



**NATIONAL OPEN UNIVERSITY OF NIGERIA**

**FACULTY OF ARTS**

**DEPARTMENT OF RELIGIOUS STUDIES**

**COURSE CODE: CRS313**

**COURSE TITLE: HEBREW GRAMMAR**



# NATIONAL OPEN UNIVERSITY OF NIGERIA

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**CRS313**  
**HEBREW GRAMMAR**

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(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).

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# INTRODUCTION

**CRS313:** Hebrew Grammar is a one-semester 3 credit unit course. It will be available toward the award of the undergraduate degree in Christian Religious Studies. 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 (CRS313: 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 נְ)
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
Unit 18	Imperfect of the Remaining Verb Stems
Unit 19	Pronominal Suffixes
Unit 20	Imperatives
Unit 21	Vav Consecutive

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 Stuttgartensia*. 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](http://www.Hebrew4Christians.com))
2. English to Hebrew Translator ([www.star21.com/Translator/english\\_to\\_hebrew.html](http://www.star21.com/Translator/english_to_hebrew.html))
3. My Hebrew Dictionary ([www.dictionary.co.il/](http://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](http://www.Torahclass.com))
6. Vocabulary – Audio ([fellowshipbibleannarbor.org/cms/mattpostiffBlog/63/95/Elementary-Hebrew-Grammar-Audio](http://fellowshipbibleannarbor.org/cms/mattpostiffBlog/63/95/Elementary-Hebrew-Grammar-Audio))
7. But why study Hebrew? ([www.studylight.org/lex/heb](http://www.studylight.org/lex/heb))
8. The value of Old Testament Study ([www.christiancourier.com/articles/1217-the-value-of-old-testament-study](http://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 RELIGIOUS STUDIES, FACULTY OF ARTS, 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.

<b>Assessment</b>	<b>Marks</b>
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.

<b>Unit</b>	<b>Title of work</b>	<b>Week's Activity</b>	<b>Assessment (end of unit)</b>
	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 ֿ)	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	17.	Assignment 17
18.	Imperfect of the Remaining Verb Stems	18.	Assignment 18
19.	Pronominal Suffixes	19.	Assignment 19
20.	Imperatives	20.	Assignment 20
21.	Vav Consecutive	21.	Assignment 21
	REVISION	<b>16</b>	
	EXAMINATION	<b>17</b>	
	<b>TOTAL</b>	<b>17</b> <b>Weeks</b>	

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

CRS313 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 course manual is simplified for easy comprehension. You will find it interesting, and you will desire advance studies in it. CRS313 is a prerequisite for a further learning of Hebrew Syntax in CRS316. Pay attention to this course, and you will enjoy it; I assure you.



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## **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 contemporary 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](http://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](http://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 attitude 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](http://www.Hebrew4Christians.com))

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

Why Study Old Testament Hebrew? ([www.Torahclass.com](http://www.Torahclass.com))

## **UNIT 2     HEBREW CONSONANTS (*ALEPH-BET*)**

### **CONTENT**

- 1.0    Introduction
- 2.0    Objectives
- 3.0    Main Content
  - 3.1    The Alphabet
  - 3.2    Final forms
  - 3.3    Similar letters
  - 3.4    Guttural Letters
  - 3.5    Begadkefat
- 4.0    Conclusion
- 5.0    Summary
- 6.0    Tutor-Marked Assignments
- 7.0    Alphabet Practice Grid
- 8.0    References/Further Readings

### **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
<i>Aleph</i>	א	(silent letter)



																		א


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


Name	Print	Pronounced
<i>Bet</i>	ב	b as in boy



																		ב


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

Name	Print	Pronounced
<i>Gimel</i>	ג	g as in girl



																		ג
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	---



--	--	--	--	--	--	--	--	--	--	--	--	--	--	--


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

Name	Print	Pronounced
<i>Dalet</i>	ד	D as in door

														ד




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

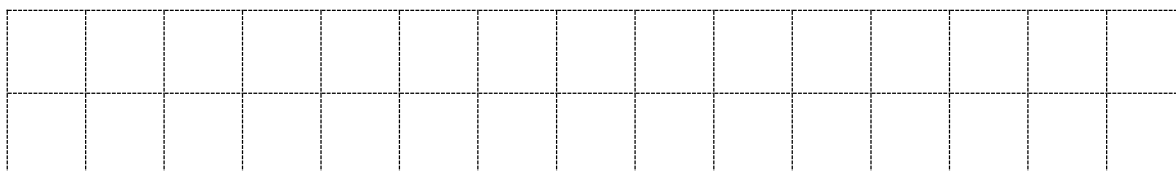
Name	Print	Pronounced
<i>Hey</i>	ה	h as in hey

														ה



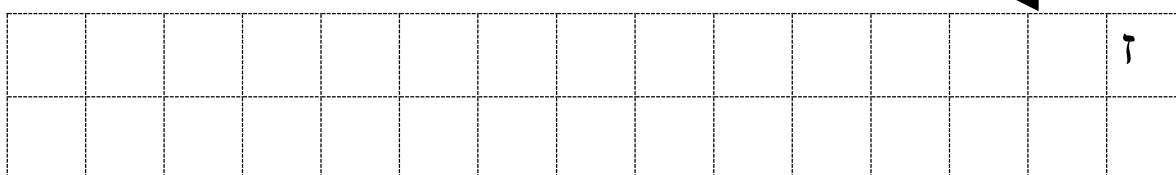
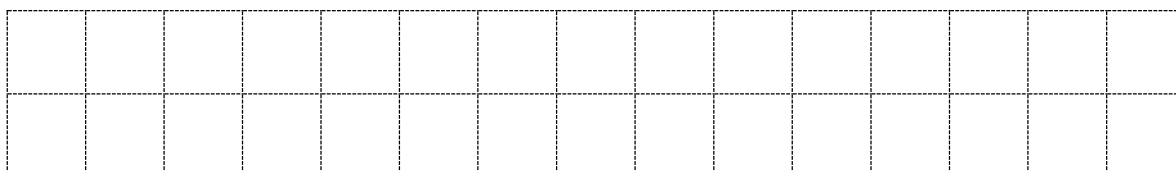

- Write the letter *Vav* (from right to left) several times

Name	Print	Pronounced
<i>Vav</i>	ו	V as in vine

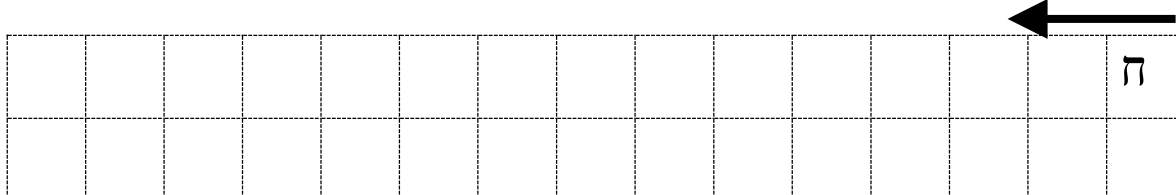
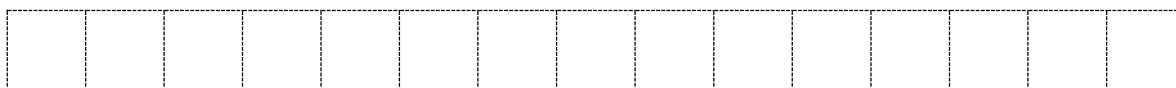
- Write the letter Zayin (from right to left) several times

Name	Print	Pronounced
<i>Zayin</i>	ז	Z as in zoo

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

Name	Print	Pronounced
<i>Chet</i>	ח	ch as in bach

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

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

Name	Print	Pronounced
<i>Tet</i>	ט	T as in time

														ט

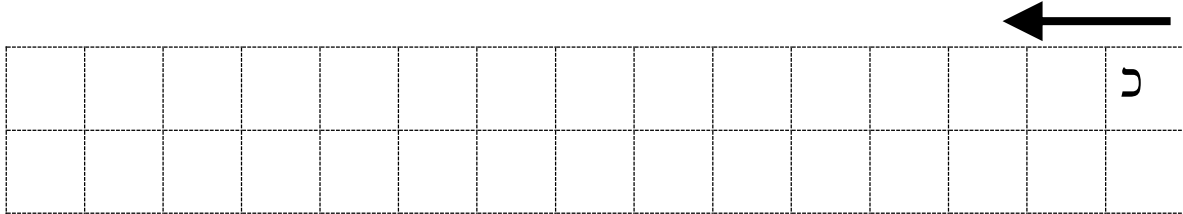
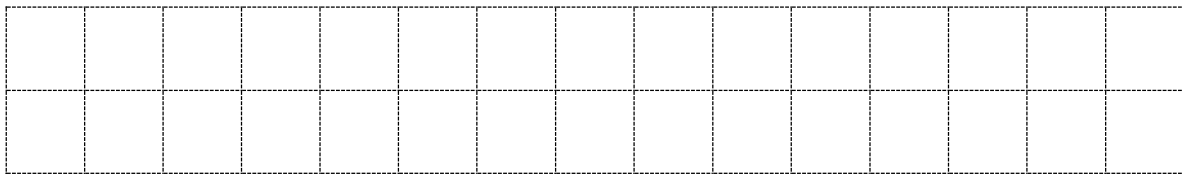

- Write the letter *Yod* (from right to left) several times

Name	Print	Pronounced
<i>Yod</i>	י	y as in yes

														י

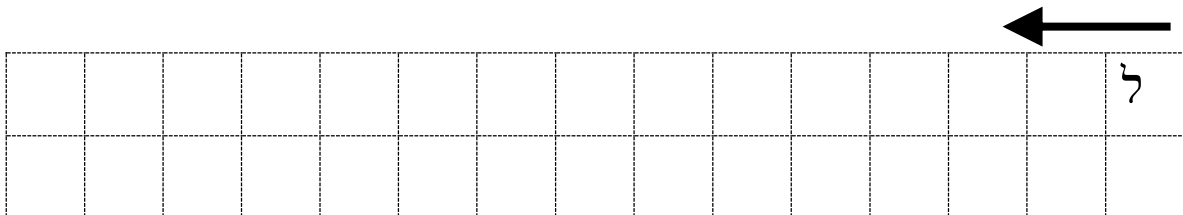

- Write the letter *Kaph* (from right to left) several times

Name	Print	Pronounced
<i>Kaph</i>	כ	k as in kite

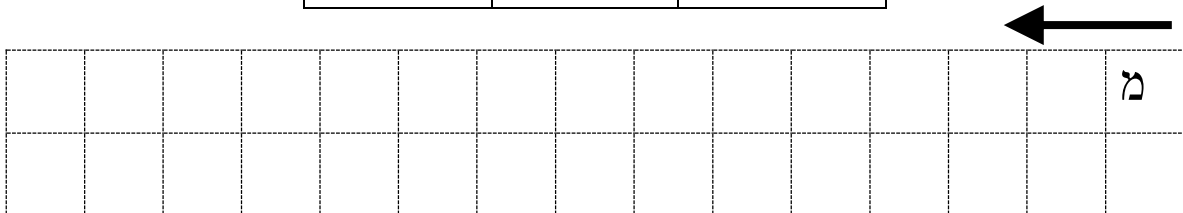
- Write the letter *Lamed* (from right to left) several times

Name	Print	Pronounced
<i>Lamed</i>	ל	L as in look




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

Name	Print	Pronounced
<i>mem</i>	מ	m as in mom




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

Name	Print	Pronounced	Transliteration
<i>Nun</i>	נ	n as in name	N



														נ


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

Name	Print	Pronounced
<i>Samek</i>	ס	s as in son



														ס


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

Name	Print	Pronounced
<i>Ayin</i>	ע	Silent letter



														ע


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

Name	Print	Pronounced
<i>Pey</i>	פ	P as in Peter

														פ


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

Name	Print	Pronounced
<i>Tsade</i>	צ	ts as in nets

														צ


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

Name	Print	Pronounced
<i>Qof</i>	ק	q as in queen

														ק

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--


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

Name	Print	Pronounced
<i>Resh</i>	ך	r as in rain



														ך


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

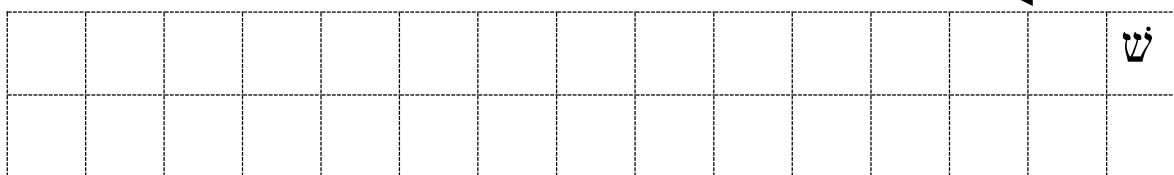
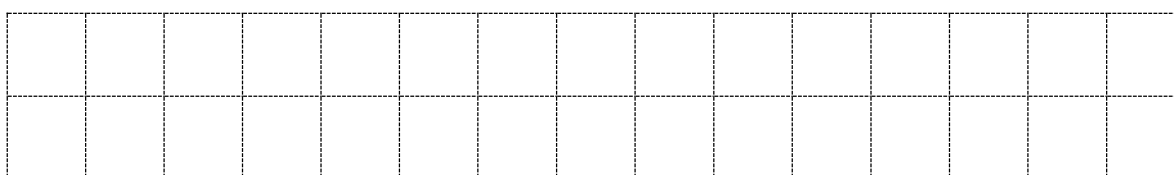
Name	Print	Pronounced
<i>Sin</i>	שׁ	S as in sign



