

NATIONAL OPEN UNIVERSITY OF NIGERIA

FACULTY OF ARTS

DEPARTMENT OF RELIGIOUS STUDIES

COURSE CODE: CRS819

COURSE TITLE: FURTHER HEBREW

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COURSE TEAM	
COURSE DEVELOPER(S)	Dr Miracle Ajah Dept of Religious Studies National Open University of Nigeria Abuja
COURSE WRITER(S)	NOTE: This course material was adapted with minor adjustments to suit NOUN style from Miracle Ajah. <i>Old Testament Hebrew, An Introductory Grammar with Progressive Exercises in Reading and Writing, Books 1 & 2.</i> Aba:
COURSE EDITOR(S)	Prof Olubiyi Adeniyi Adewale Dept of Religious Studies National Open University of Nigeria Abuja
COURSE REVIEWER	Dr Uzoma Amos Dike Dept of Religious Studies National Open University of Nigeria Abuja

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National Open University of Nigeria

Headquarters

University Village

Plot 91, Cadastral Zone Nnamdi Azikiwe Expressway Jabi, Abuja

Lagos Office

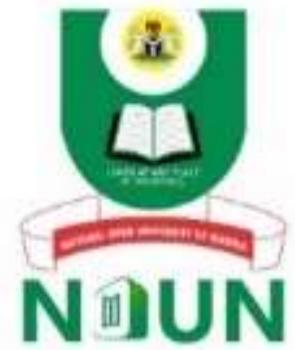
14/16 Ahmadu Bello Way

Victoria Island, Lagos

Email: centralinfo@noun.edu.ng

URL: www.noun.edu.ng

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INTRODUCTION

CRS819: Further Hebrew is a one-semester 3 credit unit course. It will be available toward the award of the Masters degree in Christian theology. The course is also suitable for anybody who is interested in Biblical Studies, and other studies in theology.

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

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

What you will learn in this course

The overall aim of this course (CRS819: Further Hebrew) 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 נָ)
- Unit 6 Syllables
- Unit 7 Particles to Note

Module 2

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

Module 3

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

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

Textbooks and References

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

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

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

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

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

Eliger, K & Rudolph, 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>)
2. English to Hebrew Translator (www.star21.com/Translator/english_to_hebrew.html)
3. My Hebrew Dictionary (www.dictionary.co.il/)
4. English to Hebrew Translation (<http://translation.babylon.com/English/to-hebrew>)
5. Why Study Old Testament Hebrew? (www.Torahclass.com)
6. Vocabulary – Audio (fellowshipbibleann Arbor.org/cms/mattpostiffBlog/63/95/Elementary-Hebrew-Grammar-Audio)
7. But why study Hebrew? (www.study light.org/lex/heb)
8. The value of Old Testament Study (www.christiancourier.com/articles/1217-the-value-of-old-testament-study)

Hebrew Visio-Aids and Audio

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

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

3. Audio for Alphabet and Vocabulary

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

Assignments File

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

Presentation Schedule

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

Assessment

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

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

Tutor Marked Assignments (TMAS)

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

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

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

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

Final Examination and Grading

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

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

Course Marking Scheme

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

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

Table 1: Course Marking Scheme

Course Overview

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

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

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

Table 2: Course Overview

How to get the best from this course

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

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

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

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

1. Read this *Course Guide* thoroughly.
2. Organize a study schedule. Refer to the 'Course overview' for more details. Note the time you are expected to spend on each unit and how the assignments relate to the units. Whatever method you chose to use, you should decide on it and write in your own dates for working on each unit.
3. Once you have created your own study schedule, do everything you can to stick to it. The major reason that students fail is that they lag behind in their course work.
4. Turn to *Unit 1* and read the introduction and the objectives for the unit.
5. Assemble the study materials. Information about what you need for a unit is given in the 'Overview' at the beginning of each unit. You will almost always need both the study unit you are working on and one of your set books on your desk at the same time.
6. Work through the unit. The content of the unit itself has been arranged to provide a sequence for you to follow. As you work through the unit you will be instructed to read sections from your set books or other articles. Use the unit to guide your reading.
7. Review the objectives for each study unit to confirm that you have achieved them. If you feel unsure about any of the objectives, review the study material or consult your tutor.

8. When you are confident that you have achieved a unit's objectives, you can then start on the next unit. Proceed unit by unit through the course and try to pace your study so that you keep yourself on schedule.
9. When you have submitted an assignment to your tutor for marking, do not wait for its return before starting on the next unit. Keep to your schedule. When the assignment is returned, pay particular attention to your tutor's comments, both on the tutor-marked assignment form and also written on the assignment. Consult your tutor as soon as possible if you have any questions or problems.
10. After completing the last unit, review the course and prepare yourself for the final examination. Check that you have achieved the unit objectives (listed at the beginning of each unit) and the course objectives (listed in this *Course Guide*).

Tutors and Tutorials

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

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

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

- you do not understand any part of the study units or the assigned readings,
- you have difficulty with the self-tests or exercises,
- You have a question or problem with an assignment, with your tutor's comments on an assignment or with the grading of an assignment.

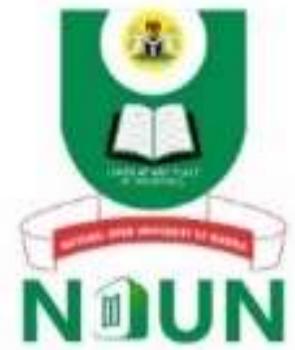
You should try your best to attend the tutorials. This is the only chance to have face to face contact with your tutor and to ask questions which are answered instantly. You can raise any problem encountered in the course of your study. To gain the maximum benefit from course tutorials, prepare a question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

Summary

CRS819 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. CRS819 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.



MAIN COURSE

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 – 27/06/2011). On the basis of this, pastors, priests, theological students and scholars are encouraged to get proficiency in the language in order to communicate the message of the scripture effectively. In fact, one cannot major in Old Testament or New Testament studies without exhibiting a good working knowledge of the biblical languages.

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

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

3.2 Some Tips in Mastering Hebrew Grammar

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

3.3 The Future of Biblical Scholarship in Africa

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

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

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

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

4 CONCLUSION

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

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

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

UNIT 2 HEBREW CONSONANTS (*ALEPH-BET*)

CONTENT

- 1.0 Introduction
- 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	צ	ץ	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

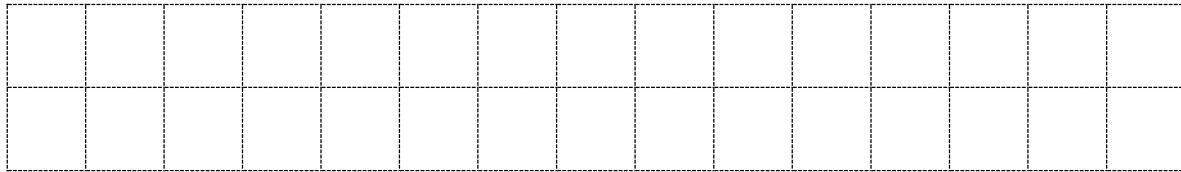
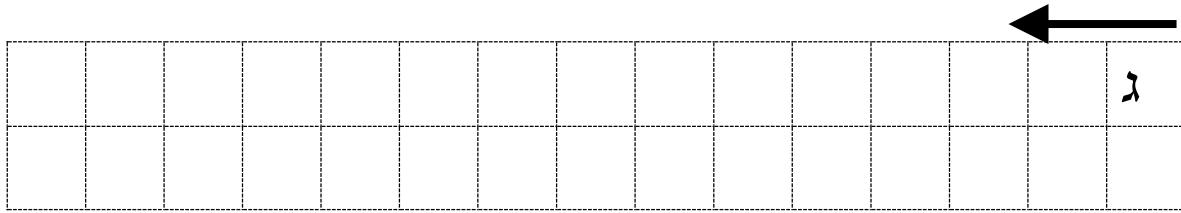
Name	Print	Pronounced
<i>Aleph</i>	א	(silent letter)

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

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

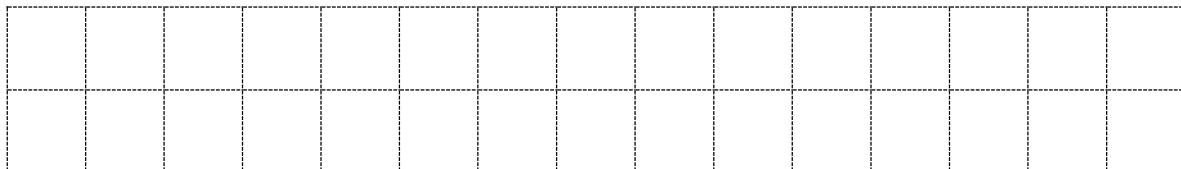
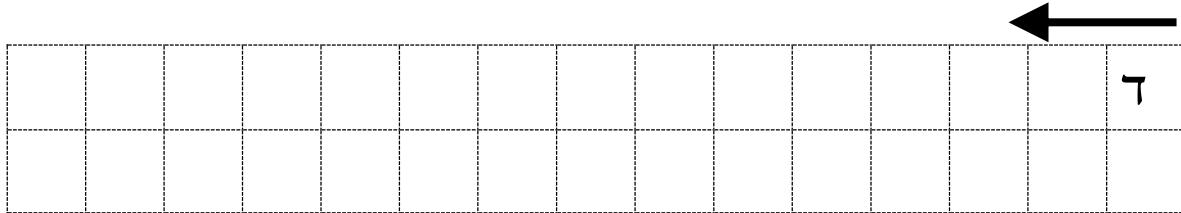
- Write the letter *Gimel* (from right to left) several times

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



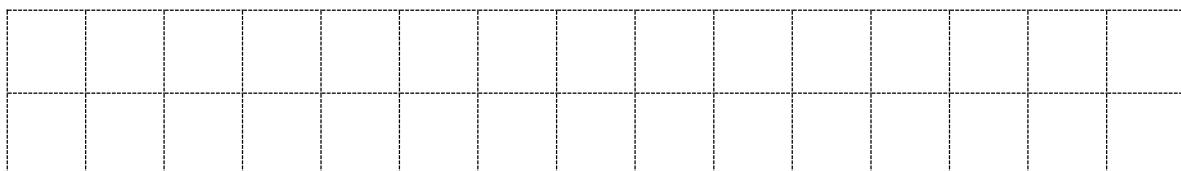
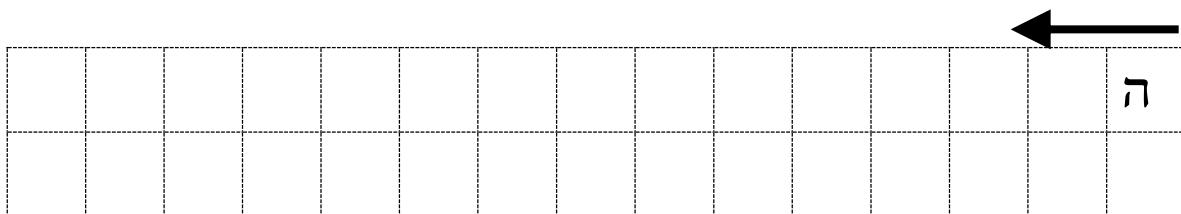
- Write the letter *Dalet* (from right to left) several times

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



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

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



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

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

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

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

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

Name	Print	Pronounced
<i>Chet</i>	חֵת	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>	ׁ	y as in yes



																		ׁ	

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

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

A handwriting practice row for the Hebrew letter כ (Kaph). It features two rows of five columns each, designed for writing practice. A large black arrow points from right to left above the second column of the top row.

