמִינָהּ(leˢmînāh)   לְעָבְדָהּ (leˢʿābdāh)

If the ה was used as a vowel-letter and not as a consonant, there will be no mappiq and the transliteration will differ. As i: תּוֹרָה (tôrāh)

2.5 Rafe (Rest) (אֲ)

Rafe is a horizontal stroke placed over a letter, to call particular attention to the absence of dagesh or mappiq. As in: לָקֶחָח; בִדְגַת; לָמָיִם

2.6 Silluq (אֽ)

Silluq is one of the major punctuation marks, which always appear under the last word of a verse, as under הָאָרֶץ at the end of Gen.1:1). The silluq is generally the greatest stop in a verse and regularly followed by the sign (׃) called *soph pasuq* (end of verse). Since silluq always stands on the last tone syllable of a verse, while the meteg never stands on a tone syllable; they are easily distinguished.

2.7 'Athnah (^)

'Athna is an accent that marks the end of the first half of the verse. It is placed below the accented syllable of the last word in the first half of the verse, as in

אֱלֹהִים In Gen.1:1; namely: 'In the beginning he created God' – first half of verse ends with 'Athnah. 'The heavens and the earth' – second half of verse, ends with silluqs followed by the soph pasuq sign.

2.8 Pause

A word is said to be in pause when its accent is a major stop, i.e. a silluq or 'Athnah; in either case the word being at the end of a clause. A word in pause must have a long vowel in its accented or tone syllable. If the vowel of the tone syllable is regularly short, it must be lengthened when placed in a pause. As in:

מַיִם(mayim – not paused)   מָיִם - מָיִם (mayim – paused)

4.0 CONCLUSION

This unit introduced important particles in Hebrew apart from vowel marks. It has facilitated differentiating between vowel marks and other accent symbols in Hebrew, including the roles they play in a Hebrew text.

5.0 SUMMARY

Basic particles in Hebrew discussed in this unit are: Accents, Meteg, Maqqef, Mappiq, Rafe, Silluq, Athnah, and Pause. These particles, if not carefully identified may be confused with Hebrew vowel marks. So the student should be acquainted with their forms and functions as discussed in this unit. Next unit will examine the definite article in Hebrew.

6.0 SELF-ASSESSMENT EXERCISE

- Discuss the meaning of the following, and write the marks that represent them:

    1. Accents   2. Meteg   3. Maqqef   4. Mappiq

    5. Rafe   6. Silluq   7. Athnah   8. Pause.

7.0 TUTOR-MARKED ASSIGNMENTS
- Identify the basic particles discussed in this unit from the following words:

1. מָיִם   2. הָאָרֶץ   3. לְמִינָהּ

4. כָּל־נֶפֶשׁ   5. וַיֵּצֵא   6. מֶלֶךְ

7. בִּדְגַת   8. דֶּלֶת   9. וַיְהִי־אוֹר

8.0 VOCABULARY

יְאֹר	Stream, canal	יוֹנָה	(f) dove
יַבָּשָׁה	(f) dry ground	יוֹצֵר	Potter
יָד	(f) hand	יַיִן	Wine
יָדַע	He knew	יֹבֵל	Ram, ram's horn
יְהוָה	LORD (Adonay)	יוֹם	Day

9.0 REFERENCES/FURTHER READINGS

Ajah, Miracle 2011. Old Testament Hebrew, An Introductory Grammar (Book I and II). Aba: Reinoma Services.

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MODULE 2

UNIT 8   THE DEFINITE ARTICLE

CONTENT

1.0   Introduction

2.0   Objectives

3.0   Main Content

    3.1   Before All Non-Gutturals

    3.2   Before Strong Gutturals
    3.3   Before Weak Gutturals

    3.4   Before עָ, חָ, הָ

    3.5   Before a noun with initial (יְ)

4.0   Conclusion

5.0   Summary

6.0   Self-Assessment Exercises

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8.0   Vocabulary

9.0   References/Further Readings

1.0   INTRODUCTION

Hebrew language has no indefinite article like 'a' or 'an'. The absence of the definite article is used to determine when an indefinite article is used. To make a Hebrew word (of either gender) definite, you add a <u>Hey</u> (ה) before the noun. Sometimes the vowel under the Hey changes, depending on whether the noun begins with a regular letter or a guttural letter.

2.0   OBJECTIVE

At the end of this unit you will learn how to:

- Prefix the definite article with guttural and non-guttural letters.
- Determine the indefinite article in Hebrew grammar.

3.0   MAIN CONTENT

3.1   Before All Non-Gutturals

The usual form of the article in Hebrew before all non-gutturals is ⸰ הַ (hey (ה) plus

patach (⸰), plus dagesh forte (⸰) in the first consonant of the noun; as in:

the day/ today הַיּוֹם (*hay-yôm*) =   יוֹם ⸰ + הַ

the king הַמֶּלֶךְ (*ham-melekh*) = מֶלֶךְ ⸰ + הַ

the son הַבֵּן (*hab-ben*) = בֵּן ⸰ + הַ

3.2   Before Strong Gutturals

Before the strong or harsh gutturals ה and ח which may be doubled by

implication, the form of the article is הַ without a dagesh forte in the following

letter. As in:

הַהֹלֵךְ (*ha-hŏlēk*) = הֹלֵךְ + הַ

the darkness הַחֹשֶׁךְ (*ha-chōshēk*) = חֹשֶׁךְ + הַ

3.3   Before Weak Gutturals

Before the weak guttural א, ע and before ר, which cannot be doubled, the *patach*

under Hey (הַ) lengthens to a *qamets* (הָ). As in:

the man הָאִישׁ (*ha-'îsh*) =   אִישׁ + הָ

the bird הָעוֹף (*hā-'ôf*) =   עוֹף + הָ

הָ + רָקִיעַ (*hā- rāqiaʿ*) = הָרָקִיעַ

3.4 Before חָ הָ עָ

Before חָ and before an unaccented הָ, עָ, the *patach* under Hey (הַ) is deflected to a sᵉgôl (הֶ) for the sake of dissimilarity. As in:

הַ + חָזָק = הֶחָזָק (he-*ch*āzāq)

הַ + הָרִים = הֶהָרִים (he-hārîm)

הַ + עָוֹן = הֶעָוֹן (he-ʿāvōn)

3.5 Before a noun with initial (יְ)

Before a noun whose initial consonant is *yod*, followed by a *sheva* (יְ) and sometimes before a noun whose initial consonant is mem, followed by a *sheva* (מְ), the form of the article is הַ without a dagesh forte in the following letter. As in:

הַ + יְלָדִים = the children הַיְלָדִים (ha-*y*ᵉlādîm)

הַ + מְסִלָּה = הַמְסִלָּה (ha-mᵉsillâ)

3.6 Other rules

A few nouns in their singular form undergo internal changes when the definite article is prefixed to them. Common ones are the following:

אֶרֶץ (ʾerets) = הָאָרֶץ (hā-ʾārets) the earth

הַר (har) = הָהָר (hā-hār) the mountain

עַם (ʿam) = הָעָם (hā-ʿām) the people

גָּן (gan)   = הַגָּן (hag-gān) the garden

פַּר (par)   = הַפָּר (hap-pār) the bull

חַג (chag)   = הֶחָג (he-chāg) the festival

אֲרוֹן ('ᵃrôn)   = הָאָרוֹן (hā-'ᵃrôn) the ark

4.0 CONCLUSION

This unit has shown the different uses of definite article in Hebrew. The student should pay particular attention to guttural letters, which exhibits most of the variant usages. However the regular prefix of hey plus patach and forte remains the regular form of Hebrew definite article.

5.0 SUMMARY PAGE

The table below summarizes the study on definite articles:

S/N	Before	Hebrew Form	Without Definite Article	With Definite Article
1	All non-gutturals	הַ ◌	לַיְלָה	הַלַּיְלָה
2	ה, ח	הַ	חֹשֶׁךְ	הַחֹשֶׁךְ
3	א, ע, ר	הָ	אִישׁ	הָאִישׁ
4	הָ, חָ, עָ	הֶ	הָרִים	הֶהָרִים
5	יְ, מְ	הַ	יְלָדִים	הַיְלָדִים

6.0 SELF-ASSESSMENT EXERCISE

- Prefix the definite article to the following words and transliterate them.

1. מֶלֶךְ   2. לַיְלָה   3. יוֹם

4. חֹשֶׁךְ   5. עָפָר   6. בַּיִת

7. אִשָּׁה   8. עַם   9. גַּן

7.0   TUTOR-MARKED ASSIGNMENTS

Complete the writing of the definite article with the following nouns:

1. הָאֶרֶץ   2. הֶעָנָן   3. הַבַּיִת

4. היום   5. ההר   6. הַשָּׁנָה

7. הצאן   8. הָאֱלֹהִים   9. הָאֲדָמָה

10. הָאֹהֶל   11. הַבְּרִית   12. היום

13. העם   14. הַשָּׁלוֹם   15. העת

16. החָג   17. הלב   18. הראש

19. הַיְאֹר   20. העיר

8.0   VOCABULARY

1. מֶלֶךְ (*melek*) King

2. אוֹר (*'ôr*) Light

3. אֶרֶץ (*'erets*) Earth

4. עָפָר (*'āfār*), Dust

5. בַּיִת (*bayit*), House

16. אָדָם (*'ādām*), Humankind,

17. חֹשֶׁךְ (*chōshek*), Darkness

18. אֲדָמָה (*'ᵃdāmāh*), Ground

19. אֱלֹהִים (*'ᵉlōhîm*), God

20. רֹאשׁ (*r'ōsh*), Head

6. עִיר (ʿîr), City

7. יוֹם (yôm), Day

8. יָד (yād), Hand

9. פְּרִי (pᵉrî), Fruit

10. בֹּקֶר (bōqer), Morning

21. לַיְלָה (layᵉlāh), Night

22. חַג (chag), Feast, festival

23. בֵּין (bên) Between

24. עֶרֶב (erev) Evening

25. מָקוֹם (māqôm) Place

9.0 REFERENCES/FURTHER READINGS

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UNIT 9   PREPOSITIONS AND VAV CONJUNCTION

1.0   INTRODUCTION

A preposition is a word or group of words (e.g. in, from, to, out of, on behalf of, etc) often placed before a noun or pronoun to indicate place, direction, source, method, etc. The *vav* is a conjunctive word translated as 'and' in English. The *vav* conjunction, inseparable prepositions and *min* function as a prefix to Hebrew words just like the definite article. Sometimes the vowel under them changes, depending on the consonant that appears at the beginning of the word. The *Vav* conjunction is pointed like the inseparable prepositions with few exceptions.

2.0   OBJECTIVES

At the end of this unit, you should be able to:

1. Understand the basic grammar of the preposition and *Vav* conjunction in Biblical Hebrew

2. Begin identifying various prepositional phrases and constructions in the Scriptures.

3.0   MAIN CONTENT

3.1 The Inseparable Prepositions

In Hebrew, few prepositions are inseparable and are prefixed to nouns, like the definite article. Others are independent and function more like English prepositions.

The inseparable prepositions in Hebrew are:

בְּ   in, by, with (i.e. בּ plus a *sheva* אְ)

כְּ   as, like, according to (i.e. כּ plus a *sheva* אְ)

לְ   to, for, at (i.e. ל plus a *sheva* אְ)

Note:

i. The usual pointing of the inseparable prepositions before consonants that have full vowels is with a simple *sheva*. As in:

in a king בְּמֶלֶךְ *bᵉmelekh* = מֶלֶךְ + בְּ

as a king כְּמֶלֶךְ *kᵉmelekh* = מֶלֶךְ + כְּ

to a king לְמֶלֶךְ *lᵉmelekh* = מֶלֶךְ + לְ

ii. Before consonants having a simple *sheva*, the inseparable preposition is pointed with a *chireq*. As in:

in a covenant בִּבְרִית *biv-rîth* = בְּרִת + בְּ

as a covenant כִּבְרִית *kiv-rîth* = בְּרִת + כְּ

to a covenant לִבְרִית *liv-rîth* = בְּרִת + לְ

iii. Before a consonantal *yod* with a simple *sheva* (יְ), the inseparable preposition is pointed with a *chireq*. Then the *chireq* combines with the *yod* to form a *chireq-yod*. This causes the *yod* to lose its consonantal value, and the *sheva* under it drops out. As in:

in Judah בִּיהוּדָה *bîhûdāh* = יְהוּדָה + בְּ

as Judah כִּיהוּדָה *kîhûdāh* = יְהוּדָה + כְּ

to Judah לִיהוּדָה *lîhûdāh* = יְהוּדָה + לְ

iv. Before a guttural with a compound *sheva* (אֱ , אֲ , אֳ), the inseparable preposition is pointed with the corresponding short vowel. As in:

in a lion בְּאֲרִי *baʼarî* = אֲרִי + בְּ

as a lion כַּאֲרִי *kaʼarî* = אֲרִי + כְּ

to a lion לַאֲרִי *laʼarî* = אֲרִי + לְ

v. Occasionally before an *'alef* (אֿ) that has a *chatef-segol* (אֱ), the preposition receives a ts*ere*, the *chatef-segol* drops, while the אֿ quiesces or becomes silent. As in:

in God בֵּאלֹהִים *bēʼlôhîm* = אֱלֹהִים + בְּ

as God כֵּאלֹהִים *kēʼlôhîm* = אֱלֹהִים + כְּ

to God לֵאלֹהִים *lēʼlôhîm* = אֱלֹהִים + לְ

vi. Before a definite article, the הֿ of the article drops out, and the preposition receives the vowel pointing under הֿ As in:

in the man בָּאִישׁ *bā-ʼîsh* = הָאִישׁ + בְּ

as the man בָּאִישׁ *kā-ʼîsh* = הָאִישׁ + כְּ

to the man בָּאִישׁ *lā-ʼîsh* = הָאִישׁ + לְ

----

in the house בַּבַּיִת *bab-bayit* = הַבַּיִת + בְּ

as the house כַּבַּיִת *kab-bayit* = הַבַּיִת + כְּ

to the house לַבַּיִת *lab-bayit* = הַבַּיִת + לְ

vii. Sometimes immediately before the tone-syllable (accented syllable) the inseparable preposition assumes the vowel *qamets* (אָ). As in:

in waters בְּמָיִם *bāmāyim* = מַיִם + בְּ

as waters כְּמַיִם *kāmāyim* = מַיִם + כְּ

to waters לְמָיִם *lāmāyim* = מַיִם + לְ

3.2   The preposition מִן (min), from, out of

The preposition מִן (*min*) can perform a dual role, namely: (a) when it is prefixed

to a word that has not the definite article. It becomes inseparable, but (b) it is

somehow separable with a *maqqef* if it has a definite article.