														שׁ

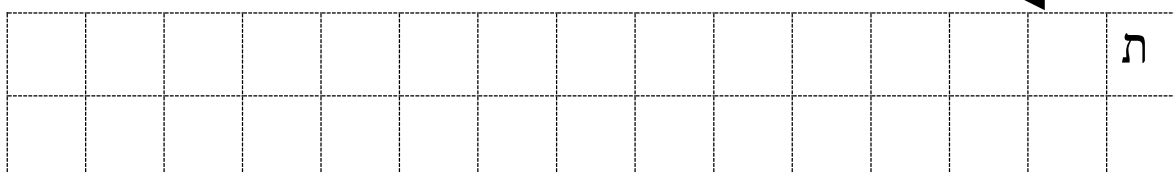

- Write the letter *Shine* (from right to left) several times

Name	Print	Pronounced
<i>Shin</i>	שׁ	sh as in shine

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

Name	Print	Pronounced
<i>Tav</i>	ת	t as in tall




### 3.2 Final Forms

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

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

### 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:

ך	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:

ת	פ	כ	ד	ג	ב
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
ב	Bet	<b>b</b> as in a <b>boy</b>
ב	Vet	<b>v</b> as in <b>vine</b>
כ	Kaf	<b>k</b> as in <b>kite</b>
כ	Khaf	<b>ch</b> as in <b>bach</b>
פ	Pey	<b>p</b> as in <b>park</b>
פ	Fey	<b>ph</b> as in <b>phone</b>

#### 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 the Religious Department 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](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
	פ							ך	ג	ב		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. דמןףץ

## 7.0 ALEPH-BET PRACTICE GRID



															א
															ב
															ג
															ד
															ה

																ו
																ז
																ח
																ט
																י
																יא
																יב
																יג
																יד
																טו
																טז
																יז
																יח
																יט
																כ
																כא
																כב
																כג
																כד
																כה

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	Pronunciation
Aleph	א	' (or none)	Silent letter
Bet	ב	b	B as in boy
	בּ	v	V as in vine
Gimel	ג	g	G as in girl
	גּ		
Dalet	ד	d	D as in door
	דּ		
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	כ	k	K as in kite
	כּ	kh	Ch as in batch
	ך		<i>Sofit form</i>

Lamed	ל	L	<i>L as in look</i>
Mem	מ ם	M	<i>M as in mom</i>
			<i>Sofit form</i>
Nun	נ ן	N	<i>N as in now</i>
			<i>Sofit form</i>
Samekh	ס	S	<i>S as in son</i>
Ayin	ע	‘ (or none)	<i>Silent letter</i>
Pey	פ ף ף	P	<i>P as in park</i>
		ph (or f)	<i>Ph as in phone</i>
			<i>Sofit form</i>
Tsade	צ ץ	ts (s)	<i>Ts as in nuts</i>
			<i>Sofit form</i>
Qof	ק	Q	<i>Q as in queen</i>
Resh	ר	R	<i>R as in rain</i>
Sin	ש	s (or ś)	<i>S as in sin</i>
Shin	שׁ	sh (or š)	<i>Sh as in shy</i>
Tav	ת	T	<i>T as in tall</i>

## 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 be 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. החנשך |
| 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
															Hebrew
															English
															Hebrew
															English
															Hebrew
															English
															Hebrew
															English
															Hebrew

																<b>English</b>
																<b>Hebrew</b>
																<b>English</b>
																<b>Hebrew</b>
																<b>English</b>
																<b>Hebrew</b>

## 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

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 4 VOWEL SIGNS

### CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 A-Type Vowel
  - 3.2 E-Type Vowel
  - 3.3 I-Type Vowel
  - 3.4 O-Type Vowel
  - 3.5 U-Type Vowel
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Self-Assessment Exercises
- 7.0 Tutor-Marked Assignments
- 8.0 References/Further Readings

### 1.0 INTRODUCTION

Vowel letters in a word make pronunciation possible and easy. Originally, Hebrew words lacked vowel letters. A tradition of pronunciation of Hebrew consonants was in practice before the vowel marks were developed by the Tiberian Scholars to assist the younger generations. Before the introduction of vowel signs in Hebrew, certain weak consonants א ה ו י ם were sometimes used to indicate the vowel sounds, and hence were called vowel letters. א and ה were used to indicate “a”, ם 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 *cholem*, *cholem-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 and pronounce 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
ℵ̄	Qamets	“a” as in land	ā	Long
ℵ	Patach	“a” as in aqua	a	Short

#### 3.2 E-Type Vowel

Vowel Mark	Vowel Name	Sound	Transliteration	Class
ℵ̄	Tsere	“e” as in eight	ē	Long
ℵ̄̇	Tsere-yod	“e” as in dell	ê	Very long
ℵ̇	Segol	“e” as in they	e	Short

#### 3.3 I-Type Vowel

Vowel Mark	Vowel Name	Sound	Transliteration	Class
ℵ̄̇	Chireq-yod	“i” as in green	î	Very long
ℵ̇	Chireq	“i” as in ink	i	Short

#### 3.4 O-Type of Vowel

Vowel Mark	Vowel Name	Sound	Transliteration	Class
------------	------------	-------	-----------------	-------

וְ	Cholem-vav	“o” as in yellow	ô	Very long
וּ	Cholem	“o” as in below	ō	Long
וֹ	Qamets-chatuf	“o” as in ought	o	Short

### 3.5 U-Type of Vowel

Vowel Mark	Vowel Name	Sound	Transliteration	Class
וְ	Shureq	“u” as school	û	Very long
וּ	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
וְ	וּ	וְ	וֹ	וּ	וְ	וּ	וְ	וֹ	וּ	וְ	וּ	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. פֶּתַח      | 3. צִירִי  |
| 4. חֵירָק יוֹד  | 5. חֵירָק      | 6. חוֹלָם  |
| 7. קָמֶץ חֹטֵף  | 8. שׁוּרָק     | 9. קִבּוּץ |
| 10. צִירִי יוֹד | 11. חוֹלָם נוּ |            |

## 7.0 TUTOR-MARKED ASSIGNMENTS

- 1) Transliterate into English:

- |            |             |           |             |
|------------|-------------|-----------|-------------|
| 1. גְּדוֹל | 2. בָּ      | 3. בָּבֶל | 4. בָּד     |
| 5. זֶבֶר   | 6. גִּזְלָה | 7. בֹּז   | 8. גִּבִּים |
| 9. בֵּין   | 10. בֵּן    |           |             |

- 2) Transliterate into Hebrew:

- |            |             |            |            |
|------------|-------------|------------|------------|
| 1. 'ādāmōt | 2. 'ēmōr    | 3. nebi'im | 4. tā'ābōd |
| 5. hēbrōn  | 6. hiškim   | 7. bārā    | 8. zōbēhē  |
| 9. melek   | 10. mišpete |            |            |

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

- |          |         |          |         |
|----------|---------|----------|---------|
| 1. יָד   | 2. יוֹם | 3. אִישׁ | 4. יֵשׁ |
| 5. בֵּית | 6. שֵׁם |          |         |

## 8.0 REFERENCES/FURTHER READINGS

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## UNIT 5 HALF-VOWEL SIGNS ( Sheva שְׁ )

### CONTENT

#### 1.0 Introduction

2.0	Objectives
3.0	Main Content
3.1	Simple Sheva
3.2	Compound Sheva
3.3	Transliteration
4.0	Conclusion
5.0	Summary
6.0	Self-Assessment Exercises
7.0	Tutor-Marked Assignments
8.0	Practice Grid
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## 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: לִשְׁמוֹ ... בִּיד (lishmo ... byad)

One writes לִשְׁמוֹ ... בִּיַּד (lishmo ... b<sup>e</sup>yad)

*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 (ְ)

Simple *sheva* is a neutral sound which may arise from any of the short vowels and represents the minimum vowel sound. Sheva (ְ) is transliterated superscript 'e', written this way (e<sup>h</sup>). Example, sheva (ְ) 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. (פֶּרִי is transliterated *perî*).

### 3.2 Compound Sheva

Guttural letters אההע do not accept simple *sheva* (ְ), but a compound *sheva*, namely: ׀, ׀, ׀, Compound *sheva* is a combination of a *sheva* and the three short vowels.

׀ Plus ׀ equals ׀ called *chatef-patach*

׀ Plus ׀ equals ׀ called *chatef-segol*

׀ Plus ׀ equals ׀ called *chatef-qamets*

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

(ii) אֲנוֹשׁ - 'enôsh, translated 'man, mankind'

(iii) חֲלִי - *chôlî*, 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: בֶּרִית (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: יָמִשְׁלוּ (yîm-šêlû), (יָ) is silent, while (שְׁ) is vocal.
3. A *sheva* under a letter doubled by a dot (dagesh forte) is vocal. Thus: קִטְלוּ is transliterated (qîṭ-ṭêlû).
4. A *sheva* is vocal when it is following a long vowel. Example: הָיְתָה is transliterated (hā-yêṭāh)

### 3.3 Transliteration

This section will provide the English equivalence of the Hebrew vowel letters in their different types. The letter ׀ 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
	1. Qamets	׀	"a" as in	Ā



<b>A</b>	2. <i>Patach</i>	אָ	land “a” as in aqua	A
<b>E</b>	3. <i>Tsere</i>	ֵ	“e” as in eight	Ē
	4. <i>Tsere-yod</i>	ֵי	“e” as in dell	Ê
	5. <i>Segol</i>	ֶ	“e” as in they	E
<b>I</b>	6. <i>Chireq-yod</i>	ִי	“i” as in green	Î
	7. <i>Chireq</i>	ִ	“i” as in ink	I
<b>O</b>	8. <i>Cholem</i>	ֹ	“o” as in yellow	Ō
	9. <i>Cholem-vav</i>	ֹו	“o” as in below	Ô
	10. <i>Qamets-chatuf</i>	ֻ	“o” as in ought	O
<b>U</b>	11. <i>Shureq</i>	ֻי	“u” as school	Û
	12. <i>Qibbuts</i>	ֹּ	“u” as in blue	U

#### 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 acquainted 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
וּ	וְ	וּ	וֹ	וֹ	יּ	יְ	יּ	יֹ	יֹ	יֹ	יֹ	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				
שְׁ	שֶׁ	שֻׁ	שֻׁ	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**:
  - When it begins a word (or syllable)
  - When it is the second of two shevas in a row
  - When it appears under a letter with a Dagesh Forte
  - When it follows a syllable that contains a long vowel.
- Correlatively, there are four cases when the Sheva is **silent**:
  - When it ends a word (or syllable)
  - When it is the first of two shevas in a row
  - When it closes a syllable
  - When it follows a syllable that contains a short vowel.

## 6.0 SELF-ASSESSMENT EXERCISE

- Transliterate and Read:

- |             |                |             |             |
|-------------|----------------|-------------|-------------|
| 1. קְבוּ    | 2. יִרְדּוּ    | 3. חֲלִי    | 4. אֱלֹהִים |
| 5. דָּבַר   | 6. עֲבָדָה     | 7. בָּרוּךְ | 8. אֱלֹהֵם  |
| 9. דְּבָרִי | 10. תּוֹלְדוֹת |             |             |

## 7.0 TUTOR-MARKED ASSIGNMENTS

- (1) Transcribe into Hebrew

- |                 |                   |                   |                   |
|-----------------|-------------------|-------------------|-------------------|
| 1. <i>benôt</i> | 2. <i>baqqesû</i> | 3. <i>nēbi'im</i> | 4. <i>tā'ābôd</i> |
|-----------------|-------------------|-------------------|-------------------|

- |                     |                    |                     |                         |
|---------------------|--------------------|---------------------|-------------------------|
| 5. <i>dēbārîm</i>   | 6. <i>bārā</i>     | 7. <i>nšimerû</i>   | 8. <i>darkēkā</i>       |
| 9. <i>hēbrôn</i>    | 10. <i>melekh</i>  | 11. <i>hiškim</i>   | 12. <i>mišpete</i>      |
| 13. <i>binyāmin</i> | 14. <i>zôbēhē</i>  | 15. <i>qetaltem</i> | 16. <i>tišmērem</i>     |
| 17. <i>ʾādāmôt</i>  | 18. <i>bēʾēmet</i> | 19. <i>ʾēmôr</i>    | 20. <i>Yitchāllekūn</i> |

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

- |          |           |          |          |
|----------|-----------|----------|----------|
| 1 לון    | 2 רות     | 3 וְשֵׁם | 4 וְיָהּ |
| 5 מְנוֹת | 6 בּוֹשֶׁ | 7 וְיָהּ | 8 קוֹם   |

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

- |          |         |          |         |
|----------|---------|----------|---------|
| 1. יָד   | 2. יום  | 3. אִישׁ | 4. יֵשׁ |
| 5. בֵּית | 6. שֵׁם |          |         |

## 8.0 PRACTICE GRID (Write the Aleph-Bet severally)




## 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 6     SYLLABLES**

### **CONTENT**

- 1.0    Introduction
- 2.0    Objectives
- 3.0    Main Content
  - 3.1    Syllables two rules
  - 3.2    Syllable classification
  - 3.3    Dagesh
  - 3.4    Gutturals
  - 3.5    Quiescent letters
  - 3.6    Sign of the direct object
- 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**

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 distinct 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: Open or Closed.

**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:  
וְבָהוּ = va – bō – hû
- iii. Syllables which end in a consonant are called closed. As in:  
טוֹב = tôv  
בֵּין = bēn  
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 ו; they may begin with two consonants, the first always having under it a vocal *sheva*. As in בְּרִית (*b<sup>e</sup>rît*)
- 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:

ב	ג	ד	כ	פ	ת
(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 קָלוּ (qal-lû) when so used the dot is called dagesh forte.

Examples: קִטֵּל = קִטְלֵל (*qit-tēl*)

הַשָּׂר = הַשְׂשָׂר (*haś-śār*)

מִשָּׂר = מִשְׂשָׂר (*miś-śār*)

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

ת	ש	ש	ר	ק	צ	פ	ע	ס	נ	מ	ל	כ	י	ט	ח	ז	ו	ה	ד	ג	ב	א	Letter
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	--------

ת	שׁ	שׂ		ק	צ	פ		ס	נ	מ	ל	כ	י	ט		ז	ו		ד	ג	ב		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 ׀).