A handwriting practice row for the Hebrew letter כ (Kaph). It features two rows of five columns each, designed for writing practice. A large black arrow points from right to left above the second column of the top row.

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

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

A handwriting practice row for the Hebrew letter ל (Lamed). It features two rows of five columns each, designed for writing practice. A large black arrow points from right to left above the second column of the top row.

A handwriting practice row for the Hebrew letter ל (Lamed). It features two rows of five columns each, designed for writing practice. A large black arrow points from right to left above the second column of the top row.

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

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

A handwriting practice row for the Hebrew letter מ (Mem). It features two rows of five columns each, designed for writing practice. A large black arrow points from right to left above the second column of the top row.

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

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



ב

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

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



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

Name	Print	Pronounced
Ayin	ׁ	Silent letter



ו

.....

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

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

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

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

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

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

ב

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

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

ר

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

Name	Print	Pronounced
<i>Sin</i>	ש	s as in sign

ש

- 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 **ד** have a tail coming below the line, and no other letter of the alphabet except **פ** comes below the line. Examples:

Regular Form

Tsade	Pey	Nun	Mem	Kaf



Final Forms (sofit)

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:

Gimel	Nun	Beth	Kaf	Tsade	Ayin
Vav	Nun sofit	Zayin	Kaf sofit	Dalet	Resh
Hey	Chet	Tav	Shin	Sin	Tsade sofit
				Pey sofit	Pey sofit

3.4 Guttural Letters

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

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:

Tav	Pey	Kaf	Dalet	Gimel	Bet



Without a dot, their pronunciation is soft. The change in sound is particularly noticed in three letters, **בּ**, **כּ**, **בּ**. Examples:

Book Print	Name	Pronounced
	Bet	b as in a boy
	Vet	v as in vine
	Kaf	k as in kite
	Khaf	ch as in bach
	Pey	p as in park
	Fey	ph as in phone

4.0 CONCLUSION

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

Note: Contact your Tutor (or CTH unit at the Headquarter NOUN) for the Hebraica T-Shirt and Calendar for learning the Alphabet. Also, you can follow this link to listen to an **Audio version** of the Hebrew Alphabet:

http://www.hebrew4christians.com/Grammar/Unit_One/Aleph-Bet/aleph-bet.html

5.0 SUMMARY

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

ל	ב	כ	י	ט	ח	ז	ו	ה	ה	ד	ג	ב	א	Letter
	ב									ד	ג	ב		Begadkefat
	ד													Sofit
				ח			ה						א	Gutturals

ת	ש	ש	ר	ש	ק	צ	פ	ע	ס	מ	נ	ס	מ	Letter
ת							פ							Begadkefat
							צ	פ			נ	ס	מ	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

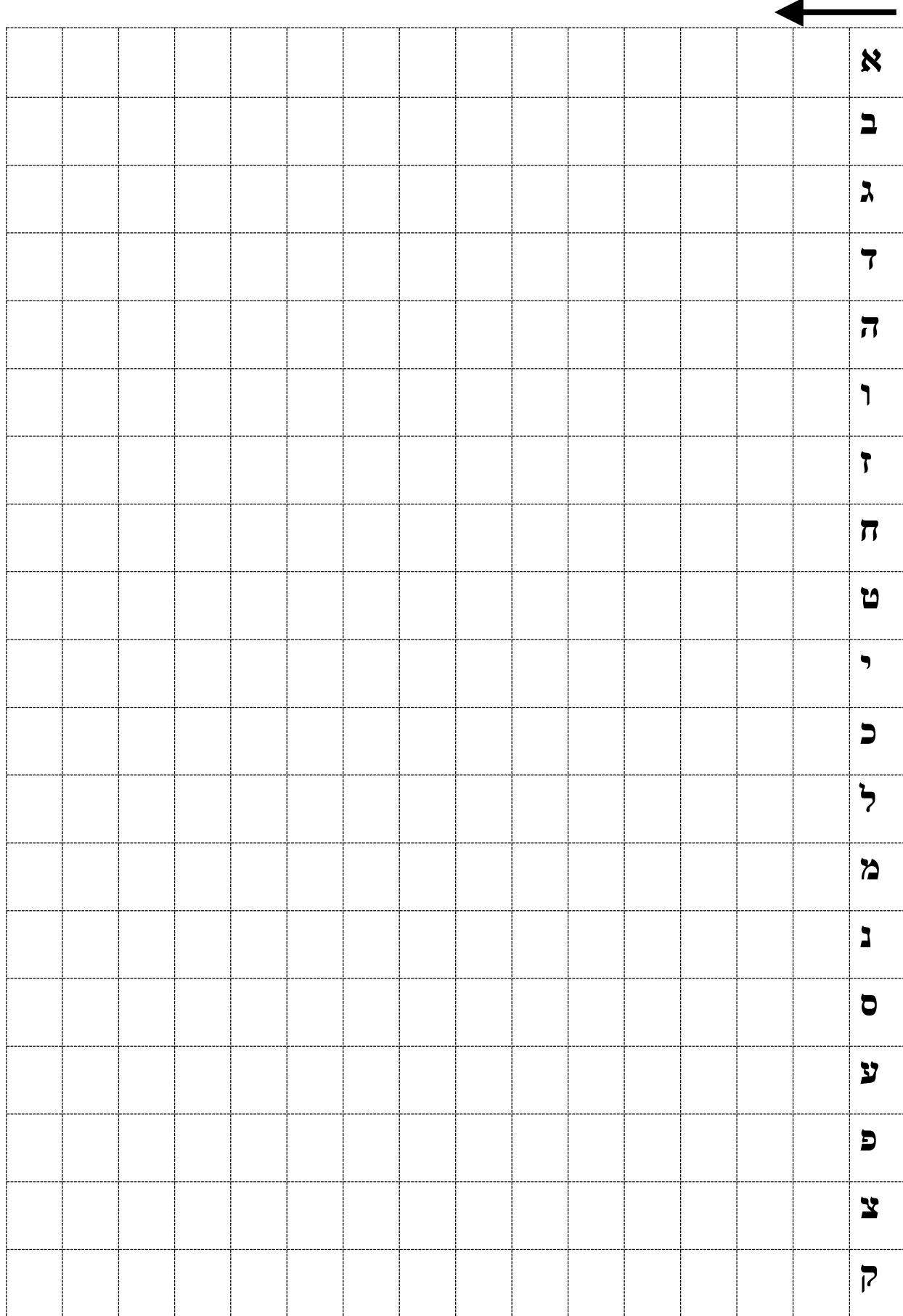
5. רחל 6. לבן 7. גד 8. לחם

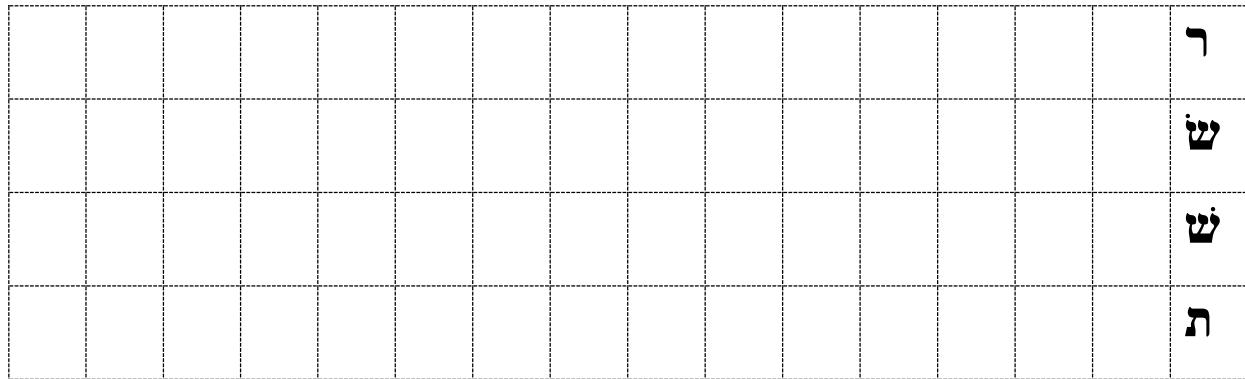
- 3) Locate and identify all the final forms of letters in (3) above.

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

1. בגדכפת 2. אהחרע 3. דסזףץ

7.0 ALEPH-BET PRACTICE GRID





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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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

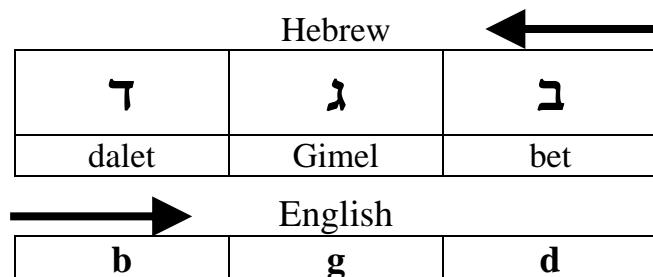
The chart below is the list of Hebrew Alphabet and their English equivalents.

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	צׁ	צׂ	פׁ	עׁ	סׁ	נׁ	מׁ	Hebrew
t	sh	s	r	q	ts	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:



3.3 Full Chart of Aleph-Bet Transliterated

Name	Letter	Transliteration	Pronunciation
Aleph	א	' (or none)	Silent letter
Bet	בּ	b	B as in boy
	בּ	v	V as in vine
Gimel	גּ	g	G as in girl
	גּ		
Dalet	דּ	d	D as in door
	דּ		
Hey	הּ	h	H as in hay
	הּ		
Vav	וּ	v	V as in vine
	וּ		
Zayin	זּ	z	Z as in zebra
	זּ		

Chet	ח	ch (or ḥ)	Ch as in bach
Tet	ט	t (or t̄)	T as in time
Yod	י	y	Y as in yes
Kaf	כ	k	K as in kite
	כ	kh	Ch as in batch
	ך		<i>Sofit form</i>
Lamed	ל	L	<i>L as in look</i>
Mem	מ	M	<i>M as in mom</i>
	ם		<i>Sofit form</i>
Nun	נ	N	<i>N as in now</i>
	ן		<i>Sofit form</i>
Samekh	ס	S	<i>S as in son</i>
Ayin	ע	' (or none)	<i>Silent letter</i>
Pey	פ	P	<i>P as in park</i>
	פ	ph (or f)	<i>Ph as in phone</i>
	ף		<i>Sofit form</i>
Tsade	צ	ts (ṣ)	<i>Ts as in nuts</i>
	ץ		<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 š)	<i>S as in sin</i>
Shin	שׁ	sh (or š̄)	<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. בָּכֶר | 2. דְּבָר | 3. יְרֵד | 4. יְהֻן |
| 5. גַּכְבָּ | 6. וּבֹז | 7. עַצְטָ | 8. הַחְשָׁךְ |
| 9. קַצְפָּ | 10. כְּפִים | 11. מִים | 12. אַתָּה |

- 2) Transliterate the following English letters to Hebrew:

- | | | | |
|--------|--------|---------|---------|
| 1. bh | 2. lm | 3. ml | 4. 'm |
| 5. šn | 6. lk̚ | 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
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9.0 REFERENCES/FURTHER READINGS

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

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

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UNIT 4 VOWEL SIGNS

CONTENT

- 1.0 Introduction
- 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 vogue before the vowel marks were developed to assist the younger generations.