Note:

i.   When the preposition מִן is before ordinary letters (i.e. excluding gutturals

אהחע and ר) the vowelless נ is assimilated and the following letter is

doubled by *daghes forte* as compensation. As in:

from David מִדָּוִד *mid-dāvid* = דָּוִד + מִן

from a day מִיּוֹם *miy-yôm* = יוֹם + מִן

from a king מִמֶּלֶךְ *mim-melekh* = מֶלֶךְ + מִן

ii.   Before gutturals or ר, the preceding *chireq* under מ lengthens to *tsere*. As
in:

from a human-kind מֵאָדָם *mē'ādām* = אָדָם + מִן

from a man מֵאִישׁ *mē'îsh* = אִישׁ + מִן

from a mountain מֵהַר *mēhar* = הַר + מִן

iii.   Before a *yod* pointed with a simple *sheva* (יְ) the preposition contracts to

מִי. As in:

from Judah מִיהוּדָה *mîhûdāh* = יְהוּדָה + מִן

from Jerusalem מִירוּשָׁלַיִם *mîrûshālayim* = מִן + יְרוּשָׁלַיִם

iv. Before the definite article, the preposition may remain separated by a *maqqef*. As in:

from the king מִן־הַמֶּלֶךְ *min-ham-melekh* = מִן + הַמֶּלֶךְ

from the house מִן־הַבַּיִת *min-hab-bayit* = מִן + הַבַּיִת

Or the preposition becomes inseparable. As in:

מִן before הַמֶּלֶךְ becomes מֵהַמֶּלֶךְ, from the king

מִן before הַבַּיִת becomes מֵהַבַּיִת from the house

3.3   Unattached or Independent Prepositions

Unattached or Independent prepositions more or less function like the English prepositions. Some of them are:

1.	אֶל	To, into, toward	2.	לִפְנֵי	before, in front of
3.	עִם	With	4.	עַל	upon, above, about
5.	בֵּין	between	6.	תַּחַד	under, instead of
7.	עַד	Until, unto	8.	אַחֲרֵי	behind, after
9.	אֵצֶל	Beside, near			

3.4   The vav conjunction (וְ), and

The *vav* conjunction (וְ), is translated 'and'. It is pointed like the inseparable prepositions with few exceptions.

Note:

i. Ordinarily before a consonant with full vowel (except labials פ, מ, ב) it is pointed with a *sheva* (וְ). As in:

and a horse וְסוּס *vᵉsûs* = סוּס + וְ

and a human-kind וְאָדָם *ve'ādām* = אָדָם + וְ

ii. Before a labial with a full vowel it takes the form וּ As in:

and a between וּבֵין *ûvēn* = בֵּין + וְ

and a king וּמֶלֶךְ *ûmelekh* = מֶלֶךְ + וְ

and here וּפֹה *ûfôh* = פֹּה + וְ

iii. Before יְ , the וְ contracts with יְ to form וִי , As in:

and Judah וִיהוּדָה *vîhûdāh* = יְהוּדָה + וְ

let there be וִיהִי *vîhî* = יְהִי + וְ

iv. Before a compound *sheva*, it takes the corresponding short vowel. As in:

and I וַאֲנִי *va'ᵃnî* = אֲנִי + וְ

and truth וֶאֱמֶת *ve'ᵉmet* = אֱמֶת + וְ

and sickness וָחֳלִי *vochᵒlî* = חֳלִי + וְ

v. Before the tone-syllable (or accented syllable), the *vav* conjunction is often וָ ,As in:

and a night וָלַיְלָה *vālayᵉlāh* = לַיְלָה + וְ

and evil וָרָע *vārā'* = רָע + וְ

4.0 CONCLUSION

This unit discussed the dynamics of Hebrew prepositions and conjunctions. The student is encouraged to practice and get acquainted with the rules governing their usage in Hebrew Grammar.

5.0 SUMMARY

The tables below summarize our studies on prepositions and vav conjunction.

(a) **Illustrative Table for Preposition** בְּ, כְּ, לְ

S/N	Before	Hebrew Form	Without Preposition	With Preposition
1	All non- gutturals with full vowels	בְּ, כְּ, לְ	מֶלֶךְ	בְּמֶלֶךְ
2	Consonants with simple *sheva*	בְּ, כְּ, לְ	בְּרִית	בִּבְרִית
3	*yod* with a simple *sheva*	בִּי, כִּי, לִי	יְהוּדָה	בִּיהוּדָה
4	A guttural with a compound *sheva*	בַּ, כַּ, לַ	אֲרִי	בַּאֲרִי
5	An *'alef* that has a *chatef-segol* (**sometimes**)	בֵּ, כֵּ, לֵ	אֱלֹהִים	בֵּאלֹהִים
6	A definite article	בָּ, כָּ, לָ	הָאִישׁ	בָּאִישׁ
7	The tone-syllable (**Sometimes**)	בָּ, כָּ, לָ	מָיִם	בָּמָיִם

(b) **Illustrative Table for the preposition** מִן

S/N	Before	Hebrew Form	Without Preposition	With Preposition
1	All non-gutturals with full vowels	מִ◌	מֶלֶךְ	מִמֶּלֶךְ
2	Gutturals or ר	מֵ	אָדָם	מֵאָדָם
3	*yod* with a simple *sheva*	מִי	יְהוּדָה	מִיהוּדָה
4	Definite article	מִן־ Or מֵ	הַבַּיִת	מִן־הַבַּיִת Or מֵהַבַּיִת

(c)   Illustrative Table for *vav* conjunction (וְ)

S/N	Before	Hebrew Form	Without Preposition	With Preposition
1	All consonants with full vowels	וְ	אָדָם	וְאָדָם
2	Before labials with full vowels	וּ	בֵּין	וּבֵין
3	*yod* with a simple *sheva*	וִי	יְהוּדָה	וִיהוּדָה
4	A compound *sheva*	וַ, וֶ, וָ	אֲנִי	וַאֲנִי
5	A tone-syllable	וָ	לַיְלָה	וָלַיְלָה

6.0   SELF-ASSESSMENT EXERCISE

- Prefix the preposition בְ, כְ, לְ, to the following words, transliterate and translate the same.
  Example,

  מֶלֶךְ   -   בְּמֶלֶךְ *bᵉmelekh*, in a king

  -   כְּמֶלֶךְ *kᵉmelekh*, as a king

  -   לְמֶלֶךְ *lᵉmelekh*, to a king

1. בַּיִת   2. יְהוּדָה   3. חֹשֶׁךְ   4. סוּס

5. מַיִם   6. יוֹם   7. אָדָם   8. רֹאשׁ

7.0   TUTOR-MARKED ASSINGMENTS
1) Translate the following words to Hebrew.
   1. The man and a lion
   2. Waters to waters
   3. A house in Judah
   4. Day and night
   5. The man upon the horse
   6. A covenant for the earth
   7. The city and the light
   8. From God and man
   9. In a day
   10. In the day
   11. From the day
   12. From the king
   13. To the city
   14. God as a king

15. Between the son
16. Evil and darkness
17. From the house
18. From a day
19. From a king
20. From a city

2) Translate the following phrases

1. אָדָם וֵאלֹהִים
2. שָׁלוֹם בָּאָרֶץ
3. בַּיּוֹם וּבַלַּיְלָה
4. וּבֵין הַחֹשֶׁךְ
5. טוֹב וָרָע
6. יוֹם וּמֵאֶרֶץ
7. מִבֵּן וְשָׁלוֹם
8. בֵּין הָאוֹר
9. אֶל־יְרוּשָׁלַיְם
10. אֵצֶל הָהָר

3) Prefix the preposition מִן to the following words.

1. בַּיִת
2. הַבַּיִת
3. פְּרִי
4. חֹשֶׁךְ
5. יָד
6. הַחֹשֶׁךְ
7. אִשָׁה
8. הָעִיר
9. אֶרֶץ

4) Put the *vav* conjunction to the following words, transliterate and translate

1. דָּבָר
2. בְּדָבָר
3. בַּדָּבָר
4. לַיְלָה
5. הַלַּיְלָה
6. בַּיִת
7. כְּבַיִת
8. כִּבְרִית
9. אֱמֶת
10. בִּיהוּדָה
11. הַסּוּס
12. לְיוֹם

8.0   VOCABULARY

1. אִישׁ *'îsh*, man
2. עַל *'al*, upon, above, about
3. בְּרִית *berîth*, covenant
4. עִם *'im*, with

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5. יְהוּדָה *Yᵉhûdāh*, Judah

6. בֵּין *bên*, between

7. אֲרִי *ᵃrî*, lion

8. *בֵּן bēn, son*

9. אֱלֹהִים *ᵉlôhîm*, God

10. עַד *'ad*, until, unto

11. *מַיִם mayim, water*

12. תַּחַת *tachath*, under, instead of

13. סוּס *Sûs,* horse

14. אַחֲרִי *'achᵃrî*, behind, after

15. בַּיִת *bayith,* house

16. אֵצֶל *'ētsel*, beside, near

17. אֶל *'el*, to, toward, into

18. יְרוּשָׁלַיִם *Yerûshālayim*, Jerusalem

19. פֹּה *Pōh*, here

20. לִפְנֵי *Lifnê,* before, in front of,

21. טוֹב *tôv*, good

22. שָׁלוֹם *Shālôm,* peace

23. יְהִי *yᵉhî,* let there be

24. רָע *rā'*, evil

9.0   REFERENCES/FURTHER READINGS

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UNIT 10   NOUNS: GENERAL CHARACTERISTICS

CONTENT

1.0   INTRODUCTION

A Hebrew noun is a name given to a person, place, or thing. This unit will introduce you to the Hebrew noun: its morphology and basic usage.

2.0   OBJECTIVES

At the end of this unit, you should be able to:
- Know the general characteristics of Hebrew nouns.
- Understand how Hebrew nouns are derived, which can constitute a good aid in using Hebrew lexicon in learning common noun forms found in the Hebrew Bible.

3.0   MAIN CONTENT

3.1 Noun Properties

Nouns have the following properties: gender, number, person, and case.

1. **Gender**

   Hebrew respects two gender formations: Masculine and feminine (male and female he created cf. Genesis 1:27). Unlike Greek, there is no 'neuter' gender in Hebrew.

2. **Number**

   There are three numbers in Hebrew: singular, dual and plural. For plural nouns, there are regular plurals, irregular plurals, dual plurals, and plurals functioning as singular nouns.

3. **Person**
   Hebrew nouns could be first person (referring to me), second person (you), and third person (he; e.g. John came). Normally these distinctions apply to the study of pronouns, but they are implicit in the grammar of the noun as well.

4. **Case**
   Case indicates the grammatical function of the noun in a sentence. The noun can be a subject of a sentence, an object in a sentence, or in a possessive relationship with an object (a "construct state").

   Examples:
   Obi kicked the **ball** – (*Obi* is the subject, while *the ball* is the object)
   It is **Tolu's ball** – (*Tolu's ball* or *ball of Tolu* is the construct state)

In general Hebrew uses *endings* to indicate these various properties of nouns. By learning the root of the noun and its endings, you will begin to understand the way nouns function in Hebrew sentences.

3.2 Derivation

The vast majority of Hebrew nouns are derived from verbs; a few Hebrew nouns are derived from other nouns, while those for which no known derivation exists are called primitive nouns.

1.1 Nouns derived from verbs include:

דָּבָר word	from	דִּבֶּר	he spoke
זֶרַע seed	from	זָרַע	he sowed
מֶלֶךְ king	from	מָלַךְ	he reignd
עֶבֶד servant	from	עָבַד	he served

2.2 Nouns derived from other nouns include:

בּוֹקֵר a herdsman from		בָּקָר	a herd
כֹּרֵם a vinedresser	from	כֶּרֶם	a vineyard
יִשְׂרְאֵלִי Israelite from		יִשְׂרָאֵל	Israel

3.3 Primitive nouns include:

אָב Father	אֵם mother	יָד hand
בֵּן son	יוֹם day	לַיְלָה night

3.3 Gender

In Hebrew there are two genders: masculine and feminine. There is no special termination for the masculine, but the feminine singular noun is recognized by the accented הָ termination. Here are few examples of masculine and feminine nouns:

Masculine	Feminine
סוּס a horse	סוּסָה a mare
אִישׁ a man	אִשָּׁה a woman
נָבִיא a prophet	נְבִיאָה a prophetess

Classes of feminine nouns

i. Words ending in the הָ or ת as in סוּסָה, mare; אָחוֹת, sister; בַּת, daughter.

ii. Words of any termination that are names of feminine creatures, as אֵם, mother

iii. Names of cities, countries which may be considered mothers of their inhabitants. As: יְרוּשָׁלַיִם, Jerusalem; יְהוּדָה, Judah; יִשְׂרָאֵל, Israel; etc.

iv. Names of organs of the body of men or animals, especially such organs as are double, as יָד , hand; רֶגֶל, foot; also of other utensils or instruments used by man as: חֶרֶב, sword.

v. Names of things productive, the elements and unseen things as: שֶׁמֶשׁ, sun; נֶפֶשׁ, soul; אֵשׁ, fire; אֶרֶץ, earth

In all these classes however, there are numerous exceptions; and many words are of both genders, though in general where this is the case one gender is largely predominant in usage over the other.

vi. Feminine words usually assume the distinctive feminine termination in the plural. Many feminine nouns however have the masculine plural ending; and on the contrary many masculine words have the feminine termination in the plural, especially if they incline a feminine sense as in iv) or v) above.

3.4 Number

There are three numbers in Hebrew: singular, dual and plural. The dual is now very much in disuse, being employed mostly to express things that occur naturally or by use in pairs, as hands, feet, and shoes.

(i) The feminine singular is formed by adding הָ֯ to the masculine. The plural masculine is formed by adding ִי֯ם to the singular; and the plural feminine by changing הָ֯ into וֹת, or by adding וֹת to the singular if it has no feminine termination.

(ii) The dual is formed by adding ִי֯ם to the masculine singular for the masculine, and to the original feminine singular for the feminine.
Example:

<u>Singular</u>

Masculine	**Feminine**
טוֹב good	טוֹבָה good
סוּס horse	סוּסָה mare

<u>Plural</u>

טוֹבִים good	טוֹבוֹת good
סוּסִים horses,	סוּסוֹת mares

<u>Dual</u>

סוּסַיִם pair of horses	סוּסָתַיִם pair of mares

(iii) A few masculine nouns have plurals that end in וֹת, which is the ending normally used for feminine plurals. Example:

<u>Singular</u>	<u>Plural</u>
אָב father	אָבוֹת fathers
שֵׁם name	שֵׁמוֹת names
מָקוֹם place	מְקוֹמוֹת places
קוֹל voice	קוֹלוֹת voices

(iv)   A few feminine nouns have plurals that end in ־ִים, which is the ending normally used for the masculine plurals. Example:

<u>Singular</u>	<u>Plural</u>
אִשָּׁה woman	נָשִׁים women
עִיר city	עָרִים cities

(v) Nouns with both masculine and feminine plural endings include:

<u>Singular</u>	<u>Plural</u>
דּוֹר generation	דּוֹרִים or דּוֹרֹת generations
שָׁנָה year	שָׁנִים or שָׁנוֹת years

4.0 CONCLUSION

This unit discussed Noun properties, namly: Gender, Number, Person and Case; including how Hebrew are derived, namely: Nouns derived from verbs, Noun derived from other Nouns, and Primitive Nouns, which are Nouns that have no known derivation.