### 3.4 Gutturals (אהחע ׀)

The guttural letters are אהחע and sometimes ׀. 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 (א) lengthens to *qamets* (אֶ)

chireq (א) lengthens to tsere (אֵ)

Qibbutz (א) lengthens to cholem (אֹ)

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

אֲשֶׁר *'asher*, who, which, what

אֱלֹהִים *'elōhîm*, God

חֲלִי *chōlî*, sickness

- (c) Gutturals prefer the vowel patach (א) before them, and sometimes after them. This preference is especially noticeable with the strong gutturals אהחע. 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,

וֵרָאֵחַ *Verû<sup>a</sup>ach*

רָאֵץ *Rāqî<sup>a</sup>*



נח *Nō<sup>a</sup>ch*

גבה *gāvō<sup>a</sup>h*

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

לְעֵבֶד becomes לְעֵבֶד

### 3.5 Quiescent Letters (אָהוּ)

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

קָרָא

יִקְרָא

תִּזְצָא

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

רָאשִׁית for רָאשִׁית

רָאשִׁים for רָאשִׁים

לִקְרָאת for לִקְרָאת

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

כָּאֵלֶּהִים for כָּאֵלֶּהִים

יֵאמֶר for יֵאמֶר

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

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

לְאֹר for לְהָאֹר

לְחֹשֶׁךְ for לְהַחֲשֹׁךְ

(2) In Hif'il , Hof'al, and Hithpael forms after a preformative of gender or person, as in:

יִבְדֹּל for יִהְבְּדֹל

תִּבְרָאָה for תִּהְרָאָה

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

לְמִינֵהוּ for לְמִינוּ

בֹּהוּ for בּוֹ

- iv. When the preposition ל (to) is prefixed to the word יְהוּדָה (*yehûdāh*, Judah), the combination (לְיְהוּדָה , *leyehûdāh*) first becomes לִיְהוּדָה (*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 מָוֶת *māvt* and then) the ו quiescs, producing the form מוֹת־מֹשֶׁה.

### 3.6 Sign of the Direct Object (אֵל)

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 אֵל. The particle serves merely as the sign of the direct object and is therefore not to be translated. אֵל may be written alone, or it may be joined by a *maqquf* to the following word. In the latter case *tsere* (אֵ) is shortened to *seḡol* (אֶ). Thus we find אֵל הַשָּׁמַיִם in Gen.1:1, but אֶת־הָאָרֶץ 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, quiescent 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 dagesh forte "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 Begedkephat letter 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 "quiescent," 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. midbrêkem    | 3. Kôl      |
| 4. môt       | 5. tiktôb       | 6. bkû      |
| 7. lāredet   | 8. gdôlîm       | 9. Gam      |
| 10. mullal   | 11. sappdû      | 12. challôn |
| 13. hammayim | 14. ibaddô      | 15. chippor |
| 16. Bēn      | 17. 'ēta        | 18. Bēn     |
| 19. Dām      | 20. Blektekā    | 21. Mrakkeb |
| 22. baddām   | 23. vayyinnāgpû | 24. Mishpāt |

## 7.0 TUTOR-MARKED ASSIGNMENTS

- (1) Genesis 2:3 is reproduced here:

וַיְבָרֶךְ אֱלֹהִים אֶת-יּוֹם הַשְּׁבִיעִי וַיְקַדְּשׁ אֹתוֹ כִּי בּוֹ שָׁבַת מְקַל־  
מְלֹאכְתּוֹ אֲשֶׁר-בָּרָא אֱלֹהִים לַעֲשׂוֹת

- 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. כָּרָא   | 2. יִיטֵב   | 3. נְשַׁלְמָה |
| 4. חֹשֶׁךְ  | 5. הַעֲמִיד | 6. מְבוֹא     |
| 7. נְשָׁלוּ | 8. גּוֹי    | 9. רְאשִׁים   |

## 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 ( <i>melek</i> ), King  | 11. אָדָם ( <i>'ādām</i> ), Humankind,   |
| 2. אֹר ( <i>'ôr</i> ), Light      | 12. חֹשֶׁךְ ( <i>chōshek</i> ), Darkness |
| 3. אֶרֶץ ( <i>'erets</i> ), Earth | 13. אֲדָמָה ( <i>'adāmāh</i> ), Ground   |
| 4. עָפָר ( <i>'āfār</i> ), Dust   | 14. אֱלֹהִים ( <i>'elōhîm</i> ), God     |
| 5. בַּיִת ( <i>bayit</i> ), House | 15. רֹאשׁ ( <i>r'ōsh</i> ), Head         |

## 9.0 REFERENCES/FURTHER READINGS

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## **UNIT 7     PARTICLES TO NOTE**

### **CONTENT**

- 1.0    Introduction
- 2.0    Objectives
- 3.0    Main Content
  - 3.1    Accents
  - 3.2    Meteg
  - 3.3    Maqqef
  - 3.4    Mappiq
  - 3.5    Rafe
  - 3.6    Silluq
  - 3.7    Athnah
  - 3.8    Pause
- 4.0    Conclusion
- 5.0    Summary
- 6.0    Self-Assessment Exercises
- 7.0    Tutor-Marked Assignments
- 8.0    Vocabulary
- 9.0    References/Further Readings

### **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 (ֲ).

Examples: מִלֶּדֶת גִּיּוֹן דְּלֶת אֶלֶף

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

Examples: יִשְׂרָאֵל מִנְּשָׂה דָּוִד אֶתָּה

## 2.2 Meteg (גִּתְּגִי)

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: תִּרְאֶה הֶרְקִיעַ גִּיהִי־אֹר
- (b) Used with a long vowel followed by a vocal *sheva*. As in: בְּהִבְרָאָם שָׂרְצוּ חִיתָה
- (c) Used with all vowels before compound *sheva*. As in: לַעֲשׂוֹת גַּעֲשֶׂה הֶאֱדָמָה
- (d) Used with a long vowel in a closed syllable, before *maqgef*. As in: תַּת־כֶּתֶה עֵץ־הָגֵן וְשִׁם־הַנֶּהָר
- (e) Used with first syllable of all forms of הִיָּה and חִיָּה in which the ה and ח have simple (silent) *sheva*. As in : יְהִיָּה (Gen 1.29) יְחִיָּה (Gen 17:18)
- (f) Used with an unaccented אֲ in a final syllable; and to insure the distinct enunciation of a vowel which otherwise might be neglected. As in: וַיִּשָּׁבְעוּ לוֹ וַיִּצָּא

## 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:

יְהִי-עַרְב יְהִי-אֹר עַל-פָּנָי

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:

כָּל-יָפֶשׁ וְשֵׁם-הַנָּהָר אֶת-הָא

## 2.4 Mappiq (Extender) (ֿ)

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

לְעַבְדָּהּ (le'ābdāh) לְמִינָהּ (lēmîṇāh)

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

## 2.5 Rafe (Rest) (̄)

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

## 2.6 Silluq (ֿ)

Silluq is one of the major punctuation marks, which always appear under the last word of a verse, as under ׀ 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 (^)

'Athnah 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 אֵלֶּה הָיְתָה 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)

מַיִם - מַיִם (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. מַיִם

2. הָאָרֶץ

3. לְמִינָהּ

4. כָּל-נֶפֶשׁ

5. וַיֵּצֵא

6. מֶלֶךְ

7. בְּדָגַת

8. דָּלֶת

9. וַיְהִי-אֵר

#### 8.0 VOCABULARY

יָאֹר Stream, canal

יַבֶּשֶׁה (f) dry ground

יָד (f) hand

יָדַע He knew

יְהוָה LORD (Adonay)

יוֹנָה (f) dove

יֹצֵר Potter

יַיִן Wine

יָבֵל Ram, ram's horn

יוֹם Day

#### 9.0 REFERENCES/FURTHER READINGS

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## 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)

### **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 ה, ח, ע
  - 3.5 Before a noun with initial (?)
- 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**

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 [Hey](#) (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 הֵּ (hey (ה)) plus *patach* (ַ), plus dagesh forte (ּ) in the first consonant of the noun; as in:

the day/ today הַיּוֹם (hay-yôm) = הֵּ + יוֹם

the king הַמֶּלֶךְ (ham-melekh) = הֵּ + מֶלֶךְ

the son הַבֵּן (hab-ben) = הֵּ + בֵּן

### 3.2 Before Strong Gutturals

Before the strong or harsh gutturals הֵּ and הֶּ which may be doubled by implication, the form of the article is הֵּ without a dagesh forte in the following letter. As in:

הַחֹלֶה (ha-hölēk) = הֵּ + חֹלֶה

the darkness הַחֹשֶׁךְ (ha-chōshēk) = הֵּ + חֹשֶׁךְ

### 3.3 Before Weak Gutturals

Before the weak guttural אֵ, וֵ and before אֵ, which cannot be doubled, the *patach* under Hey (הֵּ) lengthens to a *qamets* (ֶּ). As in:

the man הָאִישׁ (ha-’îsh) = הֶּ + אִישׁ

the bird הָעוֹף (hā-’ôf) = הֶּ + עוֹף

הָרָקִיעַ (hā-rāqîa’) = הֶּ + רָקִיעַ

### 3.4 Before אֵ הֵּ הֶּ

Before אֵ and before an unaccented הֵּ, הֶּ, the *patach* under Hey (הֵּ) is deflected to a *segôl* (ֶ) for the sake of dissimilarity. As in:

הַחֶזֶק (he-*chāzāq*) = הַזֶּקֶן + הֶ

הַהָרִים (he-*hārîm*) = הָרִים + הֶ

הָעֹוֹן (he-*‘āvôn*) = עֹוֹן + הֶ

### 3.5 Before a noun with initial (י)

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 הֶ without a *dagesh forte* in the following letter. As in:

the children הַיְלָדִים (*ha-yēlādîm*) = יְלָדִים + הֶ

הַמְסִלָּה (*ha-mēsillâ*) = מְסִלָּה + הֶ

### 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:

אֲרָץ ('erets) = הָאָרֶץ (*hā-‘ārets*) the earth

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

עַם ('am) = הָעָם (*hā-‘ām*) the people

גַּן (gan) = הַגָּן (*hag-gān*) the garden

פָּר (par) = הַפָּר (*hap-pār*) the bull

חַג (chag) = הַחֵג (*he-chāg*) the festival

אֲרוֹן ('arôn) = הָאֲרוֹן (*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	Without	With
-----	--------	--------	---------	------

		Form	Definite Article	Definite Article
1	All non-gutturals	הַ	לִּילָה	הַלִּילָה
2	ח, ה	הַ	חֹשֶׁךְ	הַחֹשֶׁךְ
3	א, ע, ר	הָ	אִישׁ	הָאִישׁ
4	ק, ח, ע	הֶ	הָרִים	הַהָרִים
5	י, מ	הֶ	יְלָדִים	הַיְלָדִים

## 6.0 SELF-ASSESSMENT EXERCISE

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

- |            |             |             |
|------------|-------------|-------------|
| 1. מָלַךְ  | 2. לִילָה   | 3. יוֹם     |
| 4. חֹשֶׁךְ | 5. עֶפֶר    | 6. בַּיִת   |
| 7. אִשָּׁה | 8. עֵם      | 9. גֶּן     |
| 10. רֹאשׁ  | 11. בְּרִית | 12. אוֹר    |
| 13. עִיר   | 14. הֵיכָל  | 15. אָדָם   |
| 16. יָד    | 17. הָר     | 18. עֵשׂוֹן |
| 19. חֶרֶב  | 20. שָׁלוֹם |             |

## 7.0 TUTOR-MARKED ASSIGNMENTS

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

- |             |                |              |
|-------------|----------------|--------------|
| 1. הָאָרֶץ  | 2. הָעֵנָן     | 3. הַבַּיִת  |
| 4. הַיּוֹם  | 5. הָהָר       | 6. הַשָּׁנָה |
| 7. הַצֵּאָן | 8. הָאֱלֹהִים  | 9. הָאָדָמָה |
| 10. הָאֶהָל | 11. הַבְּרִית  | 12. הַיּוֹם  |
| 13. הָעַם   | 14. הַשָּׁלוֹם | 15. הָעֵת    |
| 16. הַחָג   | 17. הַלֵּב     | 18. הָרֹאשׁ  |

## 8.0 VOCABULARY

- |                                      |   |
|--------------------------------------|---|
| 1. מֶלֶךְ ( <i>melek</i> ) King      | 16. אָדָם ( <i>'ādām</i> ), Humankind,            |
| 2. אֹר ( <i>'ôr</i> ) Light          | 17. חֹשֶׁךְ ( <i>chōshek</i> ), Darkness          |
| 3. אֶרֶץ ( <i>'erets</i> ) Earth     | 18. אֲדָמָה ( <i>'adāmāh</i> ), Ground            |
| 4. עָפָר ( <i>'āfār</i> ), Dust      | 19. אֱלֹהִים ( <i>'elōhîm</i> ), God              |
| 5. בַּיִת ( <i>bayit</i> ), House    | 20. רֹאשׁ ( <i>r'ōsh</i> ), Head                  |
| 6. עִיר ( <i>'îr</i> ), City         | 21. לַיְלָה ( <i>lay<sup>el</sup>lāh</i> ), Night |
| 7. יוֹם ( <i>yôm</i> ), Day          | 22. חַג ( <i>chag</i> ), Feast, festival          |
| 8. יָד ( <i>yād</i> ), Hand          | 23. בֵּין ( <i>bên</i> ) Between                  |
| 9. פְּרִי ( <i>perî</i> ), Fruit     | 24. עֶרֶב ( <i>erev</i> ) Evening                 |
| 10. בֹּקֶר ( <i>bōqer</i> ), Morning | 25. מָקוֹם ( <i>māqôm</i> ) Place                 |

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## **UNIT 9      PREPOSITIONS AND VAV CONJUNCTION**