Before the introduction of vowel signs in Hebrew, certain weak consonants נ ה ו י were sometimes used to indicate the vowel sounds, and hence were called vowel letters. נ and ה were used to indicate “a”, ו to indicate “e” and “i” and י 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 Hebrew words with much ease.

3.0 MAIN CONTENT

3.1 A-Type Vowel

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

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

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

3.2 E-Type Vowel

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

3.3 I-Type Vowel

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

3.4 O-Type of Vowel

Vowel Mark	Vowel Name	Sound	Transliteration	Class
ׁ	Cholem-vav	“o” as in yellow	ô	Very long
ׂ	Cholem	“o” as in below	ō	Long
ׄ	Qamets-chatuf	“o” as in ought	o	Short

3.5 U-Type of Vowel

Vowel Mark	Vowel Name	Sound	Transliteration	Class
ء	Shureq	“u” as school	û	Very long
ئ	Qibbutz	“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
ۊ	ۊ	ۊ	ۊ	ۊ	ۊ	ۊ	ۊ	ۊ	ۊ	ۊ	ۊ	Mark
û	u	ô	o	ô	î	i	ê	e	ë	a	â	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. קָמַץ | 2. פִתְחָה | 3. צִירִי |
| 4. חִירֵק יֹד | 5. חִירֵק | 6. חֹלֶם |
| 7. קָמַץ חֻטּוֹף | 8. שׁוֹרֵךְ | 9. קְבּוֹץ |
| 10. צִירִי יֹד | 11. חֹלֶם וּן | |

7.0 TUTOR-MARKED ASSIGNMENTS

- 1) Transliterate into English:

- | | | | |
|-----------|------------|-----------|-----------|
| 1. גָדוֹל | 2. בָּ | 3. בָּבָל | 4. בָּדָ |
| 5. דְבָר | 6. גָזָל | 7. בָּזָן | 8. גָבִים |
| 9. בָּין | 10. בָּנָן | | |

- 2) Transliterate into Hebrew:

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

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

- | | | | |
|----------|----------|-----------|----------|
| 1. יְדָ | 2. יוֹם | 3. אִישָׁ | 4. יְשָׁ |
| 5. בֵּית | 6. שִׁים | | |

8.0 REFERENCES/FURTHER READINGS

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

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

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UNIT 5 HALF-VOWEL SIGNS (*Sheva נָ*)

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
- 9.0 References/Further Readings

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 ... בַּיֵּד** (lishmo ... byad)

One writes **לִשְׁמוֹ... בֶּיְד** (lishmo ... b^eyad)

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). 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. (ברִי is transliterated *p'erî*).

3.2 Compound Sheva

Guttural letters ר ה ח ע 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) אָנִי - 'anî, translated 'I'

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

(iii) חָלֵי - 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: בְּרִית (*berît*) is vocal, while מֶלֶךְ (*me-lekh*) is silent.
2. When two *shevas* occur together in the middle of a word, the first is silent and the second vocal. The first marks the end of a syllable therefore a syllable breaker, while the second stands at the beginning of a new syllable therefore vocal. Thus: יִמְשַׁלְוּ (*yîm-shâlû*), (לְ) is silent, while (שְׁ) is vocal.

3. A *sheva* under a letter doubled by a dot (dagesh forte) is vocal. Thus:
קִטְלָה is transliterated (*qit-t^əlū*).
4. A *sheva* is vocal when it is following a long vowel. Example: **הַיְתָה** is transliterated (*hā-yetāh*)

3.3 Transliteration

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

English	Name	Mark	Sound	Transliteration
A	1. <i>Qamets</i>	א	“a” as in land	Ā
	2. <i>Patach</i>	א̄	“a” as in aqua	A
E	3. <i>Tsere</i>	אֵ	“e” as in eight	Ē
	4. <i>Tsere-yod</i>	אֵׁ	“e” as in dell	Ê
	5. <i>Segol</i>	אֶ	“e” as in they	E
I	6. <i>Chireq-yod</i>	אַ	“i” as in green	Î
	7. <i>Chireq</i>	אָ	“i” as in ink	I
O	8. <i>Cholem</i>	אֹ	“o” as in yellow	Ō
	9. <i>Cholem-vav</i>	אָׁ	“o” as in below	Ô
	10. <i>Qamets-chatuf</i>	אָׂ	“o” as in ought	O
U	11. <i>Shureq</i>	אֻ	“u” as school	Û
	12. <i>Qibbutz</i>	אּ	“u” as in blue	O

4.0 CONCLUSION

This unit has shown how to identify the Hebrew half-vowels (called shevas); and how to differentiate between the simple shevas and the compound shevas, with their transliteration. The student would get 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
ַָּ	ַּ	ִָּ	ִַּ	ֵָּ	ֵַּ	ֶָּ	ֶַּ	ָָּ	ַָּ	ָֹּ	ַֹּ	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				
ַֿ	ָֿ	ֵֿ	ֶֿ	Mark
o	e	a	e	Transliteration
r	r	r	r	Class

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

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

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

6.0 SELF-ASSESSMENT EXERCISE

- Transliterate and Read:

1. הַבּוֹ	2. יְרָצֵן	3. חֶלְיִ	4. אֱלֹהִים
5. דְּבָר	6. עַבְדָּךְ	7. בְּרוּךְ	8. אֲלֵיכֶם
9. דְּבָרִי	10. תְּזִלְדוֹת		

7.0 TUTOR-MARKED ASSIGNMENTS

- (1) Transcribe into Hebrew

1. <i>b^enōt</i>	2. <i>baqq^esū</i>	3. <i>nēbi'îm</i>	4. <i>tā'ābôd</i>
5. <i>d^ebārîm</i>	6. <i>bārā</i>	7. <i>nšimerû</i>	8. <i>dark^ekā</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>'adāmōt</i>	18. <i>bē'ēmet</i>	19. <i>'emôr</i>	20. <i>Yitchâllekûn</i>

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

1. לוֹן	2. רוֹת	3. וָשָׁם	4. וַיְהִי
5. מוֹת	6. בוֹשָׁ	7. וַיְהִי	8. קוֹם

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

1. יָד	2. יוֹם	3. אִישׁ	4. יְשֻׁ
5. שִׁים	6. בֵּית		

8.0 PRACTICE GRID (Write the Aleph-Bet severally)

9.0 REFERENCES/FURTHER READINGS

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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
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 - 3.6 Sign of the direct object
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Self-Assessment Exercises
- 7.0 Tutor-Marked Assignments
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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:

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

sharp (*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

קי (*kî*)

Consonant + Vowel + Consonant = Closed syllable

בת (*bat*)

3.2 Syllables Classification

Hebrew syllables can be classified as either:

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

Note:

- i. Whereas open syllables favour long vowels normally, closed syllables usually have short vowels.
- ii. Syllables which end in a vowel sound are called open syllables. As in:

וּבָהּוּ = *va - bō - hū*

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

טוֹב = *tōv*

בֵּן = *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 **וְ**; they may begin with two consonants, the first always having under it a vocal *sheva*. As in **בָּרִית** (*b'rit*)
- 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 **קָלָע** (*qal-lû*) when so used the dot is called dagesh forte.

Examples: **קִטְלִל** = *qit-tel* (*qiṭ-tēl*)

הַשְׁרָךְ = **הַשָּׁרָךְ** (haś-śār)

מִשְׁרָךְ = **מִשְׁרָךְ** (miś-śār)

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

ת	שׁ	שׁ	ר	ק	צׁ	פׁ	עׁ	סׂ	נׂ	מׂ	לׂ	בׂ	יׂ	טׂ	חׂ	וׂ	זׂ	הׂ	וׂ	דׂ	גׂ	בׂ	אׂ	בׂ	גׂ	אׂ	Letter
ת	שׁ	שׁ		קׁ	צׁ	פׁ		סׁ	נׁ	מׁ	לׁ	בׁ	יׁ	טׁ		זׁ	וׁ	הׁ	דׁ	גׁ	בׁ				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 (**בְּגָדְכְפָת**)
2. Dagesh forte can appear in all letters (including the six letters – BeGaDKeFaT), with the exception of the guttural letters (**אַחֲרָךְ**).

3.4 Gutturals (**אַחֲרָךְ**)

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

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

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

chireq (אָ) lengthens to *tsere* (אֹ)

Qibbutz (אֶ) lengthens to *cholem* (אֶֿ)

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

אַשְׁר 'asher, who, which, what

אֱלֹהִים 'elōhîm, God

חֹלִי chōlî, sickness

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

וְרוּחַ *Verûach*

רָקִיעַ *Rāqî'a'*

נָחַ *Nōach*

גָּבֵהַ *gāvōah*

- (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:

לְעַבֶּד becomes **לְעַבָּד**

3.5 Quiescent Letters (**אַהֲוִי**)

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

בְּרָא

יְקָרָא

תֹּצְאָה

- ii. אַ 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

לְקָרְאָת for לְקָרְאָת

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

בְּאֶלְהִים for בְּאֶלְהִים

יֹאמֵר for יֹאמֵר

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

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

לְאֹזֶר for לְהֹאֹזֶר

לְחַשֵּׁךְ for לְהַחַשֵּׁךְ

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

יִבְדַּל for יְהִבְדַּל

תְּرַאַה for תְּהִרְאַה

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

לְמִינָה for לִמְינָה

בָּהּ for בְּהּ

- iv. When the preposition לְ (to) is prefixed to the word יְהוּדָה (*yehûdâh*, Judah), the combination לְיְהוּדָה (*leyehûdâh*) first becomes לִיְהוּדָה (*leyehûdâh*)

(*liyehûdâh*), but the ' quiesces and loses its consonantal status, the word becoming **לִיהוּדָה** (*lîhûdâh*).

- v. The word for 'death' is **מוֹת** (*mâvet*) which, when taken together with a following word (e.g. death of Moses) is spoken hurriedly and (becomes first a hypothetical **מוֹת** *mâvt* and then) the ' quiesces, producing the form **מוֹת־מֹשֶׁה**.

3.6 Sign of the Direct Object (**הַ**)

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 **הַ**. The particle serves merely as the sign of the direct object and is therefore not to be translated. **הַ** may be written alone, or it may be joined by a *maqqef* to the following word. In the latter case *tsere* (א) is shortened to *segol* (אַ). Thus we find **אַת הַשְׁמִים** in Gen.1:1, but **הַתְּאַזֵּר** 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. lâredet	8. gdôlîm	9. Gam
10. mullal	11. sappdû	12. challôn
13. hammayim	14. ibaddô	15. chippor
16. Bên	17. ‘êta	18. Bên
19. Dâm	20. Blektekâ	21. Mrakkeb
22. baddâm	23. vayyinnâgpû	24. Mishpât

7.0 TUTOR-MARKED ASSIGNMENTS

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

וַיְבָרֶךְ אֱלֹהִים אֶת־יּוֹם הַשְׁבֵיעִי וַיִּקְדֹּשׁ אֹתוֹ כִּי בֹּו שְׁבַת מְכֻלָּה
מַלְאַכְתּוֹ אֲשֶׁר־בָּרָא אֱלֹהִים לְעֵשָׂות

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

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

- | | | |
|------------|-------------|-------------|
| 1. בָּרָא | 2. יִטְבַּח | 3. שְׁלֹמָה |
| 4. חֹשֶׁךְ | 5. הַעֲמִיד | 6. מִבּוֹא |
| 7. שְׁלֹוֹ | 8. גּוֹי | 9. רָאשִׁים |

8.0 VOCABULARY

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

- | | |
|--------------------------|---------------------------------|
| 1. מֶלֶךְ (melek), King | 11. אָדָם ('ādām), Humankind, |
| 2. אֹור ('ōr), Light | 12. חֹשֶׁךְ (chōshēk), Darkness |
| 3. אָרֶץ ('erets), Earth | 13. אָדָמָה ('ādāmāh), Ground |
| 4. עַפָּר ('āfār), Dust | 14. אֱלֹהִים ('elōhīm), God |
| 5. בֵּית (bayit), House | 15. רָאשׁ (r'ōsh), 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
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0.0 INTRODUCTION

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

1.0 OBJECTIVES

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

- Differentiate between vowel marks and other accent symbols in Hebrew.
- Identify their presence in a Hebrew text, and understand the roles they play.