5.0 SUMMARY

(a) **General Properties of Noun** include:

1. Gender (masculine or feminine)
2. Number (singular, plural or dual)
3. Person (first, second or third)
4. Case (subject, object or construct-possessive)

(b) **Noun Pluralization Rules**

Dual	Plural	Singular	
־ַיִם	־ִים	(none)	Masculine
־ַיִם	־וֹת	־ָה אַת	Feminine

6.0 SELF-ASSESSMENT EXERCISES

(1) Provide the feminine equivalent of the following masculine nouns

<div dir="rtl">

3. סוּס   2. מֶלֶךְ   1. אִישׁ

6. שׂר   5. נַעַר   4. נָבִיא

</div>

(2) Add the plural endings to the following words and indicate the gender of each

<div dir="rtl">

3. בַּת   2. אִשָּׁה   1. אָב

6. מֶלֶךְ   5. סֵפֶר   4. סוּס

9. תּוֹרָה   8. עִיר   7. סוּסָה

12. רֶגֶל   11. יָד   10. שֵׁם

</div>

7.0 TUTOR-MARKED ASSIGNMENT

1) Add the plural or dual endings to the following words and translate each plural or dual form:

<div dir="rtl">

4. תּוֹרָה .   3. אֶרֶץ   2. אֵם   1. אִם

8. עֵץ   7. כָּנָף   6. יְוֹם   5. יָד

10. עִיר   9. עַיִן

</div>

2) Translate the following

<div dir="rtl">

2. הָעוֹף בַּשָּׁמַיִם   1. הַמַּיִם בְּתוֹךְ הַיָּם

4. הַבְּרִית עִם־הַמֶּלֶךְ   3. הָאָזְנַיִם וְהָעֵינַיִם

6. הַמִּצְוֺת בַּתּוֹרָה   5. בָּנִים וּבָנוֹת

8. בַּיּוֹם וּבַלַּיְלָה   7. עָפָר מִן־הָאֲדָמָה

10. הַמְּלָכִים מִירוּשָׁלַיִם   9. הַשָּׁמַיִם וְהָאָרֶץ

</div>

8.0 VOCABULARY

1. חָכָם wise

2. גָּדוֹל great

3. טוֹב good

4. קוֹל voice

5. עַז strong

6. הָיָה he was, became

7. קָטֹן small

8. רַב many, much, great

9. קָרוֹת near

10. מֹשֶׁה Moses

11. מַר bitter

12. יָפֶ beautiful, handsome, fair

13. שָׂדֶה field

14. אֲדָמָה ground, earth

15. אֲדֹנָי Lord

16. יְהֹוָה LORD (Pronounced Adonai)

17. בָּשָׂר flesh

18. יָשָׁר straight, right

19. עָפָר dust

20. נֶפֶשׁ soul, living being

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UNIT 11   ADJECTIVE

CONTENT

1.0 INTRODUCTION

An adjective is a word that names a quality, or that defines or limits a noun. The adjective follows the noun it qualifies and agrees with it in number and gender. Hebrew adjectives function similarly to English adjectives with some variations. In English, adjectives appear *before* the noun they modify, but in Hebrew adjectives often appear *after* the noun they modify.

Example:

Translation	*Adjective*	*Noun*
A good son	בֵּן טוֹב	
A wise father	אַב חָכָם	

2.0   OBJECTIVE

At the end of this unit you should be able to:

- Identify adjectival phrases and contructions in biblical Hebrew.
- Apply the different usages of Hebrew adjectives.

3.0   MAIN CONTENT

3.1   Adjective Properties

Like the nouns they modify, adjectives have the following properties:

- **Gender**

  Hebrew adjectives have masculine and feminine gender, just like the noun they modify. While masculine nouns go with masculine adjectives, feminine nouns go with feminine adjectives.

- **Number**

  Hebrew adjectives agree with their noun numbers. Singular nouns require singular adjectives; plural nouns require plural adjectives, and dual nouns with dual adjectives.

- **Definiteness**

  Nouns can either be definite (either by taking the definite article or by being a proper noun) or indefinite. Attributive adjectives must agree with their nouns in definiteness, and therefore may appear with the article.

3.2   Adjective Usage

There are four basic ways adjectives are used:

1) Attribute Usage

(a) Attributively, adjective follows the noun it qualifies and agrees with it in number, gender and definiteness. Examples:

אִישׁ טוֹב, a good man (expressed in Hebrew as 'a man, a good one')

אִשָּׁה טוֹבָה, a good woman (expressed in Hebrew as "a woman, a good one")

(b) When the noun is definite the adjective which qualifies it has the article. Examples:

הָאִישׁ הַטּוֹב, the good man (expressed in Hebrew as 'the man, the good (one)')

הָאִשָּׁה הַטּוֹבָה, the good woman (expressed in Hebrew as 'the woman, the good (one)')

(c) Agreement of noun and adjective must be carefully watched in those cases where masculine nouns have feminine endings in the plural, and feminine nouns have masculine endings in the plural. Example:

אָבוֹת טוֹבִים, good fathers;

and not אָבוֹת טוֹבוֹת

נָשִׁים גְדוֹלוֹת, great women;

and not נָשִׁים גְדוֹלִים

2) Predicate Usage

Predicatively, the adjective precedes the noun. In Hebrew, predicate adjectives appear before the noun and agree in gender and number (but not definiteness). Note that predicate adjectives never take the definite article.Example:

טוֹב הָאִישׁ, the man is good   (expressed in Hebrew as 'good (is) the man')

טוֹבָה הָאִשָּׁה, the woman is good (expressed in Hebrew as 'good (is) the woman)

3) Substantive Usage

An adjective can stand alone and function as a noun. When it does so, it may function as the subject or object of a verb and it always appears with the definite article.

When you encounter a definite adjective that does not seem to modify a noun within a sentence, it may be a substantive adjective. Translate the adjective with an implied "one" (for singular forms) or "ones" for plural forms. Examples:

Feminine		*Masculine*		
The good (one)	הַטּוֹבָה	The good (one)	הַטּוֹב	*Singular*
The good (ones)	הַטּוֹבוֹת	The good (ones)	הַטּוֹבִים	*Plural*

4) Comparative/Superlative Usage

(a) In English, when we say, "The boys are *stronger* than the girls", it is a comparative statement because of the word "*stronger*". To make a comparative statements, Hebrew adjectives combines with the preposition "from" (*min*) to complete the construction by adding it to the word that acts as the object of the comparison. Examples:

הַבַּיִת גָּדוֹל מִן הָאֹהֶל

The house big from the tent
(*meaning:* The house is bigger than the tent)

(b) When we say "Obi is the *strongest* boy in the class", the word *"strongest"* depicts a superlative understanding. The Superlative Usage of the Adjective in Hebrew can be formed by placing the adverb *meod* ("very") after an adjective. Examples:

טוֹב מְאֹד

Very good
(or the best)

3.3 Patterns of Inflection of Adjectives

(a) Adjectives must agree with the Noun they modify in gender and number. So the inflections of adjectives follow basically with that of Noun. That is, the endings of Adjectives (suffixes) are similar to that of Noun.

Examples:

Feminine	Masculine	
אָה	...	Singular
אוֹת	אִים	Plural

Feminine	Masculine	
טוֹבָה	טוֹב	Singular
טוֹבוֹת	טוֹבִים	Plural

(b) Adjectives must agree with the nouns they modify in gender and number. For example, consider the following adjective phrases.

Examples:

A good daughter	בַּת טוֹבָה	A good son	בֵּן טוֹב
Good daughters	בְּנוֹת טוֹבוֹת	Good sons	בָּנִים טוֹבִים

4.0 CONCLUSION

This unit confirms that Hebrew adjectives function similarly to English adjectives with some variations. Adjectival properties and usages and patterns of inflection of adjectives were also studied.

5.0 SUMMARY

  (a) General properties of adjectives include:
    i.   Gender (masculine or feminine)
    ii. Number (singular, plural or dual)
    iii. Definiteness

(b) Adjectival usage include:

i. **Attributive usage**. Adjectives that directly modify a noun are called "attributive" because they attribute a certain characteristic to a noun. Attributive adjectives have the following properties:

> They follow the noun they modify

> They agree with the noun they modify in:

1. Gender (masc / fem)
2. Number (sing / pl)
3. Definiteness (if the noun is definite, the adjective must be, too)

ii. **Predicative usage.** In Hebrew, predicate adjectives can appear before or after the noun and agree in gender and number -- but *not* definiteness. Predicate adjectives use the word "is" with the adjective to form the predicate of a complete clause (subject+verb). Predicate adjectives have the following properties:

> They appear before or after the noun they modify

> They agree with the noun they modify in:

1. Gender (masc / fem)
2. Number (sing / pl)
3. but not in definiteness

iii. **Substantive usage.** An adjective can stand alone and function as a noun. When it does so, it may function as the subject or object of a verb, and it always appears with the definite article. When you encounter a definite adjective that does not seem to modify a noun within a sentence, it may be a substantive adjective. Translate the adjective with an implied "one" (for singular forms) or "ones" for plural forms.

iv. **Comparative/superlative usage.** Adjectives may be used to make comparative statements. In Hebrew, comparisons are formed by adding the preposition *(min)* to the word that functions as the object of the comparison. Superlatives are formed by adding the adverb *(meod)* to the adjective.

(c) Pattern of Inflection. Since adjectives must agree with the noun they modify in gender and number, every adjective can take four possible forms: two for masculine nouns (singular and plural), and two for feminine nouns (singular and plural). These forms are changed by means of adding endings to the stem of the word, much in the same manner as endings are attached to nouns.

6.0   SELF-ASSESSMENT EXERCISES

- From the vocabulary you already know, create simple adjective phrases, such as "a good woman," "the good woman," "good women," and "the good women." Do this for the following nouns:

1. Woman	2. Man	3. City
4. Jesus	5. Moses	6. Land
7. People		

Combine these nouns with the following adjectives: good, great, old, new, perfect, holy.

7.0   TUTOR-MARKED ASSIGNMENTS

1. Each of the following entries contains an adjective. In the space marked (a) indicate whether the adjective is used attributively (A) or predicatively (P). in the space marked (b) give the gender of the adjective, and in (c) give its number.

   Example:

   מֵאֶרֶץ רְחוֹקָה   from a distant land (Josh. 9:6)

   (a) __A__   (b)   __fem__ (c)   __sing__

   1. נַעֲרָה קְטַנָּה a little maid

      (a) ____   (b)   ____   (c)   ____

   2. בְּדֶרֶךְ יְשָׁרָה by a straight way

      (a) ____   (b)   ____   (c)   ____

   3. אֶבֶן גְּדוֹלָה   a great stone

      (a) ____   (b)   ____   (c)   ____

   4. בַּיִת חָדָשׁ a new house

(a) ____ (b) ____ (c) ____

5. עִיר גְּדוֹלָה a great city

(a) ____ (b) ____ (c) ____

6. קָרוֹב הַיּוֹם the day is near

(a) ____ (b) ____ (c) ____

7. טוֹבָה הָאָרֶץ מְאֹד מְאֹד the land was exceedingly good

(a) ____ (b) ____ (c) ____

8. הַדֶּרֶךְ הַטּוֹבָה the good way

(a) ____ (b) ____ (c) ____

2. From the vocabulary you already know, create 4 simple comparative adjective constructions.

3. From the vocabulary you already know, create 4 simple predicative adjective phrases, such as "a woman is good," "the woman is good," "the man is wise," "Moses is old," and "the kings are evil."

8.0 VOCABULARY

גָּדוֹל	Great, big	טוֹב	Good
זָקֵן	Old	רַב	Much, Many
חָדָשׁ	New	אֵשׁ	Fire
חָזָק	Strong	כֹּהֵן	Priest
חָכָם	Wise	סוּס	Horse
יָפֶה	Beautiful	אוֹר	Light
מְאֹד	Very (adverb)	בִּינָה	Understanding
יָשָׁר	Upright	מָקוֹם	Place, Abode
קָדוֹשׁ	Holy	קוֹל	Voice
קָטוֹן	Small	נָבִיא	Prophet
רָע	Evil, wicked	צַדִּיק	Righteous, Just
תָּמִים	Perfect, Complete	הוּא	That

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UNIT 12   THE PRONOUN

CONTENT

1.0   INTRODUCTION

A pronoun is a word that stands in place of ("pro") a noun. The word for which a pronoun stands (or refers back to) is called the antecedent of the pronoun. This unit studies the properties and types of Hebrew pronoun.

2.0   OBJECTIVE

This unit will equip the student to understand the different dynamics of pronouns in biblical Hebrew, ranging from pronoun properties, types of pronouns to pronominal endings.

3.0   MAIN CONTENT

3.1   Properties of Pronoun

Pronouns function more or less like Nouns. So they possess the same properties, namely:
   1. **Gender**
      Gender refers to whether the pronoun is masculine or feminine. The gender of the pronoun is determined by the gender of the noun, which is its antecedent.
   2. **Number**
      Singular or Plural pronouns agree with the singular or plural of the antecedent nouns.
      Examples:
      Paul went to University where **he** got his first degree.

      The soldiers fought gallantly, and **they** received the crown.

      (**"Paul"** is the antecedent noun of the pronoun **"he"** – *singular*; while the pronoun "**they**" corresponds with the antecedent noun "**soldiers**" – *plural*).

3. **Person**

A pronoun can be in the first person (I, We), second person (you – *singular*, you – *plural*), or third person (he/she/they).

4. **Case**

A pronoun can be a subject of a sentence (**he** is a king), an object in a phrase or clause (John loves **her**), or in a possessive relationship with an object (**his** Hebrew book).

3.2 Types of Pronouns

Types of Hebrew pronouns include: Personal pronouns, Demonstrative pronouns, Interrogative pronouns, and Relative pronouns.

(a) Personal Pronouns

The following are the forms of the independent personal pronoun

1 cs	אֲנִי ,אָנֹכִי	I	1 cp	אֲנַחְנוּ ,נַחְנוּ ,אָנוּ	We
2 ms	אַתָּה	You	2 mp	אַתֶּם	You
2 fs	אַתְּ	You	2 fp	אַתֵּן ,אַתֵּנָה	You
3 ms	הוּא	He/it	3 mp	הֵם ,הֵמָּה	They
3 fs	הִיא	She/it	3 fp	הֵן ,הֵנָּה	They

Notes:

(i) The above forms of the personal pronouns are used only to express the nominative or a subject: they must not be put as oblique cases after a verb or preposition.