### **CONTENT**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Inseparable Prepositions
  - 3.2 The Preposition *min*
  - 3.3 Independent Prepositions
  - 3.4 **Vav** Conjunction
- 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 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. ב plus a *sheva* אֵ )  
 כְּ as, like, according to (i.e. כ plus a *sheva* אֵ )  
 לְ to, for, at (i.e. ל plus a *sheva* אֵ )

**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 בְּבְרִית *biv-rîth* = בְּרִית + בְּ  
 as a covenant כְּבְרִית *kiv-rîth* = בְּרִית + כְּ  
 to a covenant לְבְרִית *liv-rîth* = בְּרִית + 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* (אֵ , אִ , אֻ), the inseparable preposition is pointed with the corresponding short vowel. As in:

in a lion בְּאַרִי *ba'arî* = אַרִי + בְּ  
 as a lion כְּאַרִי *ka'arî* = אַרִי + כְּ  
 to a lion לְאַרִי *la'arî* = אַרִי + לְ

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



in God	בְּאֱלֹהִים <i>bē'lôhîm</i>	=	אֱלֹהִים	+	בְּ
as God	כְּאֱלֹהִים <i>kē'lôhîm</i>	=	אֱלֹהִים	+	כְּ
to God	לְאֱלֹהִים <i>lē'lôhîm</i>	=	אֱלֹהִים	+	לְ

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

in the man	בְּאִישׁ <i>bā-'îsh</i>	=	הָאִישׁ	+	בְּ
as the man	כְּאִישׁ <i>kā-'îsh</i>	=	הָאִישׁ	+	כְּ
to the man	לְאִישׁ <i>lā-'îsh</i>	=	הָאִישׁ	+	לְ

---

in the house	בַּבַּיִת <i>bab-bayit</i>	=	הַבַּיִת	+	בְּ
as the house	כַּבַּיִת <i>kab-bayit</i>	=	הַבַּיִת	+	כְּ
to the house	לַבַּיִת <i>lab-bayit</i>	=	הַבַּיִת	+	לְ

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

in waters	בַּמַּיִם <i>bāmāyim</i>	=	מַיִם	+	בְּ
as waters	כַּמַּיִם <i>kāmāyim</i>	=	מַיִם	+	כְּ
to waters	לַמַּיִם <i>lāmāyim</i>	=	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 *maqfef* 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 ך is assimilated and the following letter is doubled by *daghes forte* as compensation. As in:

from David	מִדָּוִד <i>mid-dāvid</i>	=	דָּוִד	+	מִן
from a day	מִיּוֹם <i>miy-yôm</i>	=	יוֹם	+	מִן

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

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

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

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

from a mountain מֵהָר *mēhar* = הָר + מֵן

- iii. Before a *yod* pointed with a simple *sheva* (יְ) the preposition contracts to מִי. As in:

from Judah מִיְהוּדָה *mîhûdāh* = יְהוּדָה + מֵן

from Jerusalem מִירוּשָׁלַיִם *mîrûshālayim* = יְרוּשָׁלַיִם + מֵן

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

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

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

Or the preposition becomes inseparable. As in:

מֵן before הַמֶּלֶךְ becomes מִמֶּלֶךְ, from the king

מֵן before הַבַּיִת becomes מִמֶּבַיִת, 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. תַּחַת  | under, instead of   |
| 7. עַד   | Until, unto      | 8. אַחֲרֵי | behind, after       |
| 9. אֶצֶל | 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* (ְ). 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 *ûvên* = בֵין + וּ  
and a king וּמֶלֶךְ *ûmelekh* = מֶלֶךְ + וּ  
and here וּפֹה *ûfôh* = פֹה + וּ

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

and Judah וַיְהוּדָה *vîhûdāh* = יְהוּדָה + וַיְ  
let there be וַיְהִי *vîhî* = יְהִי + וַיְ

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

and I וַאֲנִי *va'anî* = אֲנִי + וַ  
and truth וַאֲמֶת *ve'emet* = אֲמֶת + וַ  
and sickness וַחֲלִי *vocholî* = חֲלִי + וַ

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

and a night וַלַיְלָה *vālayelāh* = לַיְלָה + וַ  
and evil וַרָע *vārā'* = רָע + וַ

## 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 לְ, כִּי, בְּ

S/N	Before	Hebrew Form	Without Preposition	With Preposition
1	All non- gutturals with full vowels	בֶּ, כֶּ, לֶ	מֵלֶךְ	בְּמֵלֶךְ
2	Consonants with simple <i>sheva</i>	בֶּ, כֶּ, לֶ	בְּרִית	בְּבְרִית
3	<i>yod</i> with a simple <i>sheva</i>	בִּי, כִּי, לִי	יְהוּדָה	בִּיהוּדָה
4	A guttural with a compound <i>sheva</i>	בֶּ, כֶּ, לֶ	אֲרִי	בְּאֲרִי
5	An 'alef that has a <i>chatef-segol</i> (sometimes)	בֶּ, כֶּ, לֶ	אֶלֶהִים	בְּאֶלֶהִים
6	A definite article	בֶּ, כֶּ, לֶ	הָאִישׁ	בָּאִישׁ
7	The tone-syllable (Sometimes)	בֶּ, כֶּ, לֶ	מִים	בְּמִים

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

S/N	Before	Hebrew Form	Without Preposition	With Preposition
1	All non-gutturals with full vowels	מֶ	מֵלֶךְ	מִמֵּלֶךְ
2	Gutturals or ך	מִ	אָדָם	מֵאָדָם
3	<i>yod</i> with a simple <i>sheva</i>	מִי	יְהוּדָה	מִיְהוּדָה
4	Definite article	מִן־ Or מִ	הַבַּיִת	מִן־הַבַּיִת Or מִהַבַּיִת

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

S/N	Before	Hebrew Form	Without Preposition	With Preposition
1	All consonants with full vowels	וַ	אָדָם	וְאָדָם
2	Before labials with full vowels	וַ	כֵּין	וְכֵין
3	<i>yod</i> with a simple <i>sheva</i>	וִי	יְהוּדָה	וִיהוּדָה
4	A compound <i>sheva</i>	וַיְ, וִיְ, וַיְ	אָנִי	וְאָנִי

5	A tone-syllable	ן	לִּילָה	וּלְיִלָּה
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## 6.0 SELF-ASSESSMENT EXERCISE

- Prefix the preposition לְ, בְּ, מִ, 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. בֵּית | 2. יְהוּדָה | 3. חֹשֶׁךְ | 4. סוּם  |
| 5. מִים  | 6. יוֹם     | 7. אָדָם   | 8. רֹאשׁ |

## 7.0 TUTOR-MARKED ASSIGNMENTS

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 וְאֱלֹהִים      | 2. שְׁלוֹם בְּאֶרֶץ |
| 3. בַּיּוֹם וּבַלַּיְלָה | 4. וּבֵין הַחֹשֶׁךְ |
| 5. טוֹב וְרָע            | 6. יוֹם וּמָאָרָץ   |
| 7. מִבֵּן וְשְׁלוֹם      | 8. בֵּין הָאֹר      |
| 9. אֶל-יְרוּשָׁלַּיִם    | 10. אֶצֶל הַקֹּהֵן  |

3) Prefix the preposition מִן to the following words.

- |          |            |           |
|----------|------------|-----------|
| 1. בֵּית | 2. הַבֵּית | 3. פָּרִי |
|----------|------------|-----------|

- |            |           |              |
|------------|-----------|--------------|
| 4. חֶשֶׁךְ | 5. יָד    | 6. הַחֶשֶׁךְ |
| 7. אִשָּׁה | 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. בֵּית     |
| 7. כְּבֵית     | 8. כְּבָרִית  | 9. אֶמֶת     |
| 10. בִּיהוּדָה | 11. הַסּוּס   | 12. לַיּוֹם  |

## 8.0 VOCABULARY

- |                                       |   |
|---------------------------------------|---|
| 1. אִישׁ <i>îsh</i> , man             | 2. עַל <i>‘al</i> , upon, above, about            |
| 3. בְּרִית <i>berîth</i> , covenant   | 4. עִם <i>‘im</i> , with                          |
| 5. יְהוּדָה <i>Yêhûdâh</i> , Judah    | 6. בֵּין <i>bên</i> , between                     |
| 7. אַרְי <i>‘arî</i> , lion           | 8. בֶּן <i>bên</i> , son                          |
| 9. אֱלֹהִים <i>‘elôhîm</i> , God      | 10. עַד <i>‘ad</i> , until, unto                  |
| 11. מַיִם <i>mayim</i> , water        | 12. תַּחַת <i>tachath</i> , under, instead of     |
| 13. סוּס <i>Sûs</i> , horse           | 14. אַחֲרַי <i>‘acharî</i> , behind, after        |
| 15. בַּיִת <i>bayith</i> , house      | 16. אֶצֶל <i>‘etsel</i> , beside, near            |
| 17. אֶל <i>‘el</i> , to, toward, into | 18. יְרוּשָׁלַיִם <i>Yerûshālayim</i> , Jerusalem |
| 19. פֹּה <i>Pôh</i> , here            | 20. לִפְנֵי <i>Lifnê</i> , before, in front of,   |
| 21. טוֹב <i>tôv</i> , good            | 22. שְׁלוֹם <i>Shālôm</i> , peace                 |
| 23. יְהִי <i>yêhî</i> , let there be  | 24. רָע <i>râ’</i> , evil                         |

## 9.0 REFERENCES/FURTHER READINGS

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## **UNIT 10    NOUNS: GENERAL CHARACTERISTICS**

### **CONTENT**

1.0	Introduction
2.0	Objectives
3.0	Main Content
3.1	Noun Properties
3.2	Derivation
3.3	Gender
3.4	Number
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 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
זָרַע	seed	from	זָרַע	he sowed
מָלַךְ	king	from	מָלַךְ	he reigned
עָבַד	servant	from	עָבַד	he served

### 2.2 Nouns derived from other nouns include:

בּוֹקֵר	a herdsman	from	בָּקָר	a herd
כֹּרֵם	a vinedresser	from	כֶּתֶם	a vineyard
יִשְׂרָאֵלִי	Israelite	from	יִשְׂרָאֵל	Israel

### 3.3 Primitive nouns include:

אָב	Father	אִם	mother	יָד	hand
בֶּן	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 הְ termination. Here are few examples of masculine and feminine nouns:

Masculine	Feminine
סוּם a horse	סוּסָה a mare
אִישׁ a man	אִשָּׁה a woman
נָבִיא a prophet	נָבִיאָה a prophetess

### Classes of feminine nouns

- i. Words ending in the הְ or ת as in סוּסָה, mare; אחות, sister; בַּת, daughter.
  - ii. Words of any termination that are names of feminine creatures, as אִם, 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 הְ to the masculine. The plural masculine is formed by adding יִם to the singular; and the plural feminine by changing הְ into וֹת, or by adding וֹת to the singular if it has no feminine termination.

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

Example:

<u>Singular</u>		<u>Feminine</u>
<b>Masculine</b>		
טוב good		טובה good
סוס horse		סוסה mare
<u>Plural</u>		
טובים good		טובות good
סוסים horses,		סוסות mares
<u>Dual</u>		
סוסים pair of horses		סוסתים pair of mares

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

<u>Singular</u>	<u>Plural</u>
אב father	אבות fathers
שם name	שמות names
מקום place	מקומות places
קול voice	קולות 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>
אשה woman	נשים women
עיר city	ערים cities

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

<u>Singular</u>	<u>Plural</u>
דור generation	דורים or דורות generations
שנה year	שנים or שנות years

## 4.0 CONCLUSION

This unit discussed Noun properties, namely: 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**

<i>Dual</i>	<i>Plural</i>	<i>Singular</i>	
יָם	יָם	(none)	Masculine
יָם	וֹת	אֵת הָ	Feminine

## 6.0 SELF-ASSESSMENT EXERCISES

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

- |           |           |         |
|-----------|-----------|---------|
| 1. אִישׁ  | 2. מֶלֶךְ | 3. סוֹס |
| 4. נָבִיא | 5. נָעַר  | 6. שָׂר |

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

- |            |            |            |
|------------|------------|------------|
| 1. אָב     | 2. אִשָּׁה | 3. בֵּת    |
| 4. סוֹס    | 5. סֵפֶר   | 6. מֶלֶךְ  |
| 7. סוּסָה  | 8. עִיר    | 9. תּוֹרָה |
| 10. נֶשֶׁם | 11. יָד    | 12. רֶגֶל  |

## 7.0 TUTOR-MARKED ASSIGNMENT

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

- |         |        |           |              |
|---------|--------|-----------|--------------|
| 1. אִים | 2. אָם | 3. אֲרִיץ | 4. תּוֹרָה . |
|---------|--------|-----------|--------------|

- |           |          |           |        |
|-----------|----------|-----------|--------|
| 5. יָד    | 6. יוֹם  | 7. כָּנָף | 8. עֵץ |
| 9. עֵינַי | 10. עִיר |           |        |

2) Translate the following

- |                             |                                 |
|-----------------------------|---------------------------------|
| 1. הַמַּיִם בְּתוֹךְ הַיָּם | 2. הָעוֹף בַּשָּׁמַיִם          |
| 3. הָאֲזָנִים וְהָעֵינַיִם  | 4. הַבְּרִית עִם-הַמֶּלֶךְ      |
| 5. בָּנִים וּבָנוֹת         | 6. הַמַּצּוֹת בַּתּוֹרָה        |
| 7. עֹפֶר מִן-הָאֲדָמָה      | 8. בַּיּוֹם וּבַלַּיְלָה        |
| 9. הַשָּׁמַיִם וְהָאָרֶץ    | 10. הַמַּלְכִּים מִירוּשָׁלַיִם |

## 8.0 VOCABULARY

- |                   |                                     |
|-------------------|-------------------------------------|
| 1. חָכָם wise     | 2. גָּדוֹל great                    |
| 3. טוֹב good      | 4. קוֹל voice                       |
| 5. עֹז strong     | 6. הָיָה he was, became             |
| 7. קָטָן small    | 8. רַב many, much, great            |
| 9. קְרוֹת near    | 10. מֹשֶׁה Moses                    |
| 11. מָר bitter    | 12. יָפֵה beautiful, handsome, fair |
| 13. שָׂדֶה field  | 14. אֲדָמָה ground, earth           |
| 15. אֱלֹהֵי Lord  | 16. יְהוָה LORD (Pronounced Adonai) |
| 17. בָּשָׂר flesh | 18. יָשָׁר straight, right          |
| 19. עֹפָר dust    | 20. נֶפֶשׁ soul, living being       |