2.0 MAIN CONTENT

2.1 Accents

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

- a) To mark the tone-syllable, i.e. to indicate the syllable to be stressed in pronunciation. Usually the last syllable and sometimes the last but one syllable is stressed.
- b) As punctuation marks, i.e. they divide the verse into its logical constituent parts: stops and continuation marks.
- c) As musical signs for chanting the scriptures in the synagogues.

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

Examples: **מִלְחָמָה** **אַלְפָיִם**

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

Examples: **יִשְׂרָאֵל** **מֶשֶׁה** **דָּוִד** **אַתָּה**

2.2 Meteg (מַטָּג)

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: **תְּרֵאָה** **הַרְקִיעַ** **וַיְהִי־אָזֶן**
- (b) Used with a long vowel followed by a vocal sheva. As in:

בְּהַבְּרָאָם **שְׁרֵצֹן** **חִיתָה**

- (c) Used with all vowels before compound sheva. As in: **לְעֻשֹׂת** **נְעַשָּׂה** **הַאֲדָמָה**
- (d) Used with a long vowel in a closed syllable, before *maqqef*. As in: **תַּתְ-בְּחָה** **עַזְ-הָן** **וְשַׁמְ-הָנָה**
- (e) Used with first syllable of all forms of **חִיָּה** and **חַיָּה** in which the **ח** and **חַ** have simple (silent) sheva. As in : **יְהִיָּה** (Gen 1:29) **יְחִיָּה** (Gen 17:18)

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

וַיֵּשׁ בְּעָלֹן וַיֵּצֵא

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:

וְהִ-עָרֶב יְהִ-אֹזֶר עַל-פִּנֵּי

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-גִּפְשׁ וְשָׂמֵחַ הַנֶּהָר אֶת-הָאָתָּה

2.4 Mappiq (Extender) (ן)

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

לִמְינָה (le'mînâh) לְעַדְתָּה (le'ābdâh)

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

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: לְקָחָה; בְּדִגָּת; לְמִים

2.6 Silluq (ׄ)

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

2.7 ‘Atnah (^)

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

אֱלֹהִים In Gen.1:1; namely: ‘In the beginning he created God’ – first half of verse ends with ‘Atnah. ‘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 ‘Atnah; 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) מִים - מִים (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. לְמִינֵה |
| 4. בְּלִגְנָפְשׁ | 5. וַיַּצֵא | 6. מֶלֶךְ |
| 7. בְּדִגְתָת | 8. דְלַת | 9. וְיִהְיֶא־זֶר |

8.0 VOCABULARY

אֹזֶר	Stream, canal	יְוָנָה	(f) dove
יְבָשָׂה	(f) dry ground	יְוָצֵר	Potter
יד	(f) hand	יִין	Wine
יְדֻעַ	He knew	יְבָל	Ram, ram's horn
יְהֹוָה :	LORD (Adonay)	יּוֹם	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 נָ, נְ, וָ
 - 3.5 Before a noun with initial (יִ)
- 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 (הַ) 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 הָ (hey (ה) plus *patach* (ׁ), plus dagesh forte (ׂ) in the first consonant of the noun; as in:

הַ + יּוֹם (hay-yôm) = יּוֹם
the day/ today

הַ + מֶלֶךְ (ham-melekh) = מֶלֶךְ
the king

הַ + בֵּן (hab-ben) = בֵּן
the son

3.2 Before Strong Gutturals

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

הַ + הָלֵךְ (ha-hôlêk) = הָלֵךְ

הַ + חֹשֶׁךְ (ha-chôshêk) = חֹשֶׁךְ
the darkness

3.3 Before Weak Gutturals

Before the weak guttural נַ, עַ and before רַ, which cannot be doubled, the *patach* under Hey (הָ) lengthens to a *qamets* (הַ). As in:

הַ + אִישׁ (ha-'îsh) = אִישׁ
the man

הַ + עֹוף (hâ-'ôf) = עֹוף
the bird

ה + רְקִיעַ (*hā- rāqī‘*) = **הָרָקִיעַ**

3.4 Before ה ע

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

ה + חֹזֶק (*he-chāzāq*) = **הָחֹזֶק**

ה + הָרִים (*he-hārîm*) = **הָרִים**

ה + נָעוֹן (*he-‘āvōn*) = **הָנָעוֹן**

3.5 Before a noun with initial (י)

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

ה + יָלִדִים (*ha-yelādîm*) = **הָילִדִים** the children

ה + מִסְלָה (*ha-mesillâ*) = **הָמִסְלָה**

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:

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

הָרָה (har) = **הָרָה** (*hā-hār*) the mountain

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

gan	= הַגָּן (hag-gān) the garden
par	= הַבָּרֶן (hap-pār) the bull
chag	= הַחֲגָה (he-chāg) the festival
ärōn	= הַאָרוֹן (hā-'arōn) the ark

4.0 CONCLUSION

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

5.0 SUMMARY PAGE

The table below summarizes the study on definite articles:

S/N	Before	Hebrew Form	Without Definite Article	With Definite Article
1	All non-gutturals	ה	לִילָה	הַלִּילָה
2	ה, ח	ה	חֹשֶׁךְ	הַחֹשֶׁךְ
3	א, ע, ר	ה	אִישׁ	הָאִישׁ
4	ה, ח, ע	ה	הָרִים	הַהָרִים
5	י, מ	ה	יְלִדִים	הַיְלִדִים

6.0 SELF-ASSESSMENT EXERCISE

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

- | | | |
|------------|------------|----------|
| 1. מֶלֶךְ | 2. לִילָה | 3. יוֹם |
| 4. חֹשֶׁךְ | 5. עַפְרֵר | 6. בֵּית |
| 7. אִשָּׁה | 8. עַם | 9. גַּן |

- | | | |
|---------------------|--------------------|---------------------|
| 10. רָאשׁ | 11. בְּרִית | 12. אֹורֶךְ |
| 13. עִיר | 14. הַיּוֹם | 15. אָדָם |
| 16. יָד | 17. הַר | 18. עַשְׂןָה |
| 19. חַרְבָּה | 20. שְׁלוֹם | |

7.0 TUTOR-MARKED ASSIGNMENTS

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

- | | | |
|----------------------|----------------------|-----------------------|
| 1. הָאָרֶץ | 2. הַעֲנָן | 3. הַבַּיִת |
| 4. הַיּוֹם | 5. הַרְחֵב | 6. הַשְׁנִיה |
| 7. הַצָּאן | 8. הָאֱלֹהִים | 9. הָאָדָמָה |
| 10. הַאֲהָלָה | 11. הַבְּרִית | 12. הַיּוֹם |
| 13. הַעַם | 14. הַשְׁלוֹם | 15. הַעֲתָה |
| 16. הַחֲגָה | 17. הַלְּבָב | 18. הַרְאָשָׁה |
| 19. הַיּוֹרֵד | 20. הַעִיר | |

8.0 VOCABULARY

- | | |
|--|---|
| 1. מֶלֶךְ (<i>melek</i>) King | 16. אָדָם ('ādām), Humankind, |
| 2. אוֹר ('ōr) Light | 17. חֹשֶׁךְ (<i>chōshēk</i>), Darkness |
| 3. אָרֶץ ('erets) Earth | 18. אָדָמָה ('ādāmāh), Ground |
| 4. עַפָּר ('āfār), Dust | 19. אֱלֹהִים ('elōhîm), God |
| 5. בַּיִת (<i>bayit</i>), House | 20. רָאשָׁה (<i>r'ōsh</i>), Head |

6. עִיר ("îr), City	21. לְילָה (lay ^e lāh), Night
7. יוֹם (yôm), Day	22. חֲגָג (chag), Feast, festival
8. יָד (yād), Hand	23. בֵּין (bén) Between
9. פְּרִי (p ^e ri ^î), Fruit	24. עַרְבָּה (erev) Evening
10. בָּקָר (bōqer), Morning	25. מֶקְומָה (māqôm) Place

9.0 REFERENCES/FURTHER READINGS

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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. בּ plus a *sheva נָ*)
 - כְּ** as, like, according to (i.e. כּ plus a *sheva נָ*)
 - לְ** to, for, at (i.e. לּ plus a *sheva נָ*)

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	בֶּמֶלֶךְ	<i>bemelekh</i>	=	מֶלֶךְ	+	בָּ
as a king	כֶּמֶלֶךְ	<i>kemelekh</i>	=	מֶלֶךְ	+	כָּ
to a king	לִמֶּלֶךְ	<i>lemelekh</i>	=	מֶלֶךְ	+	לִ

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

in a covenant	בְּרִית	<i>biv-rîth</i>	=	ברָת	+	בָּ
as a covenant	כְּרִית	<i>kiv-rîth</i>	=	ברָת	+	כָּ
to a covenant	לְבָרִית	<i>liv-rîth</i>	=	ברָת	+	לְ

- iii. Before a consonantal *yod* with a simple *sheva* (ַ), 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	<i>bîhûdâh</i>	= יְהוּדָה	+	בִּ
as Judah כִּיהוּדָה	<i>kîhûdâh</i>	= יְהוּדָה	+	כִּ
to Judah לִיהוּדָה	<i>lîhûdâh</i>	= יְהוּדָה	+	לִ

- iv. Before a guttural with a compound *sheva* (אַ, אָ, אֹ), the inseparable preposition is pointed with the corresponding short vowel. As in:

בָּ + אֲרִי = בְּאֲרִי in a lion *ba'arî*

כָּ + אֲרִי = כְּאֲרִי as a lion *ka'arî*

לָ + אֲרִי = לְאֲרִי to a lion *la'arî*

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

בָּ + אֱלֹהִים = בְּאֱלֹהִים in God *bē'lôhîm*

כָּ + אֱלֹהִים = כְּאֱלֹהִים as God *kē'lôhîm*

לָ + אֱלֹהִים = לְאֱלֹהִים to God *lē'lôhîm*

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

בָּ + הָאֵישׁ = בְּאֵישׁ in the man *bā-'îsh*

כָּ + הָאֵישׁ = כְּאֵישׁ as the man *kā-'îsh*

לָ + הָאֵישׁ = לְאֵישׁ to the man *lā-'îsh*

בָּ + הַבַּיִת = בְּבַיִת in the house *bab-bayit*

כָּ + הַבַּיִת = כְּבַיִת as the house *kab-bayit*

לָ + הַבַּיִת = לְבַיִת to the house *lab-bayit*

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

בָּ + מִים = בְּמִים in waters *bāmāyim*

מִם + בָּם as waters בְּמַיִם *kāmāyim* = בָּם

מִם + לְמַיִם to waters לְמַיִם *lāmāyim* = לְמַיִם

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

The preposition מִן (*min*) can perform a dual role, namely: (a) when it is prefixed to a word that has not the definite article. It becomes inseparable, but (b) it is somehow separable with a *maqqef* if it has a definite article.