(ii) When not expressing the subject, the personal pronouns become attracted in a fragmentary form to the end of other words. The fragments are named pronominal suffixes (to be studied later)

(iii) Sentences that employ independent personal pronouns as subjects will often be verbless sentences (with the verb "to be" understood).

Examples:

אֲנִי יְהוָה	I (am) the LORD
אַתָּה הָאִישׁ	You are the man
כִּי־עָפָר	For you are dust
יְהוָה הוּא הָאֱלֹהִים	The LORD, he is God

(b)   Demonstrative Pronoun

The forms of the demonstrative pronouns are as follows:

	Singular			Plural	
Masc.	זֶה	this	Masc.	אֵלֶּה	these
Fem.	זֹאת	this	Fem.	אֵלֶּה	these
Masc.	הוּא	that	Masc.	הֵמָּה(הֵם)	those
Fem.	הִיא	that	Fem.	הֵנָּה (הֵן)	those

Note:

(i) Like adjectives, demonstrative pronoun may be used attributively. They agree in gender, number and article with the nouns to which they refer.
Examples:

הַמָּקוֹם הַזֶּה	This place
הָאָרֶץ הַזֹּאת	This land
בַּיּוֹם הַהוּא	On that day
בָּעִיר הַהִיא	In that city
הַדְּבָרִים הָאֵלֶּה	These words
הֶעָרִים הָאֵלֶּה	These cities
בַּיָּמִים הָהֵם	In those days

(ii) Demonstrative pronouns may also be predicatively. They agree in gender, number with the nouns to which they are linked, but they never take the article.
Examples:

זֶה הַיּוֹם	This (is) the day
זֹאת הָאָרֶץ	This (is) the land
הוּא הַדָּבָר	That (is) the word
הוּא הָעִיר הַגְּדֹלָה	That (is) the great city
אֵלֶּה הַדְּבָרִים	These (are) the words

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(c) **Interrogative Pronouns**

The following are the Hebrew Interrogative pronouns:

מִי	Who?	מָה	What?
מַדּוּעַ	Why?	לָמָּה	Why?
מָתַי	When?	אֵיפֹה	Where?
אֵיךְ / אֵיכָה	How?	מֵאַיִן	From Where?
אָן / אָנָה	Where?	הֲ־	Interrogative particle
אֵי	Where?	אַיֵּה	Where?

(c)   Relative Pronouns

A relative pronoun *(who, that, which)* connects a modifying clause to an antecedent. This clause is called a *relative clause* since it "relates" the clause to the antecedent and modifies it adjectivally. For example:

4.0   CONCLUSION

This unit shows that Hebrew pronouns function more like Nouns, so they possess same properties like gender, number, person and case. The student should get aquainted with how they function for effective learning of the grammar.

5.0   SUMMARY

    1) **General Properties of Pronouns** include:

        a) **Gender:** Gender is a property that indicates the sex of the antecedent (masculine or feminine).

        b) **Number:** Number is the property that indicates whether the antecedent represents one (singular) or more than one (plural) object.

        c) **Person:** Person refers to the relationship between the antecedent and the speaker. A pronoun can be in the first person, second person, or third person.

d) **Case:** Case indicates the grammatical function of the pronoun in a sentence. A pronoun can be a subject of a sentence (*He* is a king), an object in a phrase or clause (John loves *her*), or in a possessive relationship with an object (*his* Hebrew book).

2) **Types of Pronouns** include: Personal, Demonstrative, Interrogative, and Relative pronouns.

6.0 SELF-ASSESSMENT EXERCISES

(**1**) Translate the following into English:

1) הַשָּׁנִים הַטֹּבַת הָאֵלֶּה

2) צַדִּיק אַתָּה

3) כִּי מֶלֶךְ גָּדוֹל אָנִי

4) לָעִיר הַגְּדוֹלָה הַזֹּאת

5) כִּי־חֲזָקִים הֵמָּה

6) חֲכָמִים אֲנַחְנוּ

7) כִּי־חָזָק הוּא

8) כִּי מָרִים הֵם

9) הָעִיר הַזֹּאת קְרֹבָה

10) וְאָנֹכִי נַעַר קָטֹן

7.0 TUTOR-MARKED ASSIGNMENTS
(**1**) Underscore the correct pronominal form in the following entries

1) כִּי קָטֹן (הוּא / הִיא)   For he (is) small

2) כִּי קָשֶׁה (אַתְּ / אֶנְתָּה)   that you (are) stubborn

3) כִּי־יָפָה (הוּא / הִוא) מְאֹד   for she (was) very beautiful

4) יָפָה (אַתָּה / אַתְּ)   you (are) lovely

5) תָּמִים (אַתָּה / אַתְּ)   you (were) perfect (blameless)

(2) Practice reading the Hebrew aloud. Cover the English translation and practice translating the Hebrew from sight

1.	הָאִישׁ מֹשֶׁה גָּדוֹל מְאֹד	The man Moses (was) very great
2.	הַדָּבָר הַגָּדוֹל	This great thing
3.	כִּי אֵל גָּדוֹל יְהוָה וּמֶלֶךְ גָּדוֹל עַל־כָּל־אֱלֹהִים	For the Lord (is) a great God, and a great king above all gods.
4.	כִּי קָרוֹב הוּא	For it (was) near
5.	כִּי־קְרֹבִים הֵם	for they (were) near (neighbours)

8.0 VOCABULARY

1	אֶבֶן	(f) Stone	10	מֹשֶׁה	Moses
2	דּוֹר	Generation	11	נָבִיא	Prophet
3	יְרוּשָׁלַיִם	Jerusalem	12	נַעַר	Lad, youth
4	כֹּה	Thus	13	נַעֲרָה	Maiden, young woman
5	לֶחֶם	Bread	14	סֵפֶר	Book
6	מִדְבָּר	Wilderness, desert	15	פֶּן	Lest
7	מָה	What?	16	רֶגֶל	(f) foot
8	מִי	Who?	17	מִשְׁפָּט	Judgment, justice
9	שֶׁמֶן	Oil, fat	18	תּוֹרָה	(f) law, Instruction

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UNIT 13 VERBS: GENERAL CHARACTERISTICS

CONTENT

1.0 INTRODUCTION

A verb is a word or phrase that indicates what somebody or something does; what state somebody or something is in; what is becoming of somebody or something. The action word in a sentence is the verb.

The general characteristics of the Hebrew verb include: roots, classes of verbs, tenses and verb stems.

2.0 OBJECTIVE

At the end of this unit, you should be able to:

- Have a complete overview of Hebrew verbal system before an elaborate study is made on each of them.

3.0 MAIN CONTENT

3.1 Roots

All words (verbs and nouns) are derived from the roots. While there are a very few roots of four letters, most Hebrew roots consist of three or two letters, called radicals.
    Examples,

בָּרָא	from	ברא
מַבְדִּיל	from	בדל
מִתְהַלֵּךְ	from	הלך
הֲקִימֹתִי	from	קם

The root is generally pronounced with the vowels of the third person singular masculine of the perfect tense, this being the simplest of all verbal forms. The root is not in itself a word; it exists solely in the mind of the linguists. Example: בָּרָא is a root, but the word is בָּרָא - he created.

Many of the roots now appearing to triliteral, were once biliteral; their triliteral forms are a later development. Biliteral roots of the middle –vowel classes are commonly pronounced with the vowel of the infinitive construct. Example: מוּת to die, מֵת he died, שִׂים to put.

For many words, the roots are difficult to locate.

3.2 Classes of verbs

(i) Triliteral. The Hebrew verb is normally triliteral (i.e. when the root has three letters or consonants). This class is subdivided into three classes:

a. **Strong verbs (or regular verbs)**. These refer to those containing a consonant which will in any way affect the vowels usually employed in a given inflection. Example:

<div align="center">

שָׁבַת   דָּבַק   מָשַׁל

</div>

b. **Laryngeal (or guttural) verbs**. These are the verbs whose roots contain one or more gutturals, which involve certain variations in vocalization from the strong verb. Example:

<div align="center">

עָזַב   הָרַג   רָחַף

</div>

c. **Weak verbs**. These refer to those containing one or more consonants which may suffer assimilations (נ), contraction and elision (ו and י), or quiescence (א). Such changes in the consonants affect the vowels seriously. Example:

<div align="center">

נָתַן   יָצַר   בָּרָא

</div>

1) **Biliteral.** This refers to verbs composed of two consonants in their roots. It is subdivided into two classes: (a) *ayin*-doubled verbs, and (b) middle-vowel verbs.

a. **Ayin-doubled verbs (ע״ע).**   These are verbs in which the second root consonant has been duplicated. They are also known as 'Geminate verbs'. Example:

הָנַן ; חלל ; סבב

b. **The middle-vowel verbs.**   Here the vowel element is emphasized. Example:

יָשִׂים ; קוּם ; בִּין ; מוּת

3.3   Tenses

The Hebrew verbs have no tenses strictly speaking. It has two forms, which express not time but action. The one expresses a finished action, and is called PERFECT, the other an unfinished action, and is called the IMPERFECT. We shall reflect these as we progress in our study of Hebrew verbs.

3.4   The verb stems

The verb stems are the major conjugation patterns of Hebrew verbs. Hebrew uses mainly seven verb-stems, each representing a different aspect or development of the primary meaning of the verb. The simple verb-stem is generally identical with the root. The seven verb-stems are: *Qal, Nif'al, Pi'el* (or *pôlēl*), *Pu'al, Hif'il, Hŏf'al*, and *Hithpa'el*.

(i) ***Qal*** (קַל).   It presents the verb in its simplest form, not encumbered with the additions (affixes or prefixes) characteristics of the other stems. Example: ***He killed***.

(ii) **Nif'al** (נִפְעַל). This is the passive of the *Qal* stem. In all stems other than the *qal*, the stem name is formed from the paradigm-verb used by the Arabic and the Jewish grammarians, namely, פָּעַל (*pa'al*) – did, performed. Thus the name of the stem is נִפְעַל. Example: ***He was killed.***

(iii)   ***Pi'el* (or *Pôlēl*)** פִּעַל. The intensive active stem is called *Pi'el*. The formal characteristic of this stem is the doubling or repetition of the second radical of the root. Example: קִטֵּל (q*i*t-tēl). Example: ***He desrtroyed.***

(iv)   ***Pu'al* (**פֻּעַל**).**   The intensive passive stem is called *Pu'al*. the formal characteristic of this root is the doubling or repetition of the second radical, with ŭ or o under the first radical. Example: קֻטַּל (q*ŭ*t-tal). Example: ***He was destroyed.***

*(v) **Hif'il** (הִפְעִל).* It is the causative stem of *qal*. The formal characteristic of this stem is the prefix הִ which undergoes modification in inflection. Example: הִקְטִיל (*hiq-tîl*). Example: **He caused death**.

(vi)   ***Hŏf'al** (הָפְעַל)*.   The passive causative stem is called *Hof'al*. the formal characteristic is the prefix הָ, which undergoes change in inflection. Example: (*hŏq-tal*). Example: **He was caused to kill**.

(vii)   ***Hithpa'al** (הִתְפַּעֵל)*.   The intensive reflexive stem is called *hithpa'el*. The formal characteristic of this stem is the prefix הִתְ Joined to the *pi'el* stem. Example: **He killed himself**.

3.5   General view of the triliteral verb-stems

S/N	Name	Original form	Form in the perfect	Force	Characteristics
1	*Qal*	קַטֹל	קָטַל	Simple root meaning	None
2	*Nif'al*	נַקְטַל	נִקְטַל	Reflexive, reciprocal, passive	נ
3	*Pi'ēl*	קַטֹל	קִטֵּל	Intensive active	Dagesh forte in second radical
4	*Pu'al*	קָטַל	קֻטַּל	Intensive passive	Qibbus (◌ֻ) and *Dagesh forte*
5	*Hif'il*	הַקְטֹל	הִקְטִיל	Causative active	הִ
6	*Hŏf'al*	הָקְטַל	הָקְטַל	Causative passive	הָ
7	*Hith-pa'el*	הִתְקַטֹל	הִתְקַטֵּל	Reflexive, reciprocal	הִת and dagesh forte

4.0   CONCLUSION

This unit studies the general characteristics of verbs in Hebrew, namely: roots, classes of verbs, tenses, verb stems and inflection.

5.0   SUMMARY

The student is encouraged to memorize the general view of the trilateral verb-stems in Hebrew listed in the table below as they would form the basis for our study of Hebrew verbs:

S/N	Name	Original form	Form in the perfect	Force	Characteristics
1	*Qal*	קַטַל	קָטַל	Simple root meaning	None
2	*Nif'al*	נַקְטַל	נִקְטַל	Reflexive, reciprocal, passive	נ
3	*Pi'ēl*	קַטַל	קִטֵּל	Intensive active	Dagesh forte in second radical
4	*Pu'al*	קֻטַל	קֻטַל	Intensive passive	Qibbus (◌ֻ) and *Dagesh forte*
5	*Hif'il*	הַקְטַל	הִקְטִיל	Causative active	הִ
6	*Hŏf'al*	הֻקְטַל	הָקְטַל	Causative passive	הָ
7	*Hith-pa'el*	הִתְקַטַל	הִתְקַטֵּל	Reflexive, reciprocal	הִת and dagesh forte

6.0   SELF-ASSESSMENT EXERCISES

- Give at least two examples of each of the following:
1.   Triliteral verbs
    a.   Strong verbs
    b.   Guttural verbs
    c.   Weak verbs

2. Biliteral verbs

    a. Ayin-doubled

    b. Middle-vowel

7.0 TUTOR-MARKED ASSIGNMENTS

1) Indicate beside each of the following verbs, the root consonants

Example: (כתב)   כָּתַבְתִּי

1. ( ) שָׁלַחְתִּי   7. ( ) שְׁמַרְתֶּם

2. ( ) שָׁמְרוּ   8. ( ) כָּתַבְנוּ

3. ( ) לָקַחְתָּ   9. ( ) יִקְטֹל

4. ( ) בָּרָא   10. ( ) תִּקְטֹלְנָה

5. ( ) קָרָא   11. ( ) אֲכַלְתֶּן

6. ( ) הָלְכוּ   12. ( ) נִשְׁמֹר

2) Indicate beside each of the following verbs whether it is weak or strong.