## 9.0 REFERENCES/FURTHER READINGS

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## UNIT 11 ADJECTIVE

### CONTENT

1.0	Introduction
2.0	Objectives
3.0	Main Content
3.1	Adjective Properties
3.2	Adjective Usage
3.3	Patterns of Inflection
4.0	Conclusion
5.0	Summary
6.0	Self-Assessment Exercises
7.0	Tutor-Marked Assignments
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### 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:

<i>Translation</i>	<i>Adjective</i>	<i>Noun</i>
A good son	טוב	בֶּן
A wise father	חכם	אב

### 2.0 OBJECTIVE

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

- Identify adjectival phrases and constructions 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 הַטוֹב, the good man (expressed in Hebrew as ‘the man, the good (one)’) )

הָאִשָּׁה הַטוֹבָה, 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 גְּדוּלוֹת, great women;

and not נָשִׁים גְּדוּלִים

#### 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:

<i>Feminine</i>		<i>Masculine</i>		
The good (one)	הַטּוֹבָה	The good (one)	הַטּוֹב	<i>Singular</i>
The good (ones)	הַטּוֹבוֹת	The good (ones)	הַטּוֹבִים	<i>Plural</i>

### 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:

<i>Feminine</i>	<i>Masculine</i>	
אָה	...	<i>Singular</i>
אָה	אָה	<i>Plural</i>

<i>Feminine</i>	<i>Masculine</i>	
טוֹבָה	טוֹב	<i>Singular</i>
טוֹבוֹת	טוֹבִים	<i>Plural</i>

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

Examples:

A good daughter	בֵּת טוֹבָה	A good son	בֶּן טוֹב
Good daughters	בָּנוֹת 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

- 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

- נַעֲרָה קְטַנָּה a little maid

(a) \_\_\_\_ (b) \_\_\_\_ (c) \_\_\_\_

- בְּיָשָׁרָהּ by a straight way

(a) \_\_\_\_ (b) \_\_\_\_ (c) \_\_\_\_

- אֶבֶן גְּדוֹלָה a great stone

(a) \_\_\_\_ (b) \_\_\_\_ (c) \_\_\_\_

- בֵּית הַחָדָשׁ a new house

(a) \_\_\_\_ (b) \_\_\_\_ (c) \_\_\_\_

- עִיר גְּדוֹלָה a great city

- (a) \_\_\_\_ (b) \_\_\_\_ (c) \_\_\_\_
6. קָרוֹב הַיּוֹם the day is near  
(a) \_\_\_\_ (b) \_\_\_\_ (c) \_\_\_\_
7. טוֹבָה הָאֲרֶץ מְאֹד מְאֹד the land was exceedingly good  
(a) \_\_\_\_ (b) \_\_\_\_ (c) \_\_\_\_
8. הַטּוֹבָה הַיְיָרָה 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	סוֹס	Horse
יָפִיָּה	Beautiful	אוֹר	Light
מְאֹד	Very (adverb)	בִּינָה	Understanding
יָשָׁר	Upright	מָקוֹם	Place, Abode
קָדוֹשׁ	Holy	קוֹל	Voice
קָטָן	Small	נָבִיא	Prophet
רָע	Evil, wicked	צָדִיק	Righteous, Just
תָּמִים	Perfect, Complete	הוּא	That

## 9.0 REFERENCES/FURTHER READINGS

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## UNIT 12 THE PRONOUN

### CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Properties of Pronoun
  - 3.2 Types of Pronouns
- 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 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, אַנְכִי	I	1 cp	אֲנִי, אַנְכִי, אַנְכִי	We
2 ms	אַתָּה	You	2 mp	אַתֶּם	You
2 fs	אַתְּ	You	2 fp	אַתֶּן, אַתְּנָה	You
3 ms	הוא	He/it	3 mp	הֵם, הֵנָּה	They
3 fs	היא	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.	הוא that	Masc.	הֵמָּה (הֵם) those
Fem.	היא 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
הָעָרִים הָאֵלֶּה	These cities
בַּיָּמִים הֵם	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
הוא הַדָּבָר	That (is) the word
הוא הָעִיר הַגְּדוֹלָה	That (is) the great city
אֵלֶּה הַדְּבָרִים	These (are) the words

**(c) Interrogative Pronouns**

The following are the Hebrew Interrogative pronouns:

מִי Who?	מָה What?
מַדּוּעַ Why?	לָמָּה Why?

מתי	When?	איפה	Where?
איך / איכה	How?	מאיין	From Where?
אן / אנה	Where?	ה	Interrogative particle
אי	Where?	איה	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 acquainted 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) השנים הטבת האלה
- 2) צדיק אמה
- 3) כי מלך גדול אני
- 4) לעיר הגדולה הזאת
- 5) כי־חזקים המה
- 6) חכמים אנהנו
- 7) כי־חזק הוא
- 8) כי מרים הם
- 9) העיר הזאת קרבה
- 10) ואנכי נער קטן

## 7.0 TUTOR-MARKED ASSIGNMENTS

(1) Underscore the correct pronominal form in the following entries

- |                           |                                |
|---------------------------|--------------------------------|
| 1) כי קטן (הוא / היא)     | For he (is) small              |
| 2) כי קשה (את / אמה)      | that you (are) stubborn        |
| 3) כי־יפה (הוא / הוא) מאד | for she (was) very beautiful   |
| 4) יפה (אתה / את)         | you (are) lovely               |
| 5) תמים (אתה / את)        | you (were) perfect (blameless) |

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

- |    |                                       |   |
|----|---------------------------------------|---|
| 1. | האיש משה גדול מאד                     | The man Moses (was) very great                                  |
| 2. | הדבר הגדול                            | This great thing  |
| 3. | כי אל גדול יהוה ומלך גדול על־כל־אלהים | For the Lord (is) a great God, and a great king above all gods. |
| 4. | כי קרוב הוא                           | For it (was) near   |
| 5. | כי־קרבים הם                           | for they (were) near (neighbours)                               |

## 8.0 VOCABULARY

1	אבן	(f) Stone	10	משה	Moses
2	דור	Generation	11	נביא	Prophet
3	ירושלים	Jerusalem	12	נער	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	שֶׁן	Oil, fat	18	תּוֹרָה	(f) law, Instruction

## 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 13 VERBS: GENERAL CHARACTERISTICS

### CONTENT

1.0	Introduction
2.0	Objectives
3.0	Main Content
3.1	Roots
3.2	Classes of Verbs
3.3	Tenses
3.4	Verb Stems
3.5	Triliteral verb-stems
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 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	בָּרָא
מִבְדִּיל	from	בָּדַל
מִתְהַלֵּךְ	from	הָלַךְ
הַקִּימָתִי	from	קָם

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: ברא 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: מוֹת to die, מָת he died, שָׁם 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:

שָׁבַת      דָּבַק      מָשַׁל

**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:

עָזַב      הָרַג      רָחַף

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

נָתַן      יָצַר      בָּרָא

**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:

סָבַב;      חָלַל;      קָנַן

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

מוֹת;      בֵּין;      יְשִׁים; קוֹם

### 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 *pôlêl*), *Pu'al*, *Hif'il*, *Höf'al*, and *Hithpa'el*.

- (i) **Qal** (קָל). 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 Pôlêl)** (פִּיעַל). 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: קִטַּל (*qît-têl*). Example: **He destroyed**.
- (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 ũ or o under the first radical. Example: קֻטַּל (*qût-tal*). Example: **He was destroyed**.
- (v) **Hif'il** (הִפְעִיל). 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) **Höf'al** (הֻפְעַל). The passive causative stem is called *Hof'al*. the formal characteristic is the prefix הֻ, which undergoes change in inflection. Example: הֻחַקַּל (*hōq-tal*). Example: **He was caused to kill**.
- (vii) **Hithpa'el** (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	<i>Qal</i>	קָטַל	קָטַל	Simple root meaning	None
2	<i>Nif'al</i>	נִקְטַל	נִקְטַל	Reflexive, reciprocal, passive	נ
3	<i>Pi'el</i>	קָטַל	קָטַל	Intensive active	Dagesh forte in second radical
4	<i>Pu'al</i>	קָטַל	קָטַל	Intensive passive	Qibbus Q. and <i>Dagesh forte</i>
5	<i>Hif'il</i>	הִקְטִיל	הִקְטִיל	Causative active	ה
6	<i>Hof'al</i>	הִקְטַל	הִקְטַל	Causative passive	ה
7	<i>Hith-pa'el</i>	הִתְקַטַּל	הִתְקַטַּל	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	<i>Qal</i>	קָטַל	קָטַל	Simple root meaning	None
2	<i>Nif'al</i>	נִקְטַל	נִקְטַל	Reflexive, reciprocal, passive	נ
3	<i>Pi'el</i>	קָטַל	קָטַל	Intensive active	Dagesh forte in second radical
4	<i>Pu'al</i>	קָטַל	קָטַל	Intensive passive	Qibbus Q. and <i>Dagesh forte</i>

5	<i>Hif'il</i>	הִקְטִיל	הִקְטִיל	Causative active	הִ
6	<i>Höf'al</i>	הִקְטִיל	הִקְטִיל	Causative passive	הִ
7	<i>Hith-pa'el</i>	הִתְקַטֵּל	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. ( ) שָׁמַרְתֶּם   |
| 2. ( ) שָׁמְרוּ    | 8. ( ) כָּתַבְנוּ    |
| 3. ( ) לָקַחְתָּ   | 9. ( ) יָקַטְלָה     |
| 4. ( ) בָּרָא      | 10. ( ) תִּקְטֹלְנָה |
| 5. ( ) קָרָא       | 11. ( ) אָכַלְתֶּן   |
| 6. ( ) הִלְכוּ     | 12. ( ) נִשְׁמַר     |

- 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

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 14 THE QAL PERFECT INFLECTION (REGULAR VERBS)

### CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Qal Perfect Inflection
- 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

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	כָּתְבָהּ	She wrote			
2 m.s	כָּתַבְתָּ	You wrote	2 m.p	כָּתַבְתֶּם	You wrote
2 f.s	כָּתַבְתְּ	You wrote	2 f.p	כָּתַבְתֶּן	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	שָׁמַרְתֶּם	You kept
2 f.s	שָׁמַרְתְּ	You kept	2 f.p	שָׁמַרְתֶּן	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 f.s	הָ	She	3 c.p	וּ	They
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 (כָּתַב, שָׁמַר), 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	וְ	They
2 m.s	הָ	You	2 m.p	תִּם	You
2 f.s	הָ	You	2 f.p	תִּן	You
1 c.s	אֲנִי	I	1 c.p	נִי	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

- בָּרָא אֱלֹהִים אֶת הַשָּׁמַיִם (Gen.1:1)
- וַלְחֹשֶׁךְ קָרָא לַיְלָה (Gen.1:5)
- אֱלֹהִים נִפְלָה מִן־הַשָּׁמַיִם (Job 1:16)
- שָׁמְרוּ בְּרִית אֱלֹהִים (Ps.78:10)
- הָעַם אָמְרוּ אִמֵּן (Deut (27:15)
- 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. מֶלֶךְ 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
Unit 16	The Qal Imperfect Inflection (Regular Verbs)
Unit 17	Perfect of the Remaining Verb Stems
Unit 18	Imperfect of the Remaining Verb Stems
Unit 19	Pronominal Suffixes
Unit 20	Imperatives
Unit 21	Vav Consecutive

### **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:

וַיִּשְׁמְרָהּ (and she kept), has the prefix וַיִּ and the suffix הָ.