Note:

- i. When the preposition מִן is before ordinary letters (i.e. excluding gutturals אֲהַחַע and רְ) the vowelless נֶن is assimilated and the following letter is doubled by *dages forte* as compensation. As in:

from David מִדָּוִיד *mid-dāvid* = מִן + דָּוִיד

from a day מִיּוֹם *miy-yōm* = מִן + יּוֹם

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

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

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

from a man מִאֵישׁ *mē'ish* = מִן + אֵישׁ

from a mountain מִהָר *mēhar* = מִן + הָר

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

from Judah מִיהוֹדָה *mīhūdāh* = מִן + יהוֹדָה

from Jerusalem מִירוּשָׁלַם *mîrûshâlayim* = מִן + יְרוּשָׁלַם

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

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

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

Or the preposition becomes inseparable. As in:

before הַמֶּלֶךְ becomes מִהַמֶּלֶךְ, from the king מִן

before הַבֵּית becomes מִהַבֵּית from the house מִן

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. לְפָנִי	before, in front of
3. עִם	With	4. עַל	upon, above, about
5. בּוּנִין	between	6. תְּחִדֵּד	under, instead of
7. עַד	Until, unto	8. אַחֲרִי	behind, after
9. אֶצְלָן	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 בּ, מּ, פּ) it is pointed with a *sheva* (וְ). As in:

and a horse וְסֹוס *vesûs* = סֹוס + וְ

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

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

and a between **וּבִין** *ûvēn* = **בֵין** + **וְ**

and a king **וּמֶלֶךְ** *ûmelekh* = **מֶלֶךְ** + **וְ**

and here **וּפְהָ** *ûfôh* = **פְהָ** + **וְ**

iii. Before **וְיַ**, the **וְ** contracts with **יַ** to form **וַיַּ**, As in:

and Judah **וַיְהִוָדָה** *vîhûdâh* = **יְהִוָדָה** + **וְ**

let there be **וַיְהִי** *vîhî* = **יְהִי** + **וְ**

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

and I **וְאָנֹי** *va'anî* = **אָנֹי** + **וְ**

and truth **וְאָמֶת** *ve'emet* = **אָמֶת** + **וְ**

and sickness **וְחַלְיִ** *vocholî* = **חַלְיִ** + **וְ**

v. Before the tone-syllable (or accented syllable), the *vav* conjunction is often **וְ**,

As in:

and a night **וְלִילָה** *vâlayelâh* = **לִילָה** + **וְ**

and evil **וְרָעַ** *vârâ'* = **רָעַ** + **וְ**

4.0 CONCLUSION

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

5.0 SUMMARY

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

(a) Illustrative Table for Preposition בְ, בִ, בַ, בָ

S/N	Before	Hebrew Form	Without Preposition	With Preposition
1	All non-gutturals with full vowels	בּ, בִּ, בַּ, בָּ	מלך	בֶּמֶלֶךְ
2	Consonants with simple sheva	בּ, בִּ, בַּ, בָּ	ברית	בֶּבֶרְית
3	yod with a simple sheva	בּ, בִּ, בַּ, בָּ	יהודה	בֶּיהוּדָה
4	A guttural with a compound sheva	בּ, בִּ, בַּ, בָּ	אֲרֵי	בֶּאֲרֵי
5	An 'alef that has a chatef-segol (sometimes)	בּ, בִּ, בַּ, בָּ	אלֹהִים	בֶּאֱלֹהִים
6	A definite article	בּ, בִּ, בַּ, בָּ	הָאִישׁ	בֶּאִישׁ
7	The tone-syllable (Sometimes)	בּ, בִּ, בַּ, בָּ	מִים	בֶּמִים

(b) Illustrative Table for the preposition מִן

S/N	Before	Hebrew Form	Without Preposition	With Preposition
1	All non-gutturals with full vowels	מּ	מלך	מֶמֶלֶךְ
2	Gutturals or ר	מּ	אדם	מֶאָדָם
3	yod with a simple sheva	מִי	יהודה	מֶיהוּדָה
4	Definite article	מן Or מּ	הַבִּית	מִן-הַבִּית Or מֶהֶבֶית

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

S/N	Before	Hebrew Form	Without Preposition	With Preposition
1	All consonants with full vowels	וּ	אָדָם	וְאָדָם
2	Before labials with full vowels	וּ	בֵּין	וּבֵין
3	yod with a simple sheva	וַיִּ	יְהוָדָה	וַיְהוָדָה
4	A compound sheva	וְנִיּוֹתָה	אָנִי	וְאָנִי
5	A tone-syllable	וּלִילָה	לִילָה	וּלִילָה

6.0 SELF-ASSESSMENT EXERCISE

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

מלך - במלך *bemelekh*, in a king
 - כמלך *kemelekh*, as a king
 - למלך *lemelekh*, to a king

- | | | | |
|--------|----------|---------|--------|
| 1. בית | 2. יהודה | 3. חישך | 4. סוס |
| 5. מים | 6. יום | 7. אדם | 8. ראש |

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
17. From the house
19. From a king

16. Evil and darkness
18. From a day
20. From a city

2) Translate the following phrases

- | | |
|-------------------------|---------------------|
| 1. אָדָם וְאֱלֹהִים | 2. שָׁלוֹם בָּאָרֶץ |
| 3. בַּיּוֹם וּבַלֵּילָה | 4. וּבֵין הַחַשֶּׁד |
| 5. טֹוב וּרְעָם | 6. יוֹם וּמַיְאָרֶץ |
| 7. מִבּוֹן וְשָׁלוֹם | 8. בֵּין הַאֲזֹר |
| 9. אַלְיּוֹנָשְׁלִים | 10. אַצְלָהָהָר |

3) Prefix the preposition **מִן** to the following words.

- | | | |
|------------|-------------|--------------|
| 1. בֵּית | 2. הַבַּיִת | 3. פָּרִי |
| 4. חַשֶּׁד | 5. יָד | 6. הַחַשֶּׁד |
| 7. אָשָׁה | 8. הַעִיר | 9. אָרֶץ |

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

- | | | |
|----------------|--------------|-------------|
| 1. דָּבָר | 2. בְּדָבָר | 3. בְּדָבָר |
| 4. לִילָה | 5. הַלִּילָה | 6. בֵּית |
| 7. בְּבִית | 8. בְּבִרְית | 9. אָמָת |
| 10. בִּיהוּדָה | 11. הַסּוֹס | 12. לִיּוֹם |

8.0 VOCABULARY

- | | |
|-------------------------------------|--|
| 1. אִישׁ <i>'ish</i> , man | 2. עַל <i>'al</i> , upon, above, about |
| 3. בְּרִית <i>bərīth</i> , covenant | 4. עִם <i>'im</i> , with |

- | | |
|--|--|
| 5. יְהוּדָה <i>yehûdâh</i> , Judah | 6. בֵּין <i>bêن</i> , between |
| 7. אָרִי <i>'arî</i> , lion | 8. בֶּן <i>bên</i> , son |
| 9. אֱלֹהִים <i>'elôhîm</i> , God | 10. עַד <i>'ad</i> , until, unto |
| 11. מִים <i>mayim</i> , water | 12. תְּחִתָּה <i>tachath</i> , under, instead of |
| 13. סֻס <i>Sûs</i> , horse | 14. אַחֲרִי <i>'achârî</i> , behind, after |
| 15. בַּית <i>bayith</i> , house | 16. אֶצְלָל <i>'etsel</i> , beside, near |
| 17. אֶל <i>'el</i> , to, toward, into | 18. יְרוּשָׁלַיִם <i>Yerûshâlayim</i> , Jerusalem |
| 19. פֵּה <i>Pôh</i> , here | 20. לִפְנֵי <i>Lifnê</i> , before, in front of, |
| 21. טוֹב <i>tôv</i> , good | 22. שָׁלוֹם <i>Shâlôm</i> , peace |
| 23. יְהִי <i>yehî</i> , let there be | 24. רָעַ <i>râ'</i> , evil |

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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:

דְּבָר word from **דָּבַר** he spoke

זֶרֶע seed from **זִרְעָה** he sowed

מֶלֶךְ king from **מָלֹךְ** he reignd

עָבֵד servant from **עָבֹד** he served

2.2 Nouns derived from other nouns include:

בָּקָר a herdsman from **בָּקָר** a herd

בָּרָם a vinedresser from **בָּרָם** a vineyard

יִשְׂרָאֵל Israelite from **יִשְׂרָאֵל** Israel

3.3 Primitive nouns include:

אָב Father	אָם mother	יָד hand
בָּן son	יּוֹם day	לִילָּה night

3.3 Gender

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

Masculine	Feminine
סֹס a horse	סֹסָה a mare
אִישׁ a man	אִשָּׁה a woman
נְבִיא a prophet	נְבִיאָה a prophetess

Classes of feminine nouns

- i. Words ending in the **הָ** or **תָ** as in **סֹסָה**, mare; **אַחֲוֹת**, sister; **בָּתָ**, daughter.
- ii. Words of any termination that are names of feminine creatures, as **מִאֵם**, mother
- iii. Names of cities, countries which may be considered mothers of their inhabitants. As: **יְרֻשָּׁלָם**, Jerusalem; **יְהוּדָה**, Judah; **יִשְׂרָאֵל**, Israel; etc.
- iv. Names of organs of the body of men or animals, especially such organs as are double, as **יָדָ**, hand; **רָגֶל**, foot; also of other utensils or instruments used by man as: **כָּרֶב**, sword.
- v. Names of things productive, the elements and unseen things as: **שָׁמֶן**, sun; **נֶפֶשׁ**, soul; **שָׁאֵל**, fire; **אָרֶץ**, 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 **הָתְּ** to the masculine. The plural masculine is formed by adding **מֵיְםָ** to the singular; and the plural feminine by changing **הָתְּ** into **וֹתְּ**, or by adding **וֹתְּ** to the singular if it has no feminine termination.
- (ii) The dual is formed by adding **מֵיְםָ** to the masculine singular for the masculine, and to the original feminine singular for the feminine.

Example:

<u>Singular</u>		<u>Feminine</u>
Masculine		
טוֹב good		טוֹבָה good
סֻס horse		סֻסָה mare
<u>Plural</u>		
טוֹבִים good		טוֹבֹות good
סֻסִים horses,		סֻסֹות mares
<u>Dual</u>		
סֻסִתִים pair of horses		סֻסְתִים pair of mares

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

<u>Singular</u>	<u>Plural</u>
אָבְּ father	אָבוֹתְּ fathers
שְׁםָ name	שְׁמוֹתְּ names
מֶקְומָ place	מֶקְומֹתְּ places
קוֹלָ voice	קוֹלוֹתְּ voices

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

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

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

<u>Singular</u>	<u>Plural</u>
דֹּזֶר generation	דֹּרוֹת or דֹּרוֹרִים generations
שָׁנָה year	שָׁנּוֹת or שָׁנִים years

4.0 CONCLUSION

This unit discussed Noun properties, namely: Gender, Number, Person and Case; including how Hebrew nouns 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>	
תְּ	תְּ	(none)	Masculine
תְּ	תְּ	אַתְּ	Feminine

6.0 SELF-ASSESSMENT EXERCISES

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

1. איש	2. מלך	3. סוס
4. נביא	5. נער	6. שר

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

1. אב	2. אשה	3. בת
4. סוס	5. ספר	6. מלך
7. טהרה	8. עיר	9. תורה
10. שם	11. יד	12. רגלי

7.0 TUTOR-MARKED ASSIGNMENT

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

1. אים	2. אם	3. ארץ	4. תורה .
5. יד	6. יום	7. בני	8. עץ
9. עין	10. עיר.		