1. ( ) בָּרָא, he created   2. ( ) אָכַל, he ate

3. ( ) קָטַל, he killed   4. ( ) שָׁלַח, he sent

5. ( ) יָדַע, he knew   6. ( ) מָשַׁל, he ruled

7. ( ) עָשָׂה, he did   8. ( ) שָׁכַב, he lay down

8.0 VOCABULARY

1. לָקַח   he took   2. מָלַךְ   he reigned

3. מָצָא   he found   4. נָפַל   he fell

5. עָבַד   he served   6. עָלָה   he went up

7. קָרָא   he called   8. פָּקַד   he visited, appointed

9. שָׁכַב   he lay down   10. שָׁמַע   he heard, obeyed

9.0   REFERENCES/FURTHER READINGS

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UNIT 14   THE QAL PERFECT INFLECTION (REGULAR VERBS)

1.0   INTRODUCTION

Inflection is a change in the form of a word (typically the ending) to express a grammatical function or attribute such as tense, mood and person. In Hebrew verbs, there are two main inflections: Perfect and Imperfect. Perfect inflection is used to reflect a completed action, which is somehow similar to simple past tense in English grammar. While imperfect inflection reflects an incomplete action, otherwise future or continuing tense in English. This unit will focus on qal perfect inflection.

2.0   OBJECTIVE

By the end of this unit, you should be able to:
- Understand the basic grammar of the qal verbal stem in expressing a simple past or completed action.

3.0   MAIN CONTENT
3.1   The Qal Perfect Inflection (Regular verbs)
Example 1

Singular			Plural		
Person	**Hebrew**	**English**	**Person**	**Hebrew**	**English**
3 m.s	כָּתַב	He wrote	3 c.p	כָּתְבוּ	They wrote
3 f.s	כָּתְבָה	She wrote			
2 m.s	כָּתַבְתָּ	You wrote	2 m.p	כְּתַבְתֶּם	You wrote
2 f.s	כָּתַבְתְּ	You wrote	2 f.p	כְּתַבְתֶּן	You wrote
1 c.s	כָּתַבְתִּי	I wrote	1 c.p	כָּתַבְנוּ	We wrote

Example 2

Singular			Plural		
Person	**Hebrew**	**English**	**Person**	**Hebrew**	**English**
3 m.s	שָׁמַר	He kept	3 c.p	שָׁמְרוּ	They kept
3 f.s	שָׁמְרָה	She kept			
2 m.s	שָׁמַרְתָּ	You kept	2 m.p	שְׁמַרְתֶּם	You kept
2 f.s	שָׁמַרְתְּ	You kept	2 f.p	שְׁמַרְתֶּן	You kept
1 c.s	שָׁמַרְתִּי	I kept	1 c.p	שָׁמַרְנוּ	We kept

Note:

i. The suffixes for the *Qal* perfect are as follows:

3 m.s		He	3 c.p	וּ	They
3 f.s	הָ	She			
2 m.s	תָּ	You	2 m.p	תֶּם	You
2 f.s	תְּ	You	2 f.p	תֶּן	You
1 c.s	תִּי	I	1 c.p	נוּ	We

The abbreviations 'c' indicates a common gender, one that covers both masculine and feminine subjects; 'ms' = masculine singular; 'fs' = feminine singular; 'mp' = masculine plural; 'fp' = feminine singular. The number '3', '2', '1' indicate whether it is third, second or first persons.

ii. The standard table of Hebrew verbs usually begins with the 3ms (as כָּתַב, שָׁמַר), since this is the simplest form of the verb and conveniently serves as the basis for others.

iii. The persons of the perfect are formed by taking the stem of the verb (3ms) כָּתַב, or שָׁמַר (שמר, כתב), and appending the suffixes to denote the person, gender and number.

iv. Note the changes of pointing as the inflection progresses from 3ms to other forms.

v. There is agreement in person, gender, and number between Hebrew verbs and their subjects.

4.0   CONCLUSION

This unit discussed the qal perfect inflection of the strong or regular verbs. The suffixes for qal perfect represent the letters attached at the end of verb-stems that expresses different grammatical function in terms of gender and number. The student should study carefully the suffixes, which maintains the same order in all regular verbs.

5.0   SUMMARY

The table below reviews the full qal perfection of full verbs in Hebrew:

3 m.s		He			
3 f.s	הָ◌	She	3 c.p	וּ	They
2 m.s	תָ	You	2 m.p	תֶּם	You
2 f.s	תְּ	You	2 f.p	תֶּן	You
1 c.s	תִּי	I	1 c.p	נוּ	We

6.0   SELF-ASSESSMENT EXERCISES

- Write the *Qal* Perfect Inflection of שָׁכַב, he lay down; מָלַךְ he reigned; and נָפַל, he fell.

7.0   TUTOR-MARKED ASSIGNMENTS

1. Translate the following words to Hebrew:

1. He created the man
2. You ate the fruit
3. I revived the son
4. We will write the book
5. She will remember the king and the horse.
6. They knew the city and Judah
7. They (m) will rule the earth
8. You will rule in the earth
9. We ruled for Jerusalem
10. They (f) sent the son to the house.

2. Give a rough translation of the following in English

1. בָּרָא אֱלֹהִים אֵת הַשָּׁמַיִם (Gen.1:1)

2. וְלַחֹשֶׁךְ קָרָא לָיְלָה (Gen.1:5)

3. אֱלֹהִים נָפְלָה מִן־הַשָּׁמַיִם (Job 1:16)

4. שָׁמְרוּ בְּרִית אֱלֹהִים (Ps.78:10)

5. הָעָם אָמְרוּ אָמֵן (Deut (27:15)

6. וְהָאָדָם יָדַע (Gen.4:1)

(*Note: Do the translation first before checking it out from the Bible

passage in the parenthesis)

8.0   VOCABULARY

1.	מָשַׁל he ruled	6.	הָיָה he, it was
2.	חָיָה he, it lived	7.	צִוָּה he commanded
3.	קָוָה he waited, hoped	8.	רָוָה he revived, was refreshed
4.	שָׁמַר he kept	9.	כָּתַב he wrote
5.	אָכַל he ate	10.	אָמַר he said

9.0   REFERENCES/FURTHER READINGS

Ajah, Miracle 2011. Old Testament Hebrew, An Introductory Grammar (Book I and II). Aba: Reinoma Services.

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MODULE 3

UNIT 15 HOW TO USE THE HEBREW LEXICON

CONTENT
1.0 Introduction
2.0 Objectives
3.0 Main Content
  3.1 The Use of the Lexicon in the Location and Translation of Verbs

4.0 Conclusion
5.0 Summary
6.0 Self-Assessment Exercises
7.0 Tutor-Marked Assignments
8.0 Vocabulary
9.0 References/Further Readings

1.0 INTRODUCTION

The Hebrew lexicon is a type of dictionary containing a list of all possible key words in the language; it includes a definition of each word that can stand alone or be combined with other parts to produce words. Available Hebrew lexicons include: Brown-Driver-Briggs Hebrew Lexicon (BDB); Strong's Concordance; Cline's Concise Dictionary of Classical Hebrew; etc. The student should learn to make an analysis of every Hebrew verb forms; in this way, the use of Hebrew lexicon in translation will be fun. This unit will discuss tips on how to use the Hebrew lexicon for translation purposes.

2.0 OBJECTIVES

At the end of this unit, you should be able to:
- Learn how to isolate and identify all prefixes and suffixes in Hebrew verbal forms
- Reconstruct the root of a word.

- Learn how to find the root form in a reliable lexicon in order to determine its meaning.

3.0   MAIN CONTENT

3.1 The Use of the Lexicon in the Location and Translation of Verbs

The following guidelines will help in the use of Hebrew lexicons for translation:

1) Identify and isolate all prefixes and suffixes (if any) on the verb form under consideration. For example, the word:

וְשָׁמְרָה (and she kept), has the prefix וְ and the suffix הָ

If we remove the prefix and the suffix, we now have three consonants

שמר from which we can make a tentative reconstruction of the verb root.

Qal, Pi'el and Pu'al do not carry prefixes in the perfect. The vav conjunction, though a prefix has no consequence on the verbal form.

2) In the absence of a prefix on the perfect (excluding the vav conjuction), the verbal form could likely be Qal, Pi'el, or Pu'al. Once it has been determined that the form is not prefixed, the verb is considered a Qal if there is no dagesh forte in the middle consonant. But if it does, the verb could either be Pi'el or Pu'al. Example, the verb root:

שמר which has a dagesh forte in the middle letter is either a Pi'el or Pu'al;

But the verb root שמר which has no dagesh forte is a Qal.

3) Pay close attention to the prefix of different verbal stems which must be clearly isolated in determining the root of the perfect form, namely:

    1. נִ   is the prefix for the Nif'al perfect

    2. הִתְ   is the prefix for the Hitpa'el perfect

    3. הִ   is the prefix for the Hif'il perfect

    4. הָ   is the prefix for the Hof'al perfect

4) Having identified and isolated all prefixes and suffixes, you should focus on the suffixes to determine the person, gender, and number of the form. Recall the table of Qal suffixes here:

3 m.s		He			
3 f.s	הָ◌	She	3 c.p	וּ	They
2 m.s	תָ	You	2 m.p	תֶּם	You
2 f.s	תְּ	You	2 f.p	תֶּן	You
1 c.s	תִּי	I	1 c.p	נוּ	We

5) Then reconstruct the verb root from the remaining consonants. In the example used in 1) above, the remaining consonants are: שׁמר.

6) Finally, use the Hebrew lexicon (e.g. BDB) to locate the verb root (e.g. שׁמר) to determine its meaning. It is advisable to use the verbal root in the 3rd person masculine singular Qal perfect form: שָׁמַר.

7) Translating the sentence: וְשָׁמְרָה הַדָּבָר will be as follows:

   We must note that the verb is the first word in the sentence. Isolating the prefixed vav conjunction (וְ), and the suffix (הָ◌),

   we are left with three consonants שׁמר. Using the BDB to locate the 3rd person masculine singular Qal perfect form, which

   is שָׁמַר, which means he kept; the suffix הָ◌ is 3rd person

   feminie singular, while וְ is a conjunction. So the full meaning of

   the sentence וְשָׁמְרָה הַדָּבָר is "**and she kept the word**".

4.0   CONCLUSION

The units discussed the importance of Hebrew lexicon in the work of identifying, isolating and determining the meaning of a word in Hebrew. A good understanding of the Hebrew verbal forms will facilitate an effective usge of the lexicon in the work of translation of Hebrew texts.

5.0 SUMMARY

This unit has shown that the first step in translating a word using Hebrew lexicon is to identify and isolate all prefixes and suffixes. The remaining consonants, which is usually two or three in number is regarded as the root word. It is this form that is looked up in the lexicon, paying attention to the gender, number and person of the suffixes.

6.0 SELF-ASSESSMENT EXERCISE

- Discuss the steps to the location and translation of verbs with the Hebrew lexicon.

7.0 TUTOR-MARKED ASSIGNMENT

1) Identify the three root consonants in the following perfercts:

1. הִמְשִׁילוּ		2. שְׁמַרְתָּ	
3. נִשְׁבְּרוּ		4. מְשַׁלְתֶּם	
5. קָדַשְׁנוּ		6. מְשָׁלָה	
7. כְּתַבְתֶּם		8. פְּקַדְתִּי	
9. וְלָקַחְתֶּם		10. וְמָלַךְ	

8.0 VOCABULARY

הָלַךְ	He went, walked	בָּעַר	He (it) burned
דָּרַשׁ	He sought, inquired	בָּלַל	He mixed, confounded
גָּבַר	He was strong, mighty, he prevailed	אָכַל	He ate
גָּנַב	He stole	בָּחַר	He chose
בָּחַן	He tested, tried, examined	בָּטַח	He trusted

9.0 REFERENCES/FURTHER READINGS

Ajah, Miracle 2011. Old Testament Hebrew, An Introductory Grammar (Book I and II). Aba: Reinoma Services.

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UNIT 16   THE QAL IMPERFECT INFLECTION (REGULAR VERBS)

CONTENT

1.0   INTRODUCTION

We have noted earlier that Perfect inflection is used to reflect a completed action, which is somehow similar to simple past tense in English grammar; while Imperfect inflection reflects an incomplete action, otherwise future or continuing tense in English. This unit will focus on Qal Imperfect inflection. One of the distinguishing marks of the Imperfect Inflection is the use of prefixes, which is not common with Perfects, which uses more of suffixes.

2.0   OBJECTIVES

At the end of this unit, you should be able to:

- Identify and isolate prefixes and suffixes from Hebrew imperfect verbs
- Distinguish between perfect and imperfect verbs.
- Understand the function of imperfect verb inflections in Hebrew.

3.0   MAIN CONTENT

3.1 Qal Imperfect Inflection

Our basis for the formation of Qal Imperfect Inflection is the use of Qal Perfect inflection form in the third person singular masculine verbal form. Example: כָּתַב (He wrote). This implies that Qal imperfect will be formed using the similar word in the perfect. כָּתַב

The table below shows the prefixes and suffixes in the Qal imperfect of the regular or strong verb

Example 1: כָּתַב (he wrote)

Singular			Plural		
Person	**Hebrew**	**English**	**Person**	**Hebrew**	**English**
3 ms	יִכְתֹּב	He shall write	3 mp	יִכְתְּבוּ	They shall write
3 fs	תִּכְתֹּב	She shall write	3 fp	תִּכְתֹּבְנָה	They (f) shall write
2 ms	תִּכְתֹּב	You shall write	2 mp	תִּכְתְּבוּ	You shall write
2 fs	תִּכְתְּבִי	You (f) shall write	2 fp	תִּכְתֹּבְנָה	You (f) shall write
1 cs	אֶכְתֹּב	I shall write	1 cp	נִכְתֹּב	We shall write

Example 2: מָלַךְ (he reigned)

Singular			Plural		
Person	**Hebrew**	**English**	**Person**	**Hebrew**	**English**
3 ms	יִמְלֹךְ	He shall reign	3 mp	יִמְלְכוּ	They (m) shall reign
3 fs	תִּמְלֹךְ	She shall reign	3 fp	תִּמְלֹכְנָה	They (f) shall reign
2 ms	תִּמְלֹךְ	You (m) shall reign	2 mp	תִּמְלְכוּ	You (m) shall reign
2 fs	תִּמְלְכִי	You (f) shall reign	2 fp	תִּמְלֹכְנָה	You (f) shall reign
1 cs	אֶמְלֹךְ	I shal reign	1 cp	נִמְלֹךְ	We shall reign

3.2 Important features to note

1) The singular prefixes for Qal imperfect are yod, three tavs, and 'alef
2) The plural prefixes are yod, three tavs, and nun.
3) The vowel hireq appears in all the prefixes except in the 'alef of (1 cs), because 'alef is a guttural that requires a sᵉgol rather than a hireq.

4) There is only one suffix in the singular, which is hireq-yod (יִ◌) found in the second person feminine singular.

5) The plural inflections have suffixes in the first four forms namely: וּ, נָה, וּ, נָה. The first person common plural form (1 cp) has no suffix.

6) The forms for the third person feminine singular and the second person masculine singular are identical. The same is true for the third person feminine plural and the second person feminine plural. The context will almost always determine how to distinguish between these identical forms.