If we remove the prefix and the suffix, we now have three consonants שִׁמְר from which we can make a tentative reconstruction of the verb root. Qal, Pi'el and Pu'alo 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 conjunction), 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:

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

But the verb root שִׁמְר 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. וַיִּ is the prefix for the Nif'al perfect
2. וַיִּחַ is the prefix for the Hitpa'el perfect
3. וַיִּחַ is the prefix for the Hif'il perfect
4. וַיִּחַ 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	וָהָ	She	3 c.p	וָהָ They
2 m.s	וָהָ	You	2 m.p	וָהָ You

2 f.s	הָ	You	2 f.p	הֶן	You
1 c.s	הִי	I	1 c.p	נִי	We

- 5) Then reconstruct the verb root from the remaining consonants. In the example used in 1) above, the remaining consonants are: שִׁמְר.
- 6) Finally, use the Hebrew lexicon (e.g. BDB) to locate the verb root (e.g. שִׁמְר) to determine its meaning. It is advisable to use the verbal root in the 3<sup>rd</sup> 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 שִׁמְר. Using the BDB to locate the 3<sup>rd</sup> person masculine singular Qal perfect form, which is שָׁמַר, which means he kept; the suffix הָ is 3<sup>rd</sup> person feminine 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 use 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 perfects:

- |                 |                |
|-----------------|----------------|
| 1. הִשְׁלִיכוּ  | 2. שָׁמַרְתָּ  |
| 3. נִשְׁבְּרוּ  | 4. מִשְׁלַתָּם |
| 5. קִדְּשָׁנוּ  | 6. מִשְׁלָה    |
| 7. כָּתַבְתָּם  | 8. פָּקַדְתִּי |
| 9. וּלְקַחְתָּם | 10. וּמָלַךְ   |

## 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.

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

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## UNIT 16 THE QAL IMPERFECT INFLECTION (REGULAR VERBS)

### CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Qal Imperfect Inflection
  - 3.2 Important features to note
- 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

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. כָּתֵב

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	יִכְתֹּבוּ	They shall write
3 fs	תִּכְתֹּב	She shall write	3 fp	תִּכְתֹּבְנָה	They (f) shall write
2 ms	תִּכְתֹּב	You shall write	2 mp	תִּכְתֹּבוּ	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	יִמְלֹכוּ	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	תִּמְלֹכוּ	You (m) shall reign
2 fs	תִּמְלֹכִי	You (f) shall reign	2 fp	תִּמְלֹכְנָה	You (f) shall reign
1 cs	אֶמְלֹךְ	I shall 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 s<sup>g</sup>ol rather than a hireq.
- 4) There is only one suffix in the singular, which is hireq-yod (י) found in the second person feminine singular.
- 5) The plural inflections have suffixes in the first four forms namely: וְ, נָה, וְ, 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 — — — וְ
3 fs	— — — יָ	3fp	יָ וְ — — — וְ
2 ms	— — — יָ	2 mp	יְ — — — וְ
2 fs	יְ — — — יָ	2 fp	יָ וְ — — — וְ
1 cs	— — — יָ	1 cp	— — — וְ

## 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:

- זָכַר he remembered
- שָׁמַל he kept
- שָׁפַט he judged
- שָׁבַת he rested
- מָשַׁל he ruled

## 8.0 VOCABULARY

גָּאֵל He redeemed	גָּלָה He uncovered, revealed
גּוֹאֵל Redeemer	גָּמַל He dealt generously with, repaid
גָּבַהּ 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

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## UNIT 17 PERFECT OF THE REMAINING VERB STEMS

### CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Nif'al Perfect Inflection
  - 3.2 Pi'el Perfect Inflection
  - 3.3 Pu'al Perfect Inflection
  - 3.4 Hitpa'el Perfect Inflection
  - 3.5 Hif'il Perfect Inflection
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- 5.0 Summary
- 6.0 Self-Assessment Exercises
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### 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, Nif'al, Pi'el, Pu'al, Hitpa'el, Hif'il, and Hof'al. Earlier, we studied the verb: **Qal**, which forms the basis for the inflection of other verb stems. This unit will study Nif'al, Pi'el, Pu'al 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 Nif'al, Pi'el, and Pu'al verbs.
- 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 Nif'al Perfect Inflection

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

## Nif'al 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 (נִמְשַׁל – נִפְעַל).
- 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 (affirmatives) of Pi'el perfect inflections of Hebrew verbs are summarized in the table below:

## Pi'el Perfect Inflection פִּיעַל

Qal perfect form מָשַׁל (he ruled)

Singular			Plural		
Person	Hebrew	English	Person	Hebrew	English
3 ms	מִשַּׁל	He ruled (with force)	3 cp	מִשְׁלוּ	They ruled (with force)
3 fs	מִשְׁלָה	She ruled (with force)			
2 ms	מִשַּׁלְתָּ	You ruled (with force)	2 mp	מִשַּׁלְתֶּם	You ruled (with force)
2 fs	מִשַּׁלְתְּ	You ruled (with force)	2 fp	מִשַּׁלְתֶּן	You ruled (with force)

1 cs	מִשְׁלַּתִּי ruled (with force)	1 cp	מִשְׁלָנוּ We ruled (with force)
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**Note:**

- 1) Pi'el is an intensive active stem, which is causative in nature (e.g. מִשַּׁל he ruled with force).
- 2) The middle consonant of the verb root is doubled as in מִשְׁלָּל.
- 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 (affirmatives) of Pu'al perfect inflection of Hebrew verbs is summarized in the table below:

#### Pu'al Perfect Inflection פִּעֵל

Qal perfect form מִשַּׁל (he ruled)

Singular			Plural		
Person	Hebrew	English	Person	Hebrew	English
3 ms	מִשְׁלָּל	He was ruled (with force)	3 cp	מִשְׁלָּלוּ	They were ruled (with force)
3 fs	מִשְׁלָּלָה	She was ruled (with force)			
2 ms	מִשְׁלָּלְתָּ	You were ruled (with force)	2 mp	מִשְׁלָּלְתֶּם	You were ruled (with force)
2 fs	מִשְׁלָּלְתְּ	You were ruled (with force)	2 fp	מִשְׁלָּלְתֶּן	You were ruled (with force)
1 cs	מִשְׁלָּלְתִּי	I was ruled (with force)	1 cp	מִשְׁלָּלְנוּ	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 Pu'al perfect.
- 4) The middle root consonant is doubled as in מִשְׁלָּל.
- 5) Pu'al perfect is patterned after the Qal perfect

### 3.4 Hitpa'el Perfect Inflection

The prefixes (preformatives) and suffixes (affirmatives) of Hitpa'el perfect inflection of Hebrew verbs is summarized in the table below:

## התפעל Hitpa'el Perfect Inflection

Qal perfect form מָשַׁל (he ruled)

Singular			Plural		
Person	Hebrew	English	Person	Hebrew	English
3 ms	הִתְמַשֵּׁל	He ruled himself	3 cp	הִתְמַשְׁלוּ	They ruled themselves
3 fs	הִתְמַשְׁלָה	She ruled herself			
2 ms	הִתְמַשַּׁלְתָּ	You ruled yourself	2 mp	הִתְמַשַּׁלְתֶּם	You ruled yourself
2 fs	הִתְמַשַּׁלְתְּ	You ruled yourself	2 fp	הִתְמַשַּׁלְתֶּן	You ruled yourself
1 cs	הִתְמַשַּׁלְתִּי	ruled myself	1 cp	הִתְמַשַּׁלְנוּ	We ruled ourselves

### Note:

- 1) Hitpa'el verb forms normally express a reflexive action, that is an action performed by the subject upon himself/herself.
- 2) All Hitpa'el perfect forms are prefixed with הִתְ 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 Hitpa'el.
- 4) The middle root consonant is doubled in all Hitpa'el forms.

### 3.5 Hif'il Perfect Inflection

The prefixes (preformatives) and suffixes (affirmatives) of Hif'il perfect inflection of Hebrew verbs are summarized in the table below:

## הפעיל Hif'il Perfect Inflection

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) Hif'il verbs normally serve as the causative active of the Qal.



- 2) The Hif'il stem is prefixed with הִ through the perfect inflection.
- 3) Hif'il perfects are patterned after Qal perfects

### 3.6 Hof'al Perfect Inflection

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

#### Hof'al Perfect Inflection הִפְעַל

Qal perfect form מָשַׁל (he ruled)

Singular			Plural		
Person	Hebrew	English	Person	Hebrew	English
3 ms	הִמָּשַׁל	He was caused to rule	3 cp	הִמָּשְׁלוּ	They were caused to rule
3 fs	הִמָּשְׁלָה	She was caused to rule			
2 ms	הִמָּשַׁלְתָּ	You were caused to rule	2 mp	הִמָּשַׁלְתֶּם	You were caused to rule
2 fs	הִמָּשַׁלְתְּ	You were caused to rule	2 fp	הִמָּשַׁלְתֶּן	You were caused to rule
1 cs	הִמָּשַׁלְתִּי	I was caused to rule	1 cp	הִמָּשַׁלְנוּ	We were caused to rule

#### Note:

- 1) Hof'al is the passive of Hif'il .
- 2) All Hof'al perfects are prefixed with הִ
- 3) In all other respects, Hof'al perfects are patterned after Qal perfects.

### 4.0 CONCLUSION

This unit discussed other Hebrew perfect stems apart from Qal, namely: Nif'al, Pi'el and Pu'al, Hitpa'el, Hif'il and Hof'al. Whereas Nif'al functions as a simple passive, Pi'el and Pu'al function as intensive active, and intensive passive respectively. Hitpa'el functions as a reflexive action, Hif'il function as causative active, while Hof'al functions as causative passive. 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, Pu'al, Hitpa'el, Hif'il and Hof'al perfect verbs. Please note the prefixes and suffixes:

### 1) Nifal Perfect Inflection נִפְעַל

Singular		Plural	
Person	Hebrew	Person	Hebrew
3 ms	— — — בִּ	3 cp	בִּ — — וְ
3 fs	בִּ — — הָ		
2 ms	בְּ — — תָּ	2 mp	בְּ — — תָּם
2 fs	בְּ — — תָּ	2 fp	בְּ — — תָּן
1 cs	בִּ — — תִּי	1 cp	בְּ — — נוּ

### 2) Pi'el Perfect Inflection פִּעַל

Singular		Plural	
Person	Hebrew	Person	Hebrew
3 ms	— — —	3 cp	וְ — — —
3 fs	הָ — —		
2 ms	תָּ — — —	2 mp	תָּם — — —
2 fs	תָּ — — —	2 fp	תָּן — — —
1 cs	תִּי — — —	1 cp	נוּ — — —

### 3) Pu'al Perfect Inflection Inflection פֻּעַל

Singular		Plural	
Person	Hebrew	Person	Hebrew
3 ms	— — —	3 cp	וְ — — —
3 fs	הָ — —		
2 ms	תָּ — — —	2 mp	תָּם — — —
2 fs	תָּ — — —	2 fp	תָּן — — —
1 cs	תִּי — — —	1 cp	נוּ — — —

### 4) Hitpa'el Perfect Inflection הִתְפַּעַל

Singular		Plural	
Person	Hebrew	Person	Hebrew
3 ms	הִתְ — —	3 cp	הִתְ — — וְ
3 fs	הִתְ — — הָ		
2 ms	הִתְ — — תָּ	2 mp	הִתְ — — תָּם
2 fs	הִתְ — — תָּ	2 fp	הִתְ — — תָּן

1 cs	הִתְּ _ _ _ תִּי	1 cp	הִתְּ _ _ _ נוּ
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### 5) Hif'il Perfect Inflection הִפְעִיל

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

### 6) Hof'al Perfect Inflection הִפְעִיל

Singular		Plural	
Person	Hebrew	Person	Hebrew
3 ms	הִתְּ _ _ _	3 cp	הִתְּ _ _ _ וּ
3 fs	הִתְּ _ _ _ הָ		
2 ms	הִתְּ _ _ _ תָּ	2 mp	הִתְּ _ _ _ תֶּם
2 fs	הִתְּ _ _ _ תְּ	2 fp	הִתְּ _ _ _ תֶּן
1 cs	הִתְּ _ _ _ תִּי	1 cp	הִתְּ _ _ _ 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) Nif'al (2) Pi'el (3) Pu'al (4) Hitpa'el (5) Hif'il (6) Hof'al

## 7.0 TUTOR-MARKED ASSIGNMENTS

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

Example: מָשַׁל Qal

1) בָּקַשׁ	_____	2) הִכְשִׁילָתֶם	_____
3) הִשְׁמִיד	_____	4) נִמְכַּרְנוּ	_____
5) לִפְדָּתָהּ	_____	6) סִפְּרָתֶם	_____
7) קָנָה	_____	8) נִסְתַּחֲרָה	_____
9) דִּבְּרִי	_____	10) שִׁמְעָתִי	_____

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

Example: משל - נמשלו

- |           |       |           |       |
|-----------|-------|-----------|-------|
| 1) נשמעתי | _____ | 2) לקח    | _____ |
| 3) נכרת   | _____ | 4) נמכרנו | _____ |
| 5) למדת   | _____ | 6) ספלתם  | _____ |
| 7) קדשתי  | _____ | 8) נסתרה  | _____ |
| 9) דברו   | _____ | 10) גדלה  | _____ |

## 8.0 VOCABULARY

הלל	he praised	זה	This
הם, הנה	They	זהב	Gold
הו, הנה	(f) they	זוב	To flow
המה	He murmured, growled, roared	זית	Olive-tree
המון	Sound, murmur, roar,	זכר	Male
גלה	He uncovered, revealed	זב	(m and f) Bear
גולה	(f) exile, exiles	זבק	He cleaved, clung to, kept close
גל	A heap, wave, billow	זכר	Word
גלל	He rolled away	זכש	Honey
גלולים	Idols	זג	Fish

## 9.0 REFERENCES/FURTHER READINGS

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## **UNIT 18 IMPERFECT OF THE REMAINING VERB STEMS**

### **CONTENT**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
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### **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. 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.
- Understand the function of imperfect verb inflections in Hitpa'el, Hif'il and Hof'al.

### **3.0 MAIN CONTENT**

### 3.1 Nif'al Imperfect Inflection

The prefixes (preformatives) and suffixes (affirmatives) of Nif'al imperfect inflection of Hebrew verbs is 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	יִמְשַׁל	He shall be ruled	3 mp	יִמְשְׁלוּ	They shall be ruled
3 fs	תִּמְשַׁל	She shall be ruled	3 fp	תִּמְשְׁלנה	They shall be ruled
2 ms	תִּמְשַׁל	You shall be ruled	2 mp	תִּמְשְׁלוּ	You shall be ruled
2 fs	תִּמְשְׁלֵי	You shall be ruled	2 fp	תִּמְשְׁלנה	You shall be ruled
1 cs	אֶמְשַׁל	I shall be ruled	1 cp	נִמְשַׁל	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 s<sup>e</sup>gol.
- 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:

יִנְמְשַׁל has become יִמְשַׁל

### 3.2 Pi'el Imperfect Inflection

The prefixes (preformatives) and suffixes (affirmatives) of Pi'el imperfect inflection of Hebrew verbs is 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	יִמְשֵׁל	He shall rule (intensive)	3 mp	יִמְשְׁלוּ	They shall rule (intensive)
3 fs	תִּמְשֵׁל	She shall rule (intensive)	3 fp	תִּמְשְׁלנה	They shall rule (intensive)

2 ms	תִּמְשָׁל	You shall rule (intensive)	2 mp	תִּמְשָׁלוּ	You shall rule (intensive)
2 fs	תִּמְשָׁלֵי	You shall rule (intensive)	2 fp	תִּמְשָׁלְנָה	You shall rule (intensive)
1 cs	אֶמְשָׁל	I shall rule (intensive)	1 cp	נִמְשָׁל	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'al imperfect 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	יִמְשָׁל	He shall be ruled (intensive)	3 mp	יִמְשָׁלוּ	They shall be ruled (intensive)
3 fs	תִּמְשָׁל	She shall be ruled (intensive)	3 fp	תִּמְשָׁלְנָה	They shall be ruled (intensive)
2 ms	תִּמְשָׁל	You shall be ruled (intensive)	2 mp	תִּמְשָׁלוּ	You shall be ruled (intensive)
2 fs	תִּמְשָׁלֵי	You shall be ruled (intensive)	2 fp	תִּמְשָׁלְנָה	You shall be ruled (intensive)
1 cs	אֶמְשָׁל	I shall be ruled (intensive)	1 cp	נִמְשָׁל	We shall be ruled (intensive)

**Note:**



- 1) The distinguishing characteristics of the Pu'al imperfect 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'al imperfect is the passive of the Pi'el imperfect, translated as the simple intensive in the future time.