- 2) Translate the following

1. המים ב <u>תוך</u> ה <u>ים</u> 3. האגנים ו <u>העינים</u> 5. <u>בני</u> ם ו <u>בנות</u> 7. ע <u>פר</u> מ <u>ן</u> ה <u>אדמה</u> 9. <u>השמ</u> ים ו <u>האר</u> ץ	2. העז <u>ב</u> ש <u>מים</u> 4. <u>הברית</u> ע <u>ם</u> -ה <u>מלך</u> 6. <u>המצוות</u> ב <u>תורה</u> 8. ב <u>יום</u> ו <u>בליל</u> ה 10. <u>הملכים</u> מ <u>ירוש</u> לים
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8.0 VOCABULARY

- | | |
|-------------|---------------------------|
| 1. חָכֶם | 2. גָּדוֹל |
| wise | great |
| 3. טֹוב | 4. קֹול |
| good | voice |
| 5. עַז | 6. הִיה |
| strong | he was, became |
| 7. קַטָּן | 8. רַב |
| small | many, much, great |
| 9. קָרוֹת | 10. מֹשֶׁה |
| near | Moses |
| 11. מֵרֵר | 12. יְפָרֵךְ |
| bitter | beautiful, handsome, fair |
| 13. שָׂדָה | 14. אָדָמָה |
| field | ground, earth |
| 15. אֲדֹנִי | 16. יְהוָה |
| Lord | LORD (Pronounced Adonai) |
| 17. בָּשָׂר | 18. יְשָׁרָם |
| flesh | straight, right |
| 19. עַפְרֹת | 20. נֶפֶשׁ |
| dust | soul, living being |

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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
- 8.0 Vocabulary
- 9.0 References/Further Readings

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	טֹב	בָן
A wise father	חִכּוּם	אֵבֶן

2.0 OBJECTIVE

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

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

3.0 MAIN CONTENT

3.1 Adjective Properties

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

- **Gender**

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

- **Number**

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

- **Definiteness**

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

3.2 Adjective Usage

There are four basic ways adjectives are used:

1) Attribute Usage

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

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

אָשֶׁה טוֹבָה, a good woman (expressed in Hebrew as “a woman, a good one”)

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

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

הָאָשֶׁה הַטּוֹבָה, the good woman (expressed in Hebrew as ‘the woman, the good (one)’)

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

אֲבוֹת טוֹבִים, good fathers;

and not **אֲבוֹת טוֹבֹת**

נְשִׁים גְּדוּלֹות, great women;

and not **נְשִׁים 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:

טֹב הָאִישׁ, the man is good (expressed in Hebrew as ‘good (is) the man’)

טֹבַה 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		הַטּוֹב	<i>Singular</i>
The good (ones)	הַטּוֹבָות		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:

הַבֵּית גָּדוֹל מִן הַאֲהָל
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:

טֹב 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>	
אהָ	…	<i>Singular</i>
אותָ	אִים	<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	בַּת 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:

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

(a) A (b) fem (c) sing

1. **נָעֲרָה קָטָנָה** a little maid

(a) (b) (c)

2. **בַּדָּרֶךְ יִשְׁרָה** by a straight way

(a) (b) (c)

3. **אָבָן גָּדוֹלָה** a great stone

(a) (b) (c)

4. **בֵּית חָדָש** a new house

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

5. עִיר גְּדוֹלָה a great city

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

6. קָרוּב הַיּוֹם the day is near

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

7. טֹובָה הָאָרֶץ מִאֵד מִאֵד the land was exceedingly good

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

8. הַדָּرֶךְ הַטּוֹבָה the good way

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

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

8.0 VOCABULARY

גָּדוֹל	Great, big	טוֹב	Good
זָבוֹן	Old	רַב	Much, Many
חֲדָש	New	אֵשׁ	Fire
חִזְקָה	Strong	כָּהּוֹן	Priest
חֲכָם	Wise	סֻוס	Horse
יְפָה	Beautiful	אוֹר	Light
מִאֵד	Very (adverb)	בִּינָה	Understanding
יְשָׁרָם	Upright	מֶקוּם	Place, Abode
קָדוֹשׁ	Holy	קֹול	Voice
קָטָן	Small	נָבִיא	Prophet
רָעַ	Evil, wicked	צָדִיק	Righteous, Just
תְּמִימָם	Perfect, Complete	הַזֹּא	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	אָנָּנוּ	I	1 cp	אָנְחָנוּ	We
2 ms	אַתָּה	You	2 mp	אַתָּם	You
2 fs	אַתָּן	You	2 fp	אַתָּנוֹתָן	You
3 ms	הֵذَا	He/it	3 mp	הֵם	They
3 fs	הֵזִיא	She/it	3 fp	הֵן	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:

אָנָּנוּ יְהוָה I (am) the LORD
אַתָּה הָאִישׁ You are the man
בִּידְעָפֶר For you are dust
יְהוָה הַזֶּה אֱלֹהִים The LORD, he is God

(b) Demonstrative Pronoun

The forms of the demonstrative pronouns are as follows:

	Singular		Plural
Masc.	זה this	Masc.	אלוּה these
Fem.	זאת this	Fem.	אלוּה these
Masc.	הוא that	Masc. (ם)	המֹה(ם) those
Fem.	היא that	Fem. (ן)	הנֹה 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:

המקום הזה	This place
הארץ הזוֹת	This land
ביום הוהָ	On that day
בעיר ההיָ	In that city
הדברים האלוּה	These words
הערים האלוּה	These cities
בימים הַם	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:

זה היום	This (is) the day
זאת הארץ	This (is) the land
הוא הדבר	That (is) the word
הוא העיר הגדלה	That (is) the great city
אלוּה הדברים	These (are) the words

(c) Interrogative Pronouns

The following are the Hebrew Interrogative pronouns:

מי	Who?	מה	What?
מדוע	Why?	למה	Why?
מתי	When?	איפה	Where?
איך / איך	How?	מכאן	From Where?
אן / אנה	Where?	הָ?	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 הטופת האלה**
- 2) **צדיק אתה**
- 3) **בי מלך גדול אני**
- 4) **לעיר הגדולה הזאת**
- 5) **ביחזקים המה**
- 6) **חכמים אנחנו**
- 7) **ביחזק הוא**
- 8) **בי מרים הם**
- 9) **העיר הזאת קרובה**
- 10) **ואנבי נער קטן**

7.0 TUTOR-MARKED ASSIGNMENTS

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

- | | |
|--------------------------------------|--------------------------------|
| 1) בי קטן (הוא / היא) | For he (is) small |
| 2) בי קשֶׁה (את / אתה) | that you (are) stubborn |
| 3) ביהִפה (הוא / הָוֹא) מַאֲד | for she (was) very beautiful |
| 4) יְפֵה (אתה / את) | you (are) lovely |
| 5) תְּמִימִים (אתה / את) | you (were) perfect (blameless) |

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

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

8.0 VOCABULARY

1	אָבָן	(f) Stone	10	מְשֻׁה	Moses
2	דָּוֶר	Generation	11	נָبִיא	Prophet
3	יְרוּשָׁלָם	Jerusalem	12	גָּעָר	Lad, youth
4	כְּהָ	Thus	13	גָּעָרָה	Maiden, young woman
5	לְחַם	Bread	14	סְפִּיר	Book
6	מִדְבָּר	Wilderness, desert	15	פֹּוֹ	Lest
7	מָה	What?	16	רֶגֶל	(f) foot
8	مְיִ	Who?	17	מְשֻׁפְט	Judgment, justice
9	שָׂמֹן	Oil, fat	18	תּוֹרָה	(f) law, Instruction

9.0 REFERENCES/FURTHER READINGS

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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 Trilateral 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,

ברא from **ברא**

בדיל from **בדל**

מתהלך from **הלך**

קיימי from **קם**

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

Many of the roots now appearing to trilateral, were once biliteral; their trilateral 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, מוֹת he died, שִׁים to put.

For many words, the roots are difficult to locate.

3.2 Classes of verbs

(i) Trilateral. The Hebrew verb is normally trilateral (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:

שְׁבַת דָּבַק מְשַׁלֵּחַ

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:

עַזְבָּה הַרְגָּשָׁה רַחֲמָה

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

נְתַנָּה יְצַרָּה 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 (עַיִן)**. These are verbs in which the second root consonant has been duplicated. They are also known as 'Geminate verbs'. Example:

סְבֻבָּ; חַלְלָ; הַנְּנָ

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

מֹותָ; בֵּיןָ; יְשִׁיםָ; קֹםָ

3.3 Tenses

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

3.4 The verb stems

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

- (i) ***Qal*** (קָלְ). 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, פַּעֲלָ (pa'al) – did, performed. Thus the name of the stem is נִפְעָל. Example: ***He was killed***.

- (iii) ***Pi'el* (or *Pôlēl*)** (פִּילְ). 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: קִטְלָ (qit-têl). Example: ***He destroyed***.

- (iv) ***Pu'al*** (פִּעְלָ). The intensive passive stem is called *Pu'al*. the formal characteristic of this root is the doubling or repetition of the second radical, with ū or o under the first radical. Example: קַטְלָ (qăt-tal). Example: ***He was destroyed***.

(v) **Hif'il** (הַפְעֵל). It is the causative stem of *qal*. The formal characteristic of this

stem is the prefix ה which undergoes modification in inflection. Example:

הַקְטִיל (*hiq-tîl*). Example: ***He caused death.***

(vi) **Hof'al** (הַפְעֵל). The passive causative stem is called *Hof'al*. the formal

characteristic is the prefix ה, which undergoes change in inflection. Example:

(*hōq-tal*). Example: ***He was caused to kill.***

(vii) **Hithpa'el** (הַתְּפֻעֵל). The intensive reflexive stem is called *hithpa'el*.