4.0 CONCLUSION

This unit has shown that Qal Imperfect inflection is mainly used to express a simple future action or an action which has not been completed or has been repeated. This early understanding of the Qal imperfect is preparatory to understanding other meanings of the imperfect verbs in Hebrew, which the student will be acquainted with in due course.

5.0 SUMMARY

The prefixes (preformatives) and suffixes (afformatives) of Qal Imperfect inflection of Hebrew verbs are summarized in the table below:

Singular		Plural	
3ms	_ _ _ יְ	3 mp	יְ _ _ _ וּ
3 fs	תִּ _ _ _	3fp	תִּ _ _ _ נָה
2 ms	תִּ _ _ _	2 mp	תִּ _ _ _ וּ
2 fs	תִּ _ _ יִ◌	2 fp	תִּ _ _ _ נָה
1 cs	אֶ _ _ _	1 cp	נִ _ _ _

6.0 SELF-ASSESSMENT EXERCISES

• Without looking at the examples in the study manual, write the full Qal Imperfect inflection of כָּתַב (he wrote), and מָלַךְ (he reigned), translating each of the forms.

7.0   TUTOR-MARKED ASSIGNMENTS

Inflect and translate the following strong verbs to full Qal Imperfect inflection:

1. זָכַר he remembered

2. שָׁמַל he kept

3. שָׁפַט he judged

4. שָׁבַת he rested

5. מָשַׁל he ruled

8.0   VOCABULARY

גָּאַל	He redeemed	גָּלָה	He uncovered, revealed
גּוֹאֵל	Redeemer	גָּמַל	He dealt generously with, repaid
גָּבַה	He was high, proud	גָּרַע	He diminished, restrained, withdrew
גָּבַר	He was strong, mighty, he prevailed	גָּרַשׁ	He drove out, cast out
גָּדַע	He hewed down	גָּעַר	He rebuked

9.0   REFERENCES/FURTHER READINGS

Ajah, Miracle 2011. Old Testament Hebrew, An Introductory Grammar (Book I and II). Aba: Reinoma Services.

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UNIT 17   PERFECT OF THE REMAINING VERB STEMS (I)

CONTENT

1.0   INTRODUCTION

The different verbal stems in Hebrew represent the different tenses, moods and expressions found in the language or the functions performed by Hebrew verbs, which do not exactly follow the pattern of English verbal inflections. Recall the study on the study of general characteristics of Hebrew verbs. The verbal stems are Qal, Nifʻal, Piʻel, Puʻal, Hitpaʻel, Hifʻil , and Hofʻal. Earlier, we studied the verb: **Qal**, which forms the basis for the inflection of other verb stems. This unit will study Nifʻal, Piʻel, and Puʻalverbs stems. The key to mastering all other inflections of Hebrew verbs is mastering the Qal perfect inflection of the strong verb.

2.0   OBJECTIVES

By the end of this unit, you should be able to:

- Translate the perfect forms of Nifʻal, Piʻel, and Puʻalverbs.

- Identify the functions of these verb stems

3.0   MAIN CONTENT

3.1   Nifʻal Perfect Inflection

The prefixes (preformatives) and suffixes (afformatives) of Nifʻal perfect inflections of Hebrew verbs are summarized in the table below:

Nifʻal Perfect Inflection נִפְעַל

Qal perfect form מָשַׁל (he ruled)

Singular			Plural		
Person	**Hebrew**	**English**	**Person**	**Hebrew**	**English**
3 ms	נִמְשַׁל	He was ruled	3 cp	נִמְשְׁלוּ	They were ruled
3 fs	נִמְשְׁלָה	She was ruled			
2 ms	נִמְשַׁלְתָּ	You were ruled	2 mp	נִמְשַׁלְתֶּם	You were ruled
2 fs	נִמְשַׁלְתְּ	You were ruled	2 fp	נִמְשַׁלְתֶּן	You were ruled
1 cs	נִמְשַׁלְתִּי	I was ruled	1 cp	נִמְשַׁלְנוּ	We were ruled

Note:

1) The Nif‘al functions as the simple passive, in contrast to Qal, which functions as the simple active.

2) The Nif‘al perfect third masculine singular form has the same vowels as found in the name of the stem (נִפְעַל – נִמְשַׁל).

3) The prefix נ combines with the first root consonant to form a closed syllable (e.g. נִמְ) and this continues unchanged throughout the Nif‘al perfect inflection of מָשַׁל

4) In all respects Nif‘al forms are identical to Qal perfect forms.

3.2 Pi‘el Perfect Inflection

The prefixes (preformatives) and suffixes (afformatives) of Pi‘el perfect inflections of Hebrew verbs are summarized in the table below:

Pi‘el Perfect Inflection פִּעֵל

Qal perfect form מָשַׁל (he ruled)

Singular			Plural		
Person	**Hebrew**	**English**	**Person**	**Hebrew**	**English**
3 ms	מִשֵּׁל	He ruled (with force)	3 cp	מִשְּׁלוּ	They ruled (with force)
3 fs	מִשְּׁלָה	She ruled (with force)			

2 ms	מְשַׁלְתָּ	You ruled (with force)	2 mp	מְשַׁלְתֶּם	You ruled (with force)
2 fs	מְשַׁלְתְּ	You ruled (with force)	2 fp	מְשַׁלְתֶּן	You ruled (with force)
1 cs	מְשַׁלְתִּי	ruled (with force)	1 cp	מְשַׁלְנוּ	We ruled (with force)

Note:

1) Pi'el is an intensive active stem, which is causative in nature (e.g. מִשֵּׁל he ruled with force).

2) The middle consonant of the verb root is doubled as in מִשֵּׁל.

3) Shares the doubling of middle consonant in common with Pu'al and Hitpa'el.

4) Pi'el has no prefix in the perfect, just like Qal and Pu'al.

3.3 Pu'al Perfect Inflection

The prefixes (preformatives) and suffixes (afformatives) of Pu'al perfect inflection of Hebrew verbs is summarized in the table below:

Pu'al Perfect Inflection פֻּעַל

Qal perfect form מָשַׁל (he ruled)

Singular			Plural		
Person	**Hebrew**	**English**	**Person**	**Hebrew**	**English**
3 ms	מֻשַּׁל	He was ruled (with force)	3 cp	מֻשְּׁלוּ	They were ruled (with force)
3 fs	מֻשְּׁלָה	She was ruled (with force)			
2 ms	מֻשַּׁלְתָּ	You were ruled (with force)	2 mp	מֻשַּׁלְתֶּם	You were ruled (with force)
2 fs	מֻשַּׁלְתְּ	You were ruled (with force)	2 fp	מֻשַּׁלְתֶּן	You were ruled (with force)
1 cs	מֻשַּׁלְתִּי	I was ruled (with force)	1 cp	מֻשַּׁלְנוּ	We were ruled (with force)

Note:
1) Pu'al is the intensive passive of Pi'el.
2) It has no prefix in the perfect.

3) Qibbuts appears under the first root consonant in all forms of the Puʻal perfect.

4) The middle root consonant is doubled as in מְשַׁל

5) Puʻal perfect is patterned after the Qal perfect

4.0 CONCLUSION

This unit discussed other Hebrew perfect stems apart from Qal, namely: Nifʻal, Piʻel and Puʻal. Whereas Nifʻal functions as a simple passive, Piʻel and Puʻalfunction as intensive active, and intensive passive respectively. The basis for forming the perfect inflection of the remaining verb stems is the Qal perfect third person masculine singular.

5.0 SUMMARY

The tables below summarize our study of Nifʻal, Piʻel, and Puʻalperfect verbs .. Please note the prefixes and suffixes:

1) Nifal Perfect Inflection נִפְעַל

Singular		Plural	
Person	**Hebrew**	**Person**	**Hebrew**
3 ms	נִ __ __ __	3 cp	נִ __ __ __ וּ
3 fs	נִ __ __ __ ָה		
2 ms	נִ __ __ __ תָ	2 mp	נִ __ __ __ תֶּם
2 fs	נִ __ __ __ תְּ	2 fp	נִ __ __ __ תֶּן
1 cs	נִ __ __ __ תִּי	1 cp	נִ __ __ __ נוּ

2) Piʻel Perfect Inflection פִּעֵל

Singular		Plural	
Person	**Hebrew**	**Person**	**Hebrew**
3 ms	__ __ __	3 cp	__ __ __ וּ
3 fs	__ __ ָה		
2 ms	__ __ __ תָ	2 mp	__ __ __ תֶּם
2 fs	__ __ __ תְּ	2 fp	__ __ __ תֶּן
1 cs	__ __ __ תִּי	1 cp	__ __ __ נוּ

3) Puʻal Perfect Inflection Inflection פֻּעַל

Singular		Plural	
Person	**Hebrew**	**Person** **Hebrew**	
3 ms	_ _ _	3 cp	וּ _ _ _
3 fs	◌ָה _ _		
2 ms	תָּ _ _ _	2 mp	תֶּם _ _ _
2 fs	תְּ _ _ _	2 fp	תֶּן _ _ _
1 cs	תִּי _ _ _	1 cp	נוּ _ _ _

6.0 SELF-ASSESSMENT EXERCISES

- Write the full perfect inflection of the verb מָשַׁל, (he ruled), in each of the following stems, indicating the person, gender, and number of form, without looking at the example in the manual.

(1) Nifʻal   (2) Piʻel   (3) Puʻal

7.0 TUTOR-MARKED ASSIGNMENTS

Indicate the three root consonants in each of the following perfects.

Example: נִמְשְׁלוּ   -   מָשַׁל

1) שָׁמַעְתִּי _____   2) לָקַח _____

3) נִכְרַת _____   4) נִמְכַּרְנוּ _____

5) לְמַדְתָּ _____   6) סִפַּלְתֶּם _____

7) קִדַּשְׁתִּי _____   8) נִסְתְּרָה _____

9) דִּבְּרוּ _____   10) גָּדְלָה _____

8.0 VOCABULARY

גָּלָה	He uncovered, revealed	דֹּב	(m and f) Bear
גּוֹלָה	(f) exile, exiles	דָּבַק	He cleaved, clung to, kept close
גַּל	A heap, wave, billow	דָּבָר	Word
גָּלַל	He rolled away	דְּבַשׁ	Honey
גִּלּוּלִים	Idols	דָּג	Fish

9.0 REFERENCES/FURTHER READINGS

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UNIT 18   PERFECT OF THE REMAINING VERB STEMS (II)

CONTENT

1.0   INTRODUCTION

This unit is a continuation of the study on the perfect of the remaining verb stems in Hebrew. Recall that the different verbal stems in Hebrew represent the different tenses, moods and expressions found in the language or the functions performed by Hebrew verbs, which do not exactly follow the pattern of English verbal inflections. The verbal stems are Qal, Nif'al, Pi'el, Pu'al, Hitpa'el, Hif'il , and Hof'al. The verb stem: **Qal**, forms the basis for the inflection of other verb stems. This unit will study Hitpa'el, Hif'il , and Hof'al verbs stems. The key to mastering all other inflections of Hebrew verbs is mastering the Qal perfect inflection of the strong verb.

2.0   OBJECTIVES

By the end of this unit, you should be able to:

- Translate the perfect forms of Hitpa'el, Hif'il , and Hof'al verbs stems.

- Identify the functions of these verb stems

3.0   MAIN CONTENT

3.1   Hitpa'el Perfect Inflection

The prefixes (preformatives) and suffixes (afformatives) of Hitpaʿel perfect inflection of Hebrew verbs are summarized in the table below:

Hitpaʿel Perfect Inflection הִתְפַּעֵל

Qal perfect form מָשַׁל (he ruled)

Singular			Plural		
Person	Hebrew	English	Person	Hebrew	English
3 ms	הִתְמַשֵׁל	He ruled himself	3 cp	הִתְמַשְׁלוּ	They ruled themselves
3 fs	הִתְמַשְׁלָה	She ruled herself			
2 ms	הִתְמַשַׁלְתָּ	You ruled yourself	2 mp	הִתְמַשַׁלְתֶּם	You ruled yorself
2 fs	הִתְמַשַׁלְתְּ	You ruled yourself	2 fp	הִתְמַשַׁלְתֶּן	You ruled yourself
1 cs	הִתְמַשַׁלְתִּי	ruled myself	1 cp	הִתְמַשַׁלְנוּ	We ruled ourselves

Note:

1) Hitpaʿel verb forms normally express a reflexive action, that is an action performed by the subject upon himself/herself.

2) All Hitpaʿel perfect froms are prefixed with הִת which is a closed syllable.

3) The patach under the first root consonant of the third masculine singular form is continued in all other forms of the Hitpaʿel.

4) The middle root consonant is doubled in all Hitpaʿel forms.

3.2 Hifʿil Perfect Inflection

The prefixes (preformatives) and suffixes (afformatives) of Hifʿil perfect inflection of Hebrew verbs are summarized in the table below:

Hifʿil Perfect Inflection הִפְעִיל

Qal perfect form מָשַׁל (he ruled)

Singular			Plural		
Person	Hebrew	English	Person	Hebrew	English
3 ms	הִמְשִׁיל	He caused to rule	3 cp	הִמְשִׁילוּ	They caused to rule

3 fs	הִמְשִׁילָה	She caused to rule				
2 ms	הִמְשַׁלְתָּ	You caused to rule	2 mp	הִמְשַׁלְתֶּם	You caused to rule	
2 fs	הִמְשַׁלְתְּ	You caused to rule	2 fp	הִמְשַׁלְתֶּן	You caused to rule	
1 cs	הִמְשַׁלְתִּי	I caused to rule	1 cp	הִמְשַׁלְנוּ	We caused to rule	

Note:

1) Hifʻil verbs normally serve as the causative active of the Qal.

2) The Hifʻil stem is prefixed with הִ throughout the perfect inflection.

3) Hifʻil perfects are patterned after Qal perfects

3.3 Hofʻal Perfect Inflection

The prefixes (preformatives) and suffixes (afformatives) of Hofʻal perfect inflection of Hebrew verbs are summarized in the table below:

Hofʻal Perfect Inflection הָפְעַל

Qal perfect form מָשַׁל (he ruled)

Singular			Plural		
Person	Hebrew	English	Person	Hebrew	English
3 ms	הָמְשַׁל	He was caused to rule	3 cp	הָמְשְׁלוּ	They were caused to rule
3 fs	הָמְשְׁלָה	She was caused to rule			
2 ms	הָמְשַׁלְתָּ	You were caused to rule	2 mp	הָמְשַׁלְתֶּם	You were caused to rule
2 fs	הָמְשַׁלְתְּ	You were caused to rule	2 fp	הָמְשַׁלְתֶּן	You were caused to rule
1 cs	הָמְשַׁלְתִּי	I was caused to rule	1 cp	הָמְשַׁלְנוּ	We were caused to rule

Note:

1) Hofʻal is the passive of Hifʻil .