### 3.4 Hitpa'el Imperfect Inflection

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

#### Hitpa'el 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	יִתְמַשְׁלוּ	They shall rule themselves
3 fs	תִּתְמַשֵּׁל	She shall rule herself	3 fp	תִּתְמַשְׁלָנָה	They shall rule themselves
2 ms	תִּתְמַשֵּׁל	You shall rule yourself	2 mp	תִּתְמַשְׁלוּ	You shall rule yourselves
2 fs	תִּתְמַשְׁלִי	You shall rule yourself	2 fp	תִּתְמַשְׁלָנָה	You shall rule yourselves
1 cs	אֶתְמַשֵּׁל	I shall rule myself	1 cp	נִתְמַשֵּׁל	We shall rule ourselves

#### Note:

- 1) Hitpa'el imperfect is normally reflexive in meaning, expressing a simple action in the active voice.
- 2) Hitpa'el imperfect verb has longer prefix (נִתְ, תִּתְ, אֶתְ), and the doubling of the middle consonant of the verb root.

### 3.5 Hif'il Imperfect Inflection

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

#### Hif'il imperfect Inflection

Qal perfect form מָשַׁל (he ruled)

Singular	Plural
----------	--------

Person	Hebrew	English	Person	Hebrew	English
3 ms	יִמְשִׁיל	He shall cause to rule	3 mp	יִמְשִׁילוּ	They shall cause to rule
3 fs	תִּמְשִׁיל	She shall cause to rule	3 fp	תִּמְשִׁלְנָה	They shall cause to rule
2 ms	תִּמְשִׁיל	You shall cause to rule	2 mp	תִּמְשִׁילוּ	You shall cause to rule
2 fs	תִּמְשִׁילִי	You shall cause to rule	2 fp	תִּמְשִׁלְנָה	You shall cause to rule
1 cs	אֶמְשִׁיל	I shall cause to rule	1 cp	נִמְשִׁיל	We shall cause to rule

**Note:**

- 1) The Hif'il imperfect is characterized by patach in the prefix syllable and hireq-yod in the second syllable.
- 2) The Hif'il imperfect normally serves as the causative of Qal imperfect, a simple action in the future time.

### 3.6 Hof'al Imperfect Inflection

The prefixes (preformatives) and suffixes (affirmatives) of Hof'al imperfect inflection of Hebrew verbs is summarized in the table below:

#### Hof'al imperfect Inflection

Qal perfect form מָשַׁל (he ruled)

Singular			Plural		
Person	Hebrew	English	Person	Hebrew	English
3 ms	יִמְשַׁל	He shall be caused to rule	3 mp	יִמְשַׁלוּ	They shall be caused to rule
3 fs	תִּמְשַׁל	She shall be caused to rule	3 fp	תִּמְשַׁלְנָה	They shall be caused to rule
2 ms	תִּמְשַׁל	You shall be caused to rule	2 mp	תִּמְשַׁלוּ	You shall be caused to rule
2 fs	תִּמְשַׁלִּי	You shall be caused to rule	2 fp	תִּמְשַׁלְנָה	You shall be caused to rule
1 cs	אֶמְשַׁל	I shall be caused to rule	1 cp	נִמְשַׁל	We shall be caused to rule

**Note:**

- 1) The Hof'al imperfect is the passive of the Hif'il imperfect, that is a causative passive in the future time.
- 2) The distinguishing characteristics of the Hof'al 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 apart from Qal, namely: Nif'al, Pi'el, Pu'al, Hitpa'el, Hif'il and Hof'al. Whereas Nif'al functions as a simple passive in the future time, Pi'el and Pu'al function as future intensive active, and future intensive passive respectively. Hitpa'el functions as a reflexive in the future time, Hif'il, as future causative active, and Hof'al function, as future causative passive. 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, Pu'al, Hitpa'el, Hif'il and Hof'al imperfect verbs. Please note the prefixes and suffixes:

## 1) Nif'al Imperfect Inflection

Singular		Plural	
Person	Hebrew	Person	Hebrew
3 ms	— — — יְ	3 mp	יְ — — — יְ
3 fs	— — — יִ	3 fp	הִיְ — — — יִ
2 ms	— — — יִ	2 mp	יְ — — — יִ
2 fs	יְ — — יִ	2 fp	הִיְ — — — יִ
1 cs	— — — יִ	1 cp	— — — יְ

## 2) Pi'el Imperfect Inflection

Singular		Plural	
Person	Hebrew	Person	Hebrew
3 ms	— — — יְ	3 mp	יְ — — — יְ
3 fs	— — — יִ	3 fp	הִיְ — — — יִ

2 ms	— — — תְּ	2 mp	תְּ — — — וְ
2 fs	יְ — — תְּ	2 fp	תְּ — — — הָ
1 cs	— — — אֶ	1 cp	— — — נְ

### 3) Pu'al Imperfect Inflection

Singular		Plural	
Person	Hebrew	Person	Hebrew
3 ms	— — — יְ	3 mp	יְ — — — וְ
3 fs	— — — תְּ	3 fp	תְּ — — — הָ
2 ms	— — — תְּ	2 mp	יְ — — — וְ
2 fs	יְ — — תְּ	2 fp	תְּ — — — הָ
1 cs	— — — אֶ	1 cp	— — — נְ

### 4) Hitpa'el Imperfect Inflection

Singular		Plural	
Person	Hebrew	Person	Hebrew
3 ms	— — — יִתְ	3 mp	יִתְ — — — וְ
3 fs	— — — תִּתְ	3 fp	תִּתְ — — — הָ
2 ms	— — — תִּתְ	2 mp	יִתְ — — — וְ
2 fs	יְ — — תִּתְ	2 fp	תִּתְ — — — הָ
1 cs	— — — אִתְ	1 cp	נִתְ — — —

### 5) Hif'il Imperfect Inflection

Singular		Plural	
Person	Hebrew	Person	Hebrew
3 ms	— — — יְ	3 mp	יְ — — — וְ
3 fs	— — — תְּ	3 fp	תְּ — — — הָ
2 ms	— — — תְּ	2 mp	יְ — — — וְ
2 fs	יְ — — תְּ	2 fp	תְּ — — — הָ
1 cs	— — — אֶ	1 cp	— — — נְ

### 6) Hof'al Imperfect Inflection

Singular		Plural	
Person	Hebrew	Person	Hebrew
3 ms	— — — יְ	3 mp	יְ — — — וְ

3 fs	— — — פָּ	3 fp	פָּ — — — הָ
2 ms	— — — פָּ	2 mp	פָּ — — — וְ
2 fs	יְ — — פָּ	2 fp	פָּ — — — הָ
1 cs	— — — אָ	1 cp	— — — יְ

## 5.0 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)
- 4) Hitpa'el Imperfect of מָשַׁל (he ruled)
- 5) Hif'il imperfect of מָשַׁל (he ruled)
- 6) Hof'al imperfect of מָשַׁל (he ruled)

## 6.0 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)
4. Hitpa'el imperfect of מָלַךְ (he reigned)
5. Hif'il imperfect of זָכַר (he remembered)
6. Hof'al imperfect of קָדַשׁ (he consecrated)

## 7.0 VOCABULARY

טָבַל	He dipped	כְּבוֹד	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
זָאב	Wolf	זָקֵן	(adj) old

זֶה (f) this	זָר A stranger, foreigner
זָבַח He sacrificed, slew	זָרַח He scattered, fanned, winnowed
זֶבַח Sacrifice	זָרַח He arose, came forth,
זָד (adj) insolent, presumptuous	זָרַע He sowed
זָדוֹן Insolence, presumptuousness	זָרַע Seed, offspring

## 8.0 REFERENCES/FURTHER READINGS

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## UNIT 19 PRONOMINAL SUFFIXES

### CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Pronominal suffixes with Prepositions
  - 3.2 Pronominal suffixes with perfect verbs
  - 3.3 Pronominal suffixes with imperfect 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

*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 **إلى** and **من** are as follows (**إلى** is irregular):

Singular	Plural
----------	--------

Person Hebrew			Person Hebrew		
3 ms	הוּ	Him	3 mp	הֵם	them
3 fs	הִיא	Her	3 fp	הֵנָּה	them
2 ms	אַתָּה	You	2 mp	אַתֶּם	you
2 fs	אַתְּ	You	2 fp	אַתֶּן	you
1 cs	אֲנִי	Me	1 cp	אֲנֵנוּ	us

Example: בְּ (in, by, with)

Singular			Plural		
Person	Hebrew		Person	Hebrew	
3 ms	בּוֹ	with him	3 mp	בֵּהֶם	with them
3 fs	בֵּיהָ	with her	3 fp	בֵּיהֶן	with them
2 ms	בְּךָ	with you	2 mp	בְּכֶם	with you
2 fs	בְּךְ	with you	2 fp	בְּכֶן	with you
1 cs	בִּי	with me	1 cp	בְּנוֹ	with us

## 2) Pronominal suffixes with perfect verbs

Pronominal suffixes attached to the verb may be expressed in two ways: (1) it may be joined to אֶת, 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, הוּ	Him	3 mp	הֵם, הֵם	them
3 fs	הִיא	Her	3 fp	הֵנָּה	them
2 ms	אַתָּה	You	2 mp	אַתֶּם	you



2 fs	אַֿ	You	2 fp	כֶּֿ	you
1 cs	נִיֿ	Me	1 cp	נוֹֿ	us

Example: מָשְׁלוּ (they ruled)

Singular			Plural		
Person	Hebrew		Person	Hebrew	
3 ms	מָשְׁלוּהוּ	they ruled him	3 mp	מָשְׁלוּם	they ruled them
3 fs	מָשְׁלוּהָ	they ruled her	3 fp	מָשְׁלוּן	they ruled them
2 ms	מָשְׁלוּךְ	they ruled you	2 mp	מָשְׁלוֹכֶם	they ruled you
2 fs	מָשְׁלוּךְ	they ruled you	2 fp	מָשְׁלוֹכֶן	they ruled you
1 cs	מָשְׁלוּנִי	they ruled me	1 cp	מָשְׁלוּנוֹ	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	הוּאֿ	Him	3 mp	הֵםֿ	them
3 fs	הִיאֿ	Her	3 fp	הֵנָּהֿ	them
2 ms	אַתָּֿ	you	2 mp	אַתֶּםֿ	you
2 fs	אַתְּֿ	you	2 fp	אַתֶּןֿ	you
1 cs	אֲנִיֿ	me	1 cp	אֲנֵנוּֿ	us

Example: מָשַׁל (he ruled)

Singular			Plural		
Person	Hebrew		Person	Hebrew	
3 ms	מָשַׁלְהוּ	he ruled him	3 mp	מָשַׁלְהֶם	he ruled them
3 fs	מָשַׁלְהָ	he ruled her	3 fp	מָשַׁלְהֶן	he ruled them
2 ms	מָשַׁלְךָ	he ruled you	2 mp	מָשַׁלְכֶם	he ruled you
2 fs	מָשַׁלְךָ	he ruled you	2 fp	מָשַׁלְכֶן	he ruled you
1 cs	מָשַׁלְנִי	he ruled me	1 cp	מָשַׁלְנוּ	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	הוּ, הוּ	Him	3 mp	ם	them
3 fs	הָ	Her	3 fp	ן	them
2 ms	ךָ	You	2 mp	כֶּם	you
2 fs	ךִּי	You	2 fp	כֶּן	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	יִמְשְׁלוּךָ	they will rule you	2 mp	יִמְשְׁלוּכֶם	they will rule you
2 fs	יִמְשְׁלוּכִי	they will rule you	2 fp	יִמְשְׁלוּכֶן	they will rule you
1 cs	יִמְשְׁלוּנִי	they will rule me	1 cp	יִמְשְׁלוּנוּ	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, הִיא	Her	3 fp	ן	them
2 ms	ךָ	You	2 mp	כֶּם	you
2 fs	ךִּי	You	2 fp	כֶּן	you
1 cs	נִי	Me	1 cp	נוּ	us

Example: יִמְשֵׁל (he will rule)

Singular	Plural
----------	--------

Person	Hebrew		Person	Hebrew	
3 ms	יִמְשֹׁלֶהוּ	he will rule him	3 mp	יִמְשֹׁלֵם	he will rule them
3 fs	יִמְשֹׁלָהּ	he will rule her	3 fp	יִמְשֹׁלֶן	he will rule them
2 ms	יִמְשֹׁלְךָ	he will rule you	2 mp	יִמְשֹׁלְכֶם	he will rule you
2 fs	יִמְשֹׁלְךְ	he will rule you	2 fp	יִמְשֹׁלְכֶן	he will rule you
1 cs	יִמְשֹׁלֵנִי	he will rule me	1 cp	יִמְשֹׁלֵנוּ	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 pronominal suffixes and translation for the following prepositions:

(a) בְּ (in, by, with)

(b) לְ (to, for)

#### 7.0 TUTOR-MARKED ASSIGNMENTS

Provide a full pronominal suffixes and translation for the following verbs:

1. יִזְכְּרוּ (to remember)

3. יִשְׁמֵר (to keep)

5. יִתֵּן (to give)

2. יִמְשֹׁלֵם (to rule)

4. יִכְתֹּבוּ (to write)

6. מְלִכּוּ (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	שֵׁוּא	Emptiness, vanity
רֶגֶל	(f) Foot	שׁוֹפֵט	Judge
רוֹאֶה	Seer, prophet	שַׁחַט	Dawn
רוּחַ	(f) Spirit, wind	שִׁיר	A song
רוֹעֶה	Shepherd	שְׁלוֹמִים	Peace
רוֹחֵב	Breadth, width	שָׁלַח	He sent

## 9.0 REFERENCES/FURTHER READINGS

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## UNIT 20 IMPERATIVES

### CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Qal Imperative
  - 3.2 Nif'al Imperative
  - 3.3 Pi'el Imperative
  - 3.4 Hitpa'el Imperative
  - 3.5 Hifil Imperative
  - 3.6 Imperatives: other uses
- 4.0 Summary
- 5.0 Self-Assessment Exercises/Tutor-Marked Assignments
- 6.0 Vocabulary
- 7.0 References/Further Readings

### 1.0 INTRODUCTION

The term “Imperative” as a grammatical construction is an act of giving a command, advice, instruction or communicating a request. In Hebrew, imperatives are used in the second person forms only whether masculine or feminine, singular or plural. Hebrew Imperatives could be used in Qal, Nifal, Piel, Hitpael and Hifil, but not in the Pual or Hofal stems, since the latter are always passive in meaning. This unit discusses Hebrew Imperatives in the Qal, Nifal, Piel, Hitpael and Hifil verb stems.