The formal characteristic of this stem is the prefix ה. 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>	נָקַטְל	נָקַטְל	Reflexive, reciprocal, passive	נ
3	<i>Pi'el</i>	קָטַל	קָטַל	Intensive active	Dagesh forte in second radical
4	<i>Pu'el</i>	קָטַל	קָטַל	Intensive passive	Qibbus (קִבּוּס) and Dagesh forte
5	<i>Hif'il</i>	הַקְטִיל	הַקְטִיל	Causative active	ה
6	<i>Hof'al</i>	הַקְטִיל	הַקְטִיל	Causative passive	ה
7	<i>Hithpa'el</i>	הַתְּקֻטֵּל	הַתְּקֻטֵּל	Reflexive, reciprocal	הַת 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>	קָטֵל	קָטֵל	Intensive active	Dagesh forte in second radical
4	<i>Pu'al</i>	קָטָל	קָטָל	Intensive passive	Qibbus (קִבּוּס) and Dagesh forte
5	<i>Hif'il</i>	הִקְטִיל	הִקְטִיל	Causative active	ה
6	<i>Hof'al</i>	הִקְטָל	הִקְטָל	Causative passive	ה
7	<i>Hith-pa'el</i>	הַתְקִטֵּל	הַתְקִטֵּל	Reflexive, reciprocal	הַת and dagesh forte

6.0 SELF-ASSESSMENT EXERCISES

- Give at least two examples of each of the following:
 1. Trilateral 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: כתְבַתִּי (כְתַבְתִּי)

1. () שָׁלַחֲתִי	7. () שְׁמַרְתִּם
2. () שְׁמַרְתָּ	8. () בְּתַבְנָה
3. () לְקַחֲתָ	9. () יְקַטֵּל
4. () בָּרָא	10. () תְּקַטְלָנָה
5. () קָרָא	11. () אָכְלָתָן
6. () הָלַבָּה	12. () גַּשְׁמָר

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

1. () בָּרָא, he created	2. () אָכְלָה, he ate
3. () קָטָל, he killed	4. () שָׁלַח, he sent
5. () יָדָע, he knew	6. () מִשְׁלָל, he ruled
7. () עָשָׂה, he did	8. () שָׁבַב, he lay down

8.0 VOCABULARY

1. לְקַח	he took	2. מֶלֶךְ	he reigned
3. מִצְא	he found	4. נִפְלָה	he fell
5. עָבֹד	he served	6. עַלְהָה	he went up
7. קָרָא	he called	8. פָּקַד	he visited, appointed
9. שָׁבַב	he lay down	10. שָׁמַע	he heard, obeyed

9.0 REFERENCES/FURTHER READINGS

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UNIT 14 THE QAL PERFECT INFLECTION (REGULAR VERBS)

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Qal Perfect Inflection
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- 5.0 Summary
- 6.0 Self-Assessment Exercises
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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	כְתַבְתִּי	He wrote			
3 f.s	כְתַבְתָּה	She wrote	3 c.p	כְתַבְנוּ	They wrote
2 m.s	כְתַבְתָּךְ	You wrote	2 m.p	כְתַבְתָּם	You wrote
2 f.s	כְתַבְתָּךְ	You wrote	2 f.p	כְתַבְתָּנוּ	You wrote
1 c.s	כְתַבְתִּי	I wrote	1 c.p	כְתַבְנוּ	We wrote

Example 2

Singular			Plural		
Person	Hebrew	English	Person	Hebrew	English
3 m.s	שִׁמְרָה	He kept	3 c.p	שִׁמְרָוּ	They kept
3 f.s	שִׁמְרָה	She kept			
2 m.s	שִׁמְרָתְךָ	You kept	2 m.p	שִׁמְרָתֶם	You kept
2 f.s	שִׁמְרָתְךָ	You kept	2 f.p	שִׁמְרָתֶן	You kept
1 c.s	שִׁמְרָתִי	I kept	1 c.p	שִׁמְרָנוּ	We kept

Note:

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

3 m.s	He	3 c.p	They
3 f.s	הָ	הֵ	
2 m.s	תָּ	תֵּ	You
2 f.s	תָּ	תֵּ	You
1 c.s	תִּ	נָ	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 **כְּתַב**, **שִׁמְרָה**), 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) **כְּתַב**, **שִׁמְרָה**, or **כְּתַבְתָּ**, 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	נָאַת	She	3 c.p	נָאָתָה	They
2 m.s	נָאַתְּ	You	2 m.p	נָאָתָם	You
2 f.s	נָאַתְּ	You	2 f.p	נָאָתָתִים	You
1 c.s	נָאַתִּי	I	1 c.p	נָאָתָנוּ	We

6.0 SELF-ASSESSMENT EXERCISES

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

7.0 TUTOR-MARKED ASSIGNMENTS

1. Translate the following words to Hebrew:

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

2. Give a rough translation of the following in English

1. בָּרָא אֱלֹהִים אֶת הַשְׁמִים (Gen.1:1)
2. וַיַּחֲשֹׁךְ קָרָא לִילָה (Gen.1:5)
3. אֱלֹהִים נִפְלָה מִן-הַשְׁמִים (Job 1:16)
4. שִׁמְרוּ בְּרִית אֱלֹהִים (Ps.78:10)
5. הַעַם אָמַרְוּ אָמֵן (Deut (27:15))
6. וַיַּדַּע אָדָם יְדֻע (Gen.4:1)

(*Note: Do the translation first before checking it out from the Bible passage in the parenthesis)

8.0 VOCABULARY

1. מִשְׁלָל	he ruled	6. הִיא	he, it was
2. חִיה	he, it lived	7. צִוָּה	he commanded
3. קָוָה	he waited, hoped	8. רָוָה	he revived, was refreshed
4. שִׁמְרָה	he kept	9. בִּתְבַּעַת	he wrote
5. אָכְלָה	he ate	10. אָמַרְתָּ	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 (I)
Unit 18	Perfect of the Remaining Verb Stems (II)
Unit 19	Imperfect of the Remaining Verb Stems (I)
Unit 20	Imperfect of the Remaining Verb Stems (II)
Unit 21	Pronominal Suffixes

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:

וַיְשִׁמְרָה (and she kept), has the prefix **וַיְ** and the suffix **הִ**

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

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

Qal, Pi'el and Pu'aldo 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:

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

But the verb root **שִׁמְרָ** 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. **נַ** is the prefix for the Nif'al perfect
2. **הַתּ** is the prefix for the Hitpa'el perfect
3. **הַ** is the prefix for the Hif'il perfect
4. **הַ** 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	הִ	She	3 c.p	וּ	They
2 m.s	תָּ	You	2 m.p	תֵּם	You
2 f.s	תָּ	You	2 f.p	תֵּן	You
1 c.s	תִּ	I	1 c.p	נוּ	We

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

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

- 7) Translating the sentence: **הַדָּבָר וְשְׁמַרְתָּה** 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 (**תָּ**),

we are left with three consonants **שְׁמַר**. Using the BDB to

locate the 3rd person masculine singular Qal perfect form, which

is **שְׁמַר**, which means he kept; the suffix **תָּ** is 3rd person

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

the sentence **הַדָּבָר וְשְׁמַרְתָּה** 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 usage 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

- Identify the three root consonants in the following perfects:

- | | |
|------------------------|-----------------------|
| 1. הַמְשִׁילוּ | 2. שָׁמַרְתָּ |
| 3. גַּשְׁבָּרוּ | 4. מַשְׁלַתָּם |
| 5. קָדְשָׁנוּ | 6. מַשְׁלָה |
| 7. כְּתַבְתֶּם | 8. פָּקַדְתִּי |
| 9. וְלִקְחַתָּם | 10. וּמְלַךְ |

8.0 VOCABULARY

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

9.0 REFERENCES/FURTHER READINGS

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

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UNIT 16 THE QAL IMPERFECT INFLECTION (REGULAR VERBS)

CONTENT

- 1.0 Introduction
- 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: **כתב** (He wrote). This implies that Qal imperfect will be formed using the similar word in the perfect. **כתב**

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

Example 1: **כתב** (he wrote)

Singular			Plural		
Person	Hebrew	English	Person	Hebrew	English
3 ms	יְכַתֵּב	He shall write	3 mp	יְכַתְּבּוּ	They shall write
3 fs	תְּכַתֵּב	She shall write	3 fp	תְּכַתְּבָנָה	They (f) shall write
2 ms	תְּכַתֵּב	You shall write	2 mp	תְּכַתְּבּוּ	You shall write
2 fs	תְּכַתְּבִּי	You (f) shall write	2 fp	תְּכַתְּבָנָה	You (f) shall write
1 cs	אֶכְתֵּב	I shall write	1 cp	גַּכְתֵּב	We shall write

Example 2: **מלך** (he reigned)

Singular			Plural		
Person	Hebrew	English	Person	Hebrew	English
3 ms	יְמַלֵּךְ	He shall reign	3 mp	יְמַלְּכּוּ	They (m) shall reign
3 fs	תְּמַלֵּךְ	She shall reign	3 fp	תְּמַלְּכָנָה	They (f) shall reign
2 ms	תְּמַלֵּךְ	You (m) shall reign	2 mp	תְּמַלְּכּוּ	You (m) shall reign
2 fs	תְּמַלְּכִי	You (f) shall reign	2 fp	תְּמַלְּכָנָה	You (f) shall reign
1 cs	אֶמְלֹךְ	I shall reign	1 cp	גַּמְלֹךְ	We shall reign

3.2 Important features to note

- 1) The singular prefixes for Qal imperfect are yod, three tav, and ‘alef
- 2) The plural prefixes are yod, three tav, 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^egol rather than a hireq.

- 4) There is only one suffix in the singular, which is hireq-yod (הָיּ) found in the second person feminine singular.
- 5) The plural inflections have suffixes in the first four forms namely: הֵם, הֵם, נִהְיָה, נִהְיָה. 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 — — — ?	3 mp הֵם
3 fs — — — הֵם	3fp נִהְיָה
2 ms — — — הֵם	2 mp הֵם
2 fs הָיּ — — הֵם	2 fp נִהְיָה
1 cs — — — הָיּ	1 cp — — — נִהְיָה

6.0 SELF-ASSESSMENT EXERCISES

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

7.0 TUTOR-MARKED ASSIGNMENTS

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

1. זָכַר he remembered
2. שִׁמְלָה he kept
3. שִׁפְטָה he judged
4. שִׁבְתָּה he rested
5. מִשְׁלָחָה he ruled

8.0 VOCABULARY

גָּאֵל	He redeemed	גָּלַה	He uncovered, revealed
גּוֹאֵל	Redeemer	גָּמַל	He dealt generously with, repaid
גָּבָהּ	He was high, proud	גָּדַע	He diminished, restrained, withdrew
גָּבָר	He was strong, mighty, he prevailed	גָּרַשׁ	He drove out, cast out
גָּדַע	He hewed down	גָּעַר	He rebuked

9.0 REFERENCES/FURTHER READINGS

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

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UNIT 17 PERFECT OF THE REMAINING VERB STEMS (I)

CONTENT

- 1.0 Introduction
- 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
- 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 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, and Pu'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.
- 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 נִפְעָל

Qal perfect form מִשְׁלָה (he ruled)

Singular			Plural		
Person	Hebrew	English	Person	Hebrew	English
3 ms	גָּמַשְׁלָ	He was ruled	3 cp	גָּמַשְׁלָוּ	They were ruled
3 fs	גָּמַשְׁלָה	She was ruled			
2 ms	גָּמַשְׁלָתָ	You were ruled	2 mp	גָּמַשְׁלָתִים	You were ruled
2 fs	גָּמַשְׁלָתָ	You were ruled	2 fp	גָּמַשְׁלָתִין	You were ruled
1 cs	גָּמַשְׁלָתִי	I was ruled	1 cp	גָּמַשְׁלָנוּ	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 (גַּפְעֵל – גָּמַשְׁל – גָּמַשְׁלָ).
- 3) The prefix גַּ combines with the first root consonant to form a closed syllable (e.g. גַּמְשָׁל) and this continues unchanged throughout the Nif'al perfect inflection of גָּמַשְׁל.
- 4) In all respects Nif'al forms are identical to Qal perfect forms.