2) All Hofʻal perfects are prefixed with הָ

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3) In all other respects, Hof'al perfects are patterned after Qal perfects.

4.0   CONCLUSION

This unit continued the discussion on other Hebrew stems apart from Qal, namely: Hitpa'el, Hif'il and Hof'al. Whereas Hitpa'el functions as a reflexive action, Hif'il and Hof'al function as causative active, and causative passive respectively. The basis for forming the perfect inflection of the remaining verb stems is the Qal perfect third person masculine singular.

5.0   SUMMARY

The tables below summarize our study of Hitpa'el, Hif'il and Hof'al perfect verbs. Please note the prefixes and suffixes:

1) Hitpa'el Perfect Inflection הִתְפַּעֵל

Singular		Plural	
Person	**Hebrew**	**Person**	**Hebrew**
3 ms	הִתְ _ _ _	3 cp	הִתְ _ _ _ וּ
3 fs	הִתְ _ _ ָה		
2 ms	הִתְ _ _ _ תָ	2 mp	הִתְ _ _ _ תֶּם
2 fs	הִתְ _ _ _ תְ	2 fp	הִתְ _ _ _ תֶּן
1 cs	הִתְ _ _ _ תִּי	1 cp	הִתְ _ _ _ נוּ

2) Hif'il Perfect Inflection הִפְעִיל

Singular		Plural	
Person	**Hebrew**	**Person**	**Hebrew**
3 ms	הִ _ _ _	3 cp	הִ _ _ _ וּ
3 fs	הִ _ _ ָה		

2 ms	הִ __ __ __ תָ	2 mp	הִ __ __ __ תֶּם
2 fs	הִ __ __ __ תְּ	2 fp	הִ __ __ __ תֶּן
1 cs	הִ __ __ __ תִּי	1 cp	הִ __ __ __ נוּ

3) Hof‘al Perfect Inflection הָפְעַל

	Singular		Plural
Person	**Hebrew**	**Person**	**Hebrew**
3 ms	הָ __ __ __	3 cp	הָ __ __ __ וּ
3 fs	הָ __ __ הֹ		
2 ms	הָ __ __ __ תָ	2 mp	הָ __ __ __ תֶּם
2 fs	הָ __ __ __ תְּ	2 fp	הָ __ __ __ תֶּן
1 cs	הָ __ __ __ תִּי	1 cp	הָ __ __ __ נוּ

6.0   SELF-ASSESSMENT EXERCISES

- Write the full perfect inflection of the verb מָשַׁל, (he ruled), in each of the following stems, indicating the person, gender, and number of form, without looking at the example in the manual.

(1) Hitpa‘el   (2) Hif‘il   (3) Hof‘al

7.0   TUTOR-MARKED ASSIGNMENTS

Indicate the stem to which each of the following perfect belongs.

Example: מָשַׁל   <u>Qal</u>

1) בִּקֵּשׁ _____   2) הִכְשַׁלְתֶּם _____

3) הִשְׁמִיד _____   4) נִמְכַּרְנוּ _____

5) לֻמַּדְתָּ _____   6) סִפַּלְתֶּם _____

7) לֶקַח	_____	8) נִסְתְּרָה	_____
9) דִּבְּרוּ	_____	10) שָׁמַעְתִּי	_____

8.0 VOCABULARY

הָלַל	he praised	זֶה	This
הֵם ,הֵמָּה	They	זָהָב	Gold
הֵן ,הֵנָּה	(f) they	זוּב	To flow
הָמָה	He murmured, growled, roared	זַיִת	Olive-tree
הָמוֹן	Sound, murmur, roar,	זָכָר	Male

9.0 REFERENCES/FURTHER READINGS

Ajah, Miracle 2011. Old Testament Hebrew, An Introductory Grammar (Book I and II*)*. Aba: Reinoma Services.

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UNIT 19   IMPERFECT OF THE REMAINING VERB STEMS (I)

CONTENT

1.0   INTRODUCTION

Whereas Perfect inflection is used to reflect a completed action, Imperfect inflection reflects an incomplete action. An earlier unit studied Qal Imperfect inflection. The Imperfects of the remaining verb stems will be studied in this unit and the next. The imperfect prefixes and suffixes have the same consonants in all stems of the verb. The vowels of the suffixes are the same for all stems. However, the vowels of the prefixes differ from stem to stem.

2.0   OBJECTIVES

At the end of this unit, you should be able to:

- Identify and isolate prefixes and suffixes from Hebrew imperfect verbs
- Distinguish between perfect and imperfect verbs.
- Understand the function of imperfect verb inflections in Nif'al, Pi'el and Pu'al.

3.0   MAIN CONTENT

3.1   Nif'al Imperfect Inflection
The prefixes (preformatives) and suffixes (afformatives) of Nif'al imperfect inflection of Hebrew verbs are summarized in the table below:

Nif‘al Imperfect Inflection נִפְעַל

Qal perfect form מָשַׁל (he ruled)

Singular			Plural		
Person	**Hebrew**	**English**	**Person**	**Hebrew**	**English**
3 ms	יִמָּשֵׁל	He shall be ruled	3 mp	יִמָּשְׁלוּ	They shall be ruled
3 fs	תִּמָּשֵׁל	She shall be ruled	3 fp	תִּמָּשַׁלְנָה	They shall be ruled
2 ms	תִּמָּשֵׁל	You shall be ruled	2 mp	תִּמָּשְׁלוּ	You shall be ruled
2 fs	תִּמָּשְׁלִי	You shall be ruled	2 fp	תִּמָּשַׁלְנָה	You shall be ruled
1 cs	אֶמָּשֵׁל	I shall be ruled	1 cp	נִמָּשֵׁל	We shall be ruled

Note:

1) The Nif‘al imperfect functions as the simple passive action in the future time.
2) The prefix vowel for the Nif‘al imperfect is hireq in all forms except first person common singular, where it is sᵉgol.
3) A dagesh forte is placed in the first consonant of the verb root in the Nif‘al imperfect to compensate for the original נ that dropped out. For instance:

יִנְמָשֵׁל has become יִמָּשֵׁל .

3.2 Pi‘el Imperfect Inflection

The prefixes (preformatives) and suffixes (afformatives) of Pi‘el imperfect inflection of Hebrew verbs are summarized in the table below:

Pi‘el Imperfect Inflection

Qal perfect form מָשַׁל (he ruled)

Singular			Plural		
Person	**Hebrew**	**English**	**Person**	**Hebrew**	**English**
3 ms	יְמַשֵׁל	He shall rule (intensive)	3 mp	יְמַשְׁלוּ	They shall rule (intensive)

Person	Hebrew	English		Person	Hebrew	English
3 fs	תְּמַשֵׁל	She shall rule (intensive)		3 fp	תְּמַשֵּׁלְנָה	They shall rule (intensive)
2 ms	תְּמַשֵׁל	You shall rule (intensive)		2 mp	תְּמַשְׁלוּ	You shall rule (intensive)
2 fs	תְּמַשְׁלִי	You shall rule (intensive)		2 fp	תְּמַשֵּׁלְנָה	You shall rule (intensive)
1 cs	אֲמַשֵׁל	I shall rule (intensive)		1 cp	נְמַשֵׁל	We shall rule (intensive)

Note:

1) Pi'el imperfect may be translated as a simple intensive action in the future time.

2) The two distinguishing characteristics of the Pi'el imperfect are the sheva under the first prefixed consonant, and the doubling of the middle consonant of the verb root.

3) The simple sheva in the first prefixed consonant changes to hatef-patach in the first person common singular because of the guttural alef.

3.3 Pu'al Imperfect Inflection

The prefixes (preformatives) and suffixes (afformatives) of Pu'alimperfect inflection of Hebrew verbs is summarized in the table below:

Pu'al Imperfect Inflection

Qal perfect form מָשַׁל (he ruled)

Singular				Plural		
Person	**Hebrew**	**English**		**Person**	**Hebrew**	**English**
3 ms	יְמָשַׁל	He shall be ruled (intensive)		3 mp	יְמָשְׁלוּ	They shall be ruled (intensive)
3 fs	תְּמָשַׁל	She shall be ruled (intensive)		3 fp	תְּמָשַׁלְנָה	They shall be ruled (intensive)
2 ms	תְּמָשַׁל	You shall be ruled (intensive)		2 mp	תְּמָשְׁלוּ	You shall be ruled (intensive)
2 fs	תְּמָשְׁלִי	You shall be ruled (intensive)		2 fp	תְּמָשַׁלְנָה	You shall be ruled (intensive)
1 cs	אֲמָשַׁל	I shall be ruled (intensive)		1 cp	נְמָשַׁל	We shall be ruled (intensive)

Note:

1) The distinguishing characteristics of the Pu'alimperfect are the sheva after the prefix consonant, the qibbuts after the first root consonant, and the doubling of the middle root consonant.

2) The Pu'alimperfect is the passive of the Pi'el imperfect, translated as the simple intensive in the future time.

4.0   CONCLUSION

This unit discussed other Hebrew imperfect stems apart from Qal, namely: Nif'al, Pi'el and Pu'al. Whereas Nif'al functions as a simple passive in the future time, Pi'el and Pu'alfunction as future intensive active, and future intensive passive respectively. The basis for forming the perfect inflection of the remaining verb stems is the Qal perfect third person masculine singular.

5.0   SUMMARY

The tables below summarize our study of Nif'al, Pi'el, and Pu'alimperfect verbs .. Please note the prefixes and suffixes:

1) Nif'al Imperfect Inflection

Singular		Plural	
Person	**Hebrew**	**Person** **Hebrew**	
3 ms	יִ _ _ _	3 mp	יִ _ _ _ וּ
3 fs	תִ _ _ _	3 fp	תִ _ _ _ נָה
2 ms	תִ _ _ _	2 mp	תִ _ _ _ וּ
2 fs	תִ _ _ ִי	2 fp	תִ _ _ _ נָה
1 cs	אֶ _ _ _	1 cp	נִ _ _ _

2) Pi'el Imperfect Inflection

Singular		Plural	
Person	**Hebrew**	**Person** **Hebrew**	
3 ms	יְ _ _ _	3 mp	יְ _ _ _ וּ

Person	Singular	Person	Plural
3 fs	תִּ ___	3 fp	תִּ ____ ◌ָה
2 ms	תִּ ___	2 mp	תִּ ____ וּ
2 fs	תִּ __ ◌ִי	2 fp	תִּ ____ ◌ָה
1 cs	אֶ ___	1 cp	נִ ___

3) Pu'alImperfect Inflection

	Singular		Plural
Person	**Hebrew**	**Person**	**Hebrew**
3 ms	יְ ___	3 mp	יְ ___ וּ
3 fs	תְּ ___	3 fp	תְּ ___ ◌ָה
2 ms	תְּ ___	2 mp	תְּ ___ וּ
2 fs	תְּ __ ◌ִי	2 fp	תְּ ___ ◌ָה
1 cs	אֲ ___	1 cp	נְ ___

6.0 SELF-ASSESSMENT EXERCISES

- Without looking at the course manual, write the following inflections, and translate them:

    1. Nif'al Imperfect of מָשַׁל (he ruled)

    2. Pi'el imperfect of מָשַׁל (he ruled)

    3. Pu'alimperfect of מָשַׁל (he ruled)

7.0 TUTOR-MARKED ASSIGNMENTS

Write the following inflections and translate them:

  1. Nif'al imperfect of קָבַר (he buried)
  2. Pi'el imperfect of כָּתַב (he wrote)
  3. Pu'alimperfect of סָתַר (he hid)

8.0   VOCABULARY

זְאֵב	Wolf		זָקֵן	(adj) old
זֹאת	(f) this		זָר	A stranger, foreigner
זָבַח	He sacrificed, slew		זָרָה	He scattered, fanned, winnowed
זֶבַח	Sacrifice		זָרַח	He arose, came forth,
זֵד	(adj) insolent, presumptuous		זָרַע	He sowed
זָדוֹן	Insolence, presumptuousness		זֶרַע	Seed, offspring

9.0   REFERENCES/FURTHER READINGS

Ajah, Miracle 2011. Old Testament Hebrew, An Introductory Grammar (Book I and II*). Aba: Reinoma Services.

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UNIT 20   IMPERFECT OF THE REMAINING VERB STEMS (II)

CONTENT

1.0   INTRODUCTION

This unit continues the study on the remaining verb stems imperfect inflection. Recall, whereas Perfect inflection is used to reflect a completed action, Imperfect inflection reflects an incomplete action. The imperfect prefixes and suffixes have the same consonants in all stems of the verb. The vowels of the suffixes are the same for all stems. However, the vowels of the prefixes differ from stem to stem.

2.0   OBJECTIVES

At the end of this unit, you should be able to:

- Identify and isolate prefixes and suffixes from Hebrew imperfect verbs
- Distinguish between perfect and imperfect verbs.
- Understand the function of imperfect verb inflections in Hitpaʻel, Hifʻil and Hofʻal.

3.0   MAIN CONTENT

3.1 Hitpaʻel Imperfect Inflection

The prefixes (preformatives) and suffixes (afformatives) of Hitpaʻel imperfect inflection of Hebrew verbs are summarized in the table below:

Hitpaʻel imperfect Inflection

Qal perfect form מָשַׁל (he ruled)

	Singular			Plural	
Person	**Hebrew**	**English**	**Person**	**Hebrew**	**English**
3 ms	יִתְמַשֵּׁל	He shall rule himself	3 mp	יִתְמַשְּׁלוּ	They shall rule themselves
3 fs	תִּתְמַשֵּׁל	She shall rule herself	3 fp	תִּתְמַשֵּׁלְנָה	They shall rule themselves
2 ms	תִּתְמַשֵּׁל	You shall rule yourself	2 mp	תִּתְמַשְּׁלוּ	You shall rule yourselves
2 fs	תִּתְמַשְּׁלִי	You shall rule yourself	2 fp	תִּתְמַשֵּׁלְנָה	You shall rule yourselves
1 cs	אֶתְמַשֵּׁל	I shall rule myself	1 cp	נִתְמַשֵּׁל	We shall rule ourselves

Note:

1) Hitpaʿel imperfect is normally reflexive in meaning, expressing a simple action in the active voice.

2) Hitpaʿel imperfect verb has longer prefix (נִתְ, אֶתְ, תִּתְ,יִתְ), and the doubling of the middle consonant of the verb root.