### 2.0 OBJECTIVES

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

- Get acquainted with words of command or request in Hebrew.
- Understand the different functions of Hebrew verb stems in connection with imperatives.

### 3.0 MAIN CONTENT

#### 3.1 QAL IMPERATIVE

The Qal Imperative is generally used to express a direct command, and may be described as a shortened form of the Qal Imperfect second person masculine or feminine (singular or plural).

Example: Qal Perfect כָּתַב

Qal Imperfect כִּתְּבָה

Qal Imperative Singular			Qal Imperative Plural		
Person	Hebrew	English	Person	Hebrew	English
2 ms	כָּתֹב	You write	2 mp	כָּתֹבוּ	You write
2 fs	כָּתֹבִי	You write	2 fp	כָּתֹבְנָה	You write

### 3.2 NIFAL IMPERATIVE

The Nifal Imperative follow the imperfect form of 2ms, 2fs, 2mp, and 2fp. The person, gender, number indicator (ת) is replaced with (ה).

Example: Qal Perfect כָּתַב Qal Imperfect הִכְתֵּב

Nifal Imperative Singular			Nifal Imperative Plural		
Person	Hebrew	English	Person	Hebrew	English
2 ms	הִכְתֵּב	You write	2 mp	הִכְתֵּבוּ	You write
2 fs	הִכְתֵּבִי	You write	2 fp	הִכְתֵּבְנָה	You write

### 3.3 PIEL IMPERATIVE

The Piel Imperative follow the imperfect form of 2ms, 2fs, 2mp, and 2fp. The person, gender, number indicator (ת) is dropped entirely.

Example: Qal Perfect כָּתַב Qal Imperfect הִכְתֵּב

Piel Imperative Singular			Piel Imperative Plural		
Person	Hebrew	English	Person	Hebrew	English
2 ms	כָּתֹב	You write	2 mp	כָּתֹבוּ	You write
2 fs	כָּתֹבִי	You write	2 fp	כָּתֹבְנָה	You write

### 3.4 HITPAEL IMPERATIVE

The Hitpael Nifal Imperative follow the imperfect form of 2ms, 2fs, 2mp, and 2fp. The person, gender, number indicator (ת) is replaced with (תה).

Example: Qal Perfect כָּתַב Qal Imperfect הִתְכַּתֵּב

Hitpael Imperative Singular			Hitpael Imperative Plural		
Person	Hebrew	English	Person	Hebrew	English

2 ms	הִתְכַּתֵּב	You write	2 mp	הִתְכַּתְּבוּ	You write
2 fs	הִתְכַּתְּבִי	You write	2 fp	הִתְכַּתְּבֶּנָּה	You write

### 3.5 HIFIL IMPERATIVE

The Hifil Imperative follow the Imperfect form of 2ms, 2fs, 2mp, and 2fp. The person, gender, number indicator (ת) is replaced with (ה).

Example: Qal Perfect כָּתַב

Qal Imperfect תִּכְתֹּב

Hifil Imperative Singular			Hifil Imperative Plural		
Person	Hebrew	English	Person	Hebrew	English
2 ms	הִתְכַּתֵּב	You write	2 mp	הִתְכַּתְּבוּ	You write
2 fs	הִתְכַּתְּבִי	You write	2 fp	הִתְכַּתְּבֶּנָּה	You write

### 3.6 IMPERATIVES: OTHER USES

#### 1) Prohibitive

Negative or prohibitive commands are not expressed with imperative verbs, rather, Hebrew language allows the use of other ways to express a sense of immediate, specific commands by placing לֹא before a verb in the Imperfect Tense, or אַל is used with the jussive. Whereas לֹא expresses an absolute and categorical prohibition (e.g. Ten Commandments), אַל expresses a milder form of the prohibition, more on the order of a negative wish or dissuasion. The particle אַל is sometimes used alongside the jussive to show greater emphasis.

Examples:

1.	לֹא	לֹא תִגְנוֹב	You shall not steal
2.	אַל	אַל-תַּסְתֵּר פְּנֶיךָ מִמֶּנִּי	Do not hide your face from me
3.	נָא	אַל-נָא תִקְבְּרֵנִי בְּמִצְרַיִם	Do not bury me in Egypt

#### 2) Cohortative

Cohortative is used by a speaker to express his own will or determination, intention or desire to do a certain action, reflectively, in the first person, thus the Cohortative is conjugated for the first person only, both singular and plural, both genders, using the same set of affixes. The form of the cohortative is similar to the 1<sup>st</sup> person Imperfect

forms, except that cohortatives have a final ‘h’ suffix (ה) what is called a “cohortative h”.

Example:

שְׁמֹרָה נַפְשִׁי Oh guard my soul!

### 3) Jussive

In connection with the imperfect, the jussive is used to express the speaker’s desire, wish, or command. It is frequently accompanied in translation by the modal auxiliaries “may” and “let”. The particle נָה is sometimes added after jussives and cohortatives, perhaps to make them more emphatic, especially in imperative usages.

Example:

שִׁפְטוּ-נָא בֵּינִי וּבֵין כַּרְמִי Judge, I pray between me and (between) my vineyard!

## 4.0 SUMMARY

This unit has shown that:

1. The stem of the imperative is the same in every case as that of the imperfect.
2. The pure passives Pual and Hofal have no imperatives.
3. In the inflection of the imperatives, changes vowels undergo some changes. Students should identify these changes from the different tables above.
4. The stem of the imperative receives no preformatives, and its affirmatives are those of the Imperfect.

## 5.0 SELF ASSESSMENT EXERCISES/TUTOR-MARKED ASSIGNMENT

- 1) Write the full imperative inflections for the following verbs in the stems indicated:

Examples: Qal imperative of כָּתַב

2 ms	כָּתַב	You write	2 mp	כָּתְבוּ	You write
2 fs	כָּתְבִי	You write	2 fp	כָּתְבְּנָה	You write



1. Qal Imperative of מָשַׁל (he ruled)
  2. Nifal imperatives of לָמַד (he learned)
  3. Piel imperative of זָכַר (he remembered)
  4. Hitpael imperative of דָּבַק (he cleaved)
  5. Hifil imperative of בָּלַל (he confounded)
- 2) Translate the following to English:
1. הִלְלוּ יְהוָה הֵלְלוּ־אֱלֹהֵי בְּקִדְשׁוֹ (Answer: Ps. 150:1)
  2. וְדַרְשׁוּ אֶת־שְׁלוֹם הָעִיר (Answer: Jer. 29:7)
  3. בִּקְשׁוּ פָנָיו תָּמִיד (Answer: Ps. 105:4)
  4. זָכְרֵנִי נָא וְחַזְקֵנִי נָא (Answer: Jude 16:28)
  5. לַמִּדְנָה בְּנוֹתֵיכֶם (Answer: Jer. 9:19)
- 3) Translate the following to Hebrew:
1. Keep all the commandments of the LORD (Answer: 1 Chr 28:8)
  2. And write upon it (Answer: Jere. 36:28)
  3. Seek peace and pursue it (Answer: Ps. 34:15)
  4. Walk through the land and write about it (Answer: Josh 18:8)
  5. Remember, O LORD, what has happened to us (Answer: Lam 5:1)

## 6.0 VOCABULARY

יְהוָה	The LORD	כָּתַב	To cut
שְׁלוֹם	Peace	מִצְוֹת	Commandment
הִלַּל	To praise	הִלָּךְ	To walk
בִּקֵּשׁ	To seek	רִאשׁוֹן	First, former
רָדַף	To pursue	עִיר	City
קָדוֹשׁ	Holy, Sanctuary	פָּנָיו	Face
שָׁמַר	Keep	עָזַר	To help
חָזַק	To strengthen	רַבָּה	To become many

## **7.0 REFERENCES/FURTHER READINGS**

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Learn Hebrew online free ([http:// www.Hebrew4Christians.com](http://www.Hebrew4Christians.com))

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

## UNIT 21 VAV CONSECUTIVE

### CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
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- 5.0 Self-Assessment Exercises/Tutor-Marked Assignment
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### 1.0 INTRODUCTION

The letter ׀ (and) does not only play the role of conjunction as we had studied earlier, but can perform other roles which grammarians refer to as vav consecutive (formerly conversive). In this light, the vav conversive or executive seems to convert the imperfect into the meaning of the perfect, and the perfect to the meaning of imperfect. This unit discusses the different reversing roles played by the letter vav in a verbal construction of either perfect or imperfect.

### 2.0 OBJECTIVES

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

- Identify other roles of vav in transforming perfect to imperfect and vice versa.
- Differentiate between the vav conjunction and vav consecutive.

### 3.0 MAIN CONTENT

#### 3.1 VAV CONSECUTIVE WITH IMPERFECT VERBS

- 1) When the vav ׀ is prefixed to the imperfect form of the verb, it is pointed exactly like the definite article, which is - vav, plus patah, plus dagesh forte in the following consonant (׀) As in:

וַיִּכְתֹּב      and he wrote

וָאֲנִי כָתַבְתִּי      and I wrote

Note: while ך received the dagesh forte (ך) the ך could not because it is a guttural, rather the preceding vowel was lengthened in compensation, hence (ךֵ).

- 2) The Qal imperfect 3<sup>rd</sup> person masculine singular form of אָמַר, “he said”, without vav consecutive; is written יֹאמַר (he will say). However, with vav consecutive, it is changed to וַיֹּאמֶר translated, “and (then) he said.” This form occurs so frequently in the Hebrew Bible that it should be committed to memory.
- 3) The dagesh forte may be omitted from a consonant which has only a sheva under it, as in:

וַיְהִי and it was

### 3.2 VAV CONSECUTIVE WITH PERFECT VERBS

- 1) Vav consecutive retains the pointing of vav conjunction when it is joined to the perfect strong verb (in fact, it shares its various vocalization - ׁ, ׂ, ׃,) as in:

כָּתַב he wrote

Consecutive form וְכָתַב and he will write

Consecutive form וְכַתְּבָתֶּם and you will write

- 2) It has, however, the effect, in certain verbal forms, of shifting the tone from the penult to last syllable, as in:

הֵלַכְתִּי I went,

Consecutive form וְהֵלַכְתִּי and I will go

## 4.0 SUMMARY

In this unit we have seen that perfect and imperfect verbs can take a vav consecutive which has two functions, namely: to convey the idea of conjunction just as the simple vav conjunction does; and to invert the meaning of the verbs tense. In this light, a perfect verb with a vav consecutive has the meaning of an imperfect, and vice versa. To say it in another way, vav consecutive changes the function of imperfect verb from incomplete to complete, and that of perfect verb from complete to incomplete tenses.

## 5.0 SELF ASSESSMENT EXERCISES/TUTOR-MARKED ASSIGNMENT

- 1) Identify the verbs that have vav consecutive and translate them from Genesis 1:1-5.

בְּרָא אֱלֹהִים, בָּרָא אֱלֹהִים, אֶת הַשָּׁמַיִם, וְאֶת 1 In the beginning God created the heaven

וְהָאָרֶץ. and the earth.

וְהָאָרֶץ, הָיְתָה תֵהוֹ וְנִבְהוּ, וְחָשֶׁךְ, עַל-פְּנֵי  
תְהוֹם; וְרוּחַ אֱלֹהִים, מְרַחֶפֶת עַל-פְּנֵי  
הַמָּיִם. 2 Now the earth was unformed and void,  
and darkness was upon the face of the  
deep; and the spirit of God hovered over  
the face of the waters.

וַיֹּאמֶר אֱלֹהִים, יְהִי אוֹר; וַיְהִי-אוֹר. 3 And God said: 'Let there be light.' And  
there was light.

וַיִּרְא אֱלֹהִים אֶת-הָאוֹר, כִּי-טוֹב; וַיַּבְדֵּל  
אֱלֹהִים, בֵּין הָאוֹר וּבֵין הַחָשֶׁךְ. 4 And God saw the light that it was good;  
and God divided the light from the  
darkness.

וַיִּקְרָא אֱלֹהִים לְאוֹר יוֹם, וְלַחָשֶׁךְ קָרָא  
לַיְלָה; וַיְהִי-עֶרֶב וַיְהִי-בֹקֶר, יוֹם אֶחָד. 5 And God called the light Day, and the  
darkness He called Night. And there was  
evening and there was morning, one day.

## 6.0 VOCABULARY

קָרָא He called

בָּדַל He divided

חָשֶׁךְ Darkness

לַיְלָה Night

רָא He saw

אָמַר He said

יְהִי It was, to be

אֶחָד One

בֹּקֶר Morning

אוֹר Light

## 7.0 REFERENCES/FURTHER READINGS

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