3.2 Pi'el Perfect Inflection

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

Pi'el Perfect Inflection פִּעֵל

Qal perfect form לָמַשְׁל (he ruled)

Singular			Plural		
Person	Hebrew	English	Person	Hebrew	English
3 ms	מַשְׁלָ	He ruled (with force)	3 cp	מַשְׁלָוּ	They ruled (with force)
3 fs	מַשְׁלָה	She ruled (with force)			

2 ms	מִשְׁלַּת	You ruled (with force)	2 mp	מִשְׁלַּתְּךָם	You ruled (with force)
2 fs	מִשְׁלַּתְּךָ	You ruled (with force)	2 fp	מִשְׁלַּתְּךָנָה	You ruled (with force)
1 cs	מִשְׁלַּתְּךָי	ruled (with force)	1 cp	מִשְׁלַּתְּנוּ	We ruled (with force)

Note:

- 1) Pi'el is an intensive active stem, which is causative in nature (e.g. **מִשְׁלָל** he ruled with force).
- 2) The middle consonant of the verb root is doubled as in **מִשְׁלָל**.
- 3) Shares the doubling of middle consonant in common with Pu'al and Hitpa'el.
- 4) Pi'el has no prefix in the perfect, just like Qal and Pu'al.

3.3 Pu'al Perfect Inflection

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

Pu'al Perfect Inflection **פָּעֵל**

Qal perfect form **מִשְׁלָל** (he ruled)

Person	Singular		Plural		
	Hebrew	English	Person	Hebrew	English
3 ms	מִשְׁלָל	He was ruled (with force)	3 cp	מִשְׁלָלוֹ	They were ruled (with force)
3 fs	מִשְׁלָלה	She was ruled (with force)			
2 ms	מִשְׁלַּתְּךָ	You were ruled (with force)	2 mp	מִשְׁלַּתְּךָם	You were ruled (with force)
2 fs	מִשְׁלַּתְּךָנָה	You were ruled (with force)	2 fp	מִשְׁלַּתְּךָנָה	You were ruled (with force)
1 cs	מִשְׁלַּתְּךָי	I was ruled (with force)	1 cp	מִשְׁלַּתְּנוּ	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) Qibbutz appears under the first root consonant in all forms of the Pu‘al perfect.

4) The middle root consonant is doubled as in **מִשְׁלָחַן**

5) Pu‘al perfect is patterned after the Qal perfect

4.0 CONCLUSION

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

5.0 SUMMARY

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

1) Nif‘al Perfect Inflection **נִפְעַל**

Person	Singular		Plural	
	Hebrew		Person	Hebrew
3 ms	— — —	גַ	3 cp	וּ — — — גַ
3 fs	הַ — —	גַ		
2 ms	תַ — — —	גַ	2 mp	וּתַ — — — גַ
2 fs	תַ — — —	גַ	2 fp	וּתַ — — — גַ
1 cs	תִ — — —	גַ	1 cp	וּתִ — — — גַ

2) Pi‘el Perfect Inflection **פִּעַל**

Person	Singular		Plural	
	Hebrew		Person	Hebrew
3 ms	— — —		3 cp	וּ — — —
3 fs	הַ — —			
2 ms	תַ — — —		2 mp	וּתַ — — —
2 fs	תַ — — —		2 fp	וּתַ — — —
1 cs	תִ — — —		1 cp	וּתִ — — —

3) Pu‘al Perfect Inflection Inflection **פָּעַל**

Singular		Plural	
Person	Hebrew	Person	Hebrew
3 ms	— — —	3 cp	נִ — — —
3 fs	נִיְ — —		
2 ms	נִ — — —	2 mp	נִתְ — — —
2 fs	נִתְ — — —	2 fp	נִתְנַ — — —
1 cs	נִתֵּ — — —	1 cp	נִתְנַ — — —

6.0 SELF-ASSESSMENT EXERCISES

- Write the full perfect inflection of the verb **מִשְׁלַל**, (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

7.0 TUTOR-MARKED ASSIGNMENTS

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

Example: **גַּמְשַׁלְוֹ** - **מִשְׁלָל**

1) שְׁמַעֲתִי	_____	2) לִקְחָה	_____
3) גִּבְרָתִי	_____	4) גִּמְכָרָנוּ	_____
5) לִמְדָתָה	_____	6) סְפִלְתָּם	_____
7) קִדְשָׁתִי	_____	8) גִּסְתָּרָה	_____
9) דִּבְרָזִי	_____	10) גִּדְלָה	_____

8.0 VOCABULARY

גָּلַה	He uncovered, revealed
גָּזֹלָה	(f) exile, exiles
גָּלָל	A heap, wave, billow
גָּלַל	He rolled away
גָּלוּלִים	Idols

דָּבָר	(m and f) Bear
דָּבָק	He cleaved, clung to, kept close
דְּבָר	Word
דְּבָשׁ	Honey
דָּגֶן	Fish

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 18 PERFECT OF THE REMAINING VERB STEMS (II)

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Hitpa‘el Perfect Inflection
 - 3.2 Hif‘il Perfect Inflection
 - 3.3 Hof‘al 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

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

2.0 OBJECTIVES

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

- Translate the perfect forms of Hitpa‘el, Hif‘il , and Hof‘al verbs stems.
- Identify the functions of these verb stems

3.0 MAIN CONTENT

3.1 Hitpa‘el Perfect Inflection

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

הַתְּפִעֵל Hitpa‘el Perfect Inflection

Qal perfect form **מִשָּׁל** (he ruled)

Person	Singular		Plural	
	Hebrew	English	Hebrew	English
3 ms	הַתְּמִשָּׁל	He ruled himself	הַתְּמִשָּׁלִוּ	They ruled themselves
3 fs	הַתְּמִשָּׁלָה	She ruled herself		
2 ms	הַתְּמִשָּׁלָתּ	You ruled yourself	הַתְּמִשָּׁלָתְּם	You ruled yourself
2 fs	הַתְּמִשָּׁלָתּ	You ruled yourself	הַתְּמִשָּׁלָתְּנוּ	You ruled yourself
1 cs	הַתְּמִשָּׁלָתִי	ruled myself	הַתְּמִשָּׁלָתְּנוּ	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 **הַ** 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.

3.2 Hif‘il Perfect Inflection

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

הַפְּעִיל Hif‘il Perfect Inflection

Qal perfect form **מִשָּׁל** (he ruled)

Person	Singular		Plural	
	Hebrew	English	Hebrew	English
3 ms	הַמְּשִׁיל	He caused to rule	הַמְּשִׁילּוּ	They caused to rule

3 fs	הִמְשִׁילָה	She caused to rule	2 mp	הִמְשַׁלְתָּם	You caused to rule
2 ms	הִמְשַׁלְתָּךְ	You caused to rule	2 fp	הִמְשַׁלְתָּנוּ	You caused to rule
2 fs	הִמְשַׁלְתָּתְךְ	You caused to rule	1 cp	הִמְשַׁלְנוּ	We caused to rule
1 cs	הִמְשַׁלְתָּהִי	I 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** throughout the perfect inflection.
- 3) Hif'il perfects are patterned after Qal perfects

3.3 Hof'al Perfect Inflection

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

הַפְּעֵל
Hof'al Perfect Inflection

Qal perfect form **מָשַׁל** (he ruled)

Person	Singular		Plural		
	Hebrew	English	Person	Hebrew	English
3 ms	הִמְשַׁלָּה	He was caused to rule	3 cp	הִמְשַׁלְוּ	They were caused to rule
3 fs	הִמְשַׁלָּהִי	She was caused to rule	2 mp	הִמְשַׁלְתָּם	You were caused to rule
2 ms	הִמְשַׁלְתָּךְ	You were caused to rule	2 fp	הִמְשַׁלְתָּנוּ	You were caused to rule
2 fs	הִמְשַׁלְתָּתְךְ	You were caused to rule	1 cp	הִמְשַׁלְנוּ	We were caused to rule
1 cs	הִמְשַׁלְתָּהִי	I was 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 continued the discussion on other Hebrew stems apart from Qal, namely: Hitpa'el, Hif'il and Hof'al. Whereas Hitpa'el functions as a reflexive action, Hif'il and Hof'al function as causative active, and causative passive respectively. The basis for forming the perfect inflection of the remaining verb stems is the Qal perfect third person masculine singular.

5.0 SUMMARY

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

1) Hitpa'el Perfect Inflection **הַתְּפִיעָל**

Person	Singular		Plural	
	Hebrew	Person	Hebrew	Person
3 ms	— — — הִתְ	3 cp	וּ — — — הִתְ	
3 fs	הִתְ — — הִתְ			
2 ms	תִּתְ — — הִתְ	2 mp	מִתְ — — — הִתְ	
2 fs	תִּתְ — — הִתְ	2 fp	נִתְ — — — הִתְ	
1 cs	תִּתְיִ — — הִתְ	1 cp	וּנִתְ — — — הִתְ	

2) Hif'il Perfect Inflection **הַפְּעִיל**

Person	Singular		Plural	
	Hebrew	Person	Hebrew	Person
3 ms	— — — הַ	3 cp	וּ — — — הַ	
3 fs	הַ — — — הַ			

2 ms	תִּהְיֶה	2 mp	תִּהְיוּ
2 fs	תִּהְיֶה	2 fp	תִּהְיוֹת
1 cs	תִּהְיָה	1 cp	תִּהְיֶן

3) Hof'al Perfect Inflection **הַפְּעֵל**

Person	Singular	Plural	
	Hebrew	Person	Hebrew
3 ms	— הִנֵּה	3 cp	וְהִנֵּה
3 fs	הִנֵּה — הִנֵּה		
2 ms	תִּהְיֶה — הִנֵּה	2 mp	תִּהְיוּ — הִנֵּה
2 fs	תִּהְיֶה — הִנֵּה	2 fp	תִּהְיוֹת — הִנֵּה
1 cs	תִּהְיָה — הִנֵּה	1 cp	תִּהְיֶן — הִנֵּה

6.0 SELF-ASSESSMENT EXERCISES

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

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

7.0 TUTOR-MARKED ASSIGNMENTS

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

Example: **מִשְׁלַל** Qal

- | | |
|-----------------------------|--------------------------------|
| 1) בְּקָשָׁה _____ | 2) הַכְשִׁילְתֶּם _____ |
| 3) הַשְׁמִידָה _____ | 4) גַּמְבְּרָנוּ _____ |
| 5) לִמְדָה _____ | 6) סְפִלְתֶּם _____ |

7) לְקַח		8) גָּסְתָּרָה	
9) דְּבָרֹן		10) שִׁמְעַתִּי	

8.0 VOCABULARY

הָלֵל	he praised	זֶה	This
הֵם, הֵמָּה	They	זָהָב	Gold
הֵن, הֵנָּה	(f) they	זָוֵב	To flow
הֵמָּה	He murmured, growled, roared	זִית	Olive-tree
הַמּוֹן	Sound, murmur, roar,	זָכָר	Male

9.0 REFERENCES/FURTHER READINGS

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

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UNIT 19 IMPERFECT OF THE REMAINING VERB STEMS (I)

CONTENT

- 1.0 Introduction
- 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 and the next. The imperfect prefixes and suffixes have the same consonants in all stems of the verb. The vowels of the suffixes are the same for all stems. However, the vowels of the prefixes differ from stem to stem.

2.0 OBJECTIVES

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

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

3.0 MAIN CONTENT

3.1 Nif'al Imperfect Inflection

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

נִפְעָל Nif‘al Imperfect Inflection

Qal perfect form **מִשְׁלָל** (he ruled)

Singular			Plural		
Person	Hebrew	English	Person	Hebrew	English
3 ms	יִמְשַׁל	He shall be ruled	3 mp	יִמְשְׁלֻוּ	They shall be ruled
3 fs	תִּמְשַׁל	She shall be ruled