3.2   Hifʿil Imperfect Inflection

The prefixes (preformatives) and suffixes (afformatives) of Hifʿil imperfect inflection of Hebrew verbs are summarized in the table below:

Hifʿil imperfect Inflection

Qal perfect form מָשַׁל (he ruled)

	Singular			Plural	
Person	**Hebrew**	**English**	**Person**	**Hebrew**	**English**
3 ms	יַמְשִׁיל	He shall cause to rule	3 mp	יַמְשִׁילוּ	They shall cause to rule
3 fs	תַּמְשִׁיל	She shall cause to rule	3 fp	תַּמְשֵׁלְנָה	They shall cause to rule
2 ms	תַּמְשִׁיל	You shall cause to rule	2 mp	תַּמְשִׁילוּ	You shall cause to rule
2 fs	תַּמְשִׁילִי	You shall cause to rule	2 fp	תַּמְשֵׁלְנָה	You shall cause to rule
1 cs	אַמְשִׁיל	I shall cause to rule	1 cp	נַמְשִׁיל	We shall cause to rule

Note:

1) The Hifʿil imperfect is characterized by patach in the prefix syllable and hireq-yod in the second syllable.

2) The Hifʿil imperfect normally serves as the causative of Qal imperfect, a simple action in the future time.

3.3 Hofʿal Imperfect Inflection

The prefixes (preformatives) and suffixes (afformatives) of Hofʿal imperfect inflection of Hebrew verbs are summarized in the table below:

Hofʿal imperfect Inflection

Qal perfect form מָשַׁל (he ruled)

Singular			Plural		
Person	**Hebrew**	**English**	**Person**	**Hebrew**	**English**
3 ms	יָמְשַׁל	He shall be caused to rule	3 mp	יָמְשְׁלוּ	They shall be caused to rule
3 fs	תָּמְשַׁל	She shall be caused to rule	3 fp	תָּמְשַׁלְנָה	They shall be caused to rule
2 ms	תָּמְשַׁל	You shall be caused to rule	2 mp	תָּמְשְׁלוּ	You shall be caused to rule
2 fs	תָּמְשְׁלִי	You shall be caused to rule	2 fp	תָּמְשַׁלְנָה	You shall be caused to rule
1 cs	אָמְשַׁל	I shall be caused to rule	1 cp	נָמְשַׁל	We shall be caused to rule

Note:

1) The Hofʿal imperfect is the passive of the Hifʿil imperfect, that is a causative passive in the future time.

2) The distinguishing characteristics of the Hofʿal imperfect are qamets-chatuf as the prefix vowel and patach as the vowel between the second and third consonants of the verb root.

4.0   CONCLUSION

This unit discussed other Hebrew imperfect stems, namely: Hitpaʿel, Hifʿil and Hofʿal. Whereas Hitpaʿel functions as a reflexive in the future time, Hifʿil and Hofʿal function as future causative active, and future causative passive respectively. The basis for forming the perfect inflection of the remaining verb stems is the Qal perfect third person masculine singular.

5.0   SUMMARY

The tables below summarize our study of Hitpaʻel, Hifʻil and Hofʻal imperfect verbs.
Please note the prefixes and suffixes:

1) Hitpaʻel Imperfect Inflection

Singular		Plural	
Person	**Hebrew**	**Person**	**Hebrew**
3 ms	יִתְ _ _ _	3 mp	יִתְ _ _ _ וּ
3 fs	תִּתְ _ _ _	3 fp	תִּתְ _ _ _ נָה
2 ms	תִּתְ _ _ _	2 mp	תִּתְ _ _ _ וּ
2 fs	תִּתְ _ _ ִי	2 fp	תִּתְ _ _ _ נָה
1 cs	אֶתְ _ _ _	1 cp	נִתְ _ _ _

2) Hifʻil Imperfect Inflection

Singular		Plural	
Person	**Hebrew**	**Person**	**Hebrew**
3 ms	יַ _ _ _	3 mp	יַ _ _ _ וּ
3 fs	תַ _ _ _	3 fp	תַ _ _ _ נָה
2 ms	תַ _ _ _	2 mp	תַ _ _ _ וּ
2 fs	תַ _ _ ִי	2 fp	תַ _ _ _ נָה
1 cs	אַ _ _ _	1 cp	נַ _ _ _

3) Hofʻal Imperfect Inflection

Singular		Plural	
Person	**Hebrew**	**Person**	**Hebrew**
3 ms	יָ _ _ _	3 mp	יָ _ _ _ וּ
3 fs	תָ _ _ _	3 fp	תָ _ _ _ נָה

2 ms	תְּ — — —	2 mp	תְּ — — — וּ
2 fs	תְּ — — ◌ִי	2 fp	תְּ — — — ◌ֶה
1 cs	אֶ — — —	1 cp	נְ — — —

6.0 SELF-ASSESSMENT EXERCISES

- Without looking at the course manual, write the following inflections, and translate them:

  1) Hitpaʻel Imperfect of מָשַׁל (he ruled)

  2) Hifʻil imperfect of מָשַׁל (he ruled)

  3) Hofʻal imperfect of מָשַׁל (he ruled)

7.0 TUTOR-MARKED ASSIGNMENTS

Write the following inflections and translate them:

  1. Hitpaʻel imperfect of מָלַךְ (he reigned)

  2. Hifʻil imperfect of זָכַר (he remembered)

  3. Hofʻal imperfect of קָדַשׁ (he consecrated)

8.0 VOCABULARY

טָבַל	He dipped	כָּבוֹד	Glory
טָבַע	He sank down	כֶּבֶשׂ	Lamb
טָבַח	He slaughtered	כָּבַשׁ	He subdued
טוֹב	(adj) good	כֹּהֵן	Priest
טָמֵא	He was unclean	כּוֹכָב	Star
טָמַן	He hid, concealed	כּוֹס	(f) cup
טָעַם	He tasted, perceived	כָּזַב	He lied, was a liar

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9.0 REFERENCES/FURTHER READINGS

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UNIT 21   PRONOMINAL SUFFIXES

CONTENT

1.0   INTRODUCTION

Pronominal suffixes were originally independent personal pronouns that became attached to the noun or preposition they followed. When appearing on nouns, they are possessive; example: his book. When appearing on prepositions or the definite direct object marker, they are objective; example: to him. When attached to verbs, they normally serve as direct objects of the verb; when attached to particles, they may express a variety of relationships, depending on the function of the particles. This unit studies the functions of the pronominal suffixes with prepositions, and verbs.

2.0   OBJECTIVES

By the end of this unit, you should be able to:

- Mark out the direct objects of verbs and prepositions.

- Identify possessive nouns

- Define other functions of pronominal suffixes.

3.0   MAIN CONTENT

1)   Pronominal suffixes with Prepositions

The normal pronominal suffixes for the inseparable prepositions בְּ and לְ are as

follows (כְּ is irregular):

	Singular			Plural	
Person	**Hebrew**		**Person**	**Hebrew**	
3 ms	וֹ_	Him	3 mp	הֶם_	them
3 fs	הָ_	Her	3 fp	הֶן_	them
2 ms	ךָ_	You	2 mp	כֶם_	you
2 fs	ךְ_	You	2 fp	כֶן_	you
1 cs	י_	Me	1 cp	נוּ_	us

Example: בְּ (in, by, with)

	Singular			Plural	
Person	**Hebrew**		**Person**	**Hebrew**	
3 ms	בּוֹ	with him	3 mp	בָּהֶם	with them
3 fs	בָּהּ	with her	3 fp	בָּהֶן	with them
2 ms	בְּךָ	with you	2 mp	בָּכֶם	with you
2 fs	בָּךְ	with you	2 fp	בָּכֶן	with you
1 cs	בִּי	with me	1 cp	בָּנוּ	with us

2) **Pronominal suffixes with perfect verbs**

Pronominal suffixes attached to the verb may expressed in two ways: (1) it may be joined to אֵת, the sign of the direct object, and placed either before or after the verb; (2) it may be joined directly to the end of the verb to which it serves as object.

- The pronominal suffixes for perfects that **end in vowels** are the same for all stems of the verb; as in:

Singular			Plural		
Person	**Hebrew**		**Person**	**Hebrew**	
3 ms	הוּ , וֹ_	Him	3 mp	הֶם , ם_	them
3 fs	הָ_	Her	3 fp	ן_	them
2 ms	ךָ_	You	2 mp	כֶם_	you
2 fs	ךְ_	You	2 fp	כֶן_	you
1 cs	נִי_	Me	1 cp	נוּ_	us

Example: מָשְׁלוּ (they ruled)

Singular			Plural		
Person	**Hebrew**		**Person**	**Hebrew**	
3 ms	מְשָׁלוּהוּ	they ruled him	3 mp	מְשָׁלוּם	they ruled them
3 fs	מְשָׁלוּהָ	they ruled her	3 fp	מְשָׁלוּן	they ruled them
2 ms	מְשָׁלוּךָ	they ruled you	2 mp	מְשָׁלוּכֶם	they ruled you
2 fs	מְשָׁלוּךְ	they ruled you	2 fp	מְשָׁלוּכֶן	they ruled you
1 cs	מְשָׁלוּנִי	they ruled me	1 cp	מְשָׁלוּנוּ	they ruled us

- The pronominal suffixes for perfects that **end in consonants** are also the same for all stems of the verb; as in:

Singular			Plural		
Person	**Hebrew**		**Person**	**Hebrew**	
3 ms	הוּ , וֹ_	him	3 mp	ם_	them
3 fs	הָ_	her	3 fp	ן_	them
2 ms	ךָ_	you	2 mp	כֶם_	you
2 fs	ךְ_	you	2 fp	כֶן_	you
1 cs	נִי_	me	1 cp	נוּ_	us

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Example: מָשַׁל (he ruled)

Singular			Plural		
Person	**Hebrew**		**Person**	**Hebrew**	
3 ms	מְשָׁלוֹ	he ruled him	3 mp	מְשָׁלָם	he ruled them
3 fs	מְשָׁלָהּ	he ruled her	3 fp	מְשָׁלָן	he ruled them
2 ms	מְשָׁלְךָ	he ruled you	2 mp	מְשָׁלְכֶם	he ruled you
2 fs	מְשָׁלֵךְ	he ruled you	2 fp	מְשָׁלְכֶן	he ruled you
1 cs	מְשָׁלַנִי	he ruled me	1 cp	מְשָׁלָנוּ	he ruled us

3) Pronominal suffixes with imperfect verbs

- The pronominal suffixes for imperfects that **end in vowels** are the same as those of perfects ending in vowels for all stems of the verb; as in:

Singular			Plural		
Person	**Hebrew**		**Person**	**Hebrew**	
3 ms	וֹ ,הוּ__	Him	3 mp	ם__	them
3 fs	הָ__	Her	3 fp	ן__	them
2 ms	ךָ__	You	2 mp	כֶם__	you
2 fs	ךְ__	You	2 fp	כֶן__	you
1 cs	נִי__	Me	1 cp	נוּ__	us

Example: יִמְשְׁלוּ (they will rule)

Singular			Plural		
Person	**Hebrew**		**Person**	**Hebrew**	
3 ms	יִמְשְׁלוּהוּ	they will rule him	3 mp	יִמְשְׁלוּם	they will rule them
3 fs	יִמְשְׁלוּהָ	they will rule her	3 fp	יִמְשְׁלוּן	they will rule them

2 ms	יִמְשָׁלוּךָ	they will rule you	2 mp	יִמְשָׁלוּכֶם	they will rule you
2 fs	יִמְשָׁלוּךְ	they will rule you	2 fp	יִמְשָׁלוּכֶן	they will rule you
1 cs	יִמְשָׁלוּנִי	they will rule me	1 cp	יִמְשָׁלוּנוּ	they will rule us

- The pronominal suffixes for imperfects that **end in consonants** are also the same for all stems of the verb; as in:

Singular			Plural		
Person	**Hebrew**		**Person**	**Hebrew**	
3 ms	◌ֵהוּ	Him	3 mp	◌ֵם	them
3 fs	◌ֶהָ , ◌ָהּ	Her	3 fp	◌ֵן	them
2 ms	◌ְךָ	You	2 mp	◌ְכֶם	you
2 fs	◌ֵךְ	You	2 fp	◌ְכֶן	you
1 cs	◌ֵנִי	Me	1 cp	◌ֵנוּ	us

Example: יִמְשֹׁל (he will rule)

Singular			Plural		
Person	**Hebrew**		**Person**	**Hebrew**	
3 ms	יִמְשָׁלֵהוּ	he will rule him	3 mp	יִמְשָׁלֵם	he will rule them
3 fs	יִמְשָׁלֶהָ	he will rule her	3 fp	יִמְשָׁלֵן	he will rule them
2 ms	יִמְשָׁלְךָ	he will rule you	2 mp	יִמְשָׁלְכֶם	he will rule you
2 fs	יִמְשָׁלֵךְ	he will rule you	2 fp	יִמְשָׁלְכֶן	he will rule you
1 cs	יִמְשָׁלֵנִי	he will rule me	1 cp	יִמְשָׁלֵנוּ	he will rule us

4.0   CONCLUSION

This unit studied pronominal suffixes in relation to prepositions and perfect and imperfect verbs. Even though it did not cover all the aspects to include nouns and particles, what is represented is able to prepare the student for a remarkable progress in Hebrew Grammar. The student is encouraged to seek for further studies in this subject.

5.0 SUMMARY

1) The pronominal suffixes for perfects that end in vowels are the same for all stems of the verb.
2) The pronominal suffixes for perfects that end in consonants are also the same for all stems of the verb.
3) The pronominal suffixes for imperfects that end in vowels are the same as those of perfects ending in vowels for all stems of the verb.
4) The pronominal suffixes for imperfects that end in consonants are also the same for all stems of the verb.

6.0 SELF-ASSESSMENT EXERCISES

- Without looking at the manual, provide a full prominal suffixes and translation for the following prepositions:

(a) בְּ (in, by, with)

(b) לְ (to, for)

7.0 TUTOR-MARKED ASSIGNMENTS

Provide a full prominal suffixes and translation for the following verbs:

1. יִזְכְּרוּ (to remember)
2. מְשַׁלְתֶּם (to rule)
3. יִשְׁמֹר (to keep)
4. תִּכְתְּבוּ (to write)
5. נָתַן (to give)
6. מָלְכוּ (to reign)

8.0 VOCABULARY

רֹאשׁ	Head	שָׁאַל	He asked
רֵאשִׁית	(f) beginning, chief	שֵׁבֶט	Rod, staff, sceptre
רַב	(adj) many, much, great	שַׁבָּת	Sabbath
רֹב	Multitude, abundance	שָׁוְא	Emptiness, vanity
רֶגֶל	(f) Foot	שׁוֹפֵט	Judge
רֹאֶה	Seer, prophet	שָׁחַט	Dawn

רוּחַ	(f) Spirit, wind		שִׁיר	A song
רוֹעֶה	Shepherd		שָׁלוֹם	Peace
רֹחַב	Breadth, width		שָׁלַח	He sent

9.0 REFERENCES/FURTHER READINGS

Ajah, Miracle 2011. Old Testament Hebrew, An Introductory Grammar (Book I and II*)*. Aba: Reinoma Services.

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Kelly, P. H 1992. Biblical Hebrew: An Introductory Grammar. Grand Rapids: William B. Eerdmans Publishing Company.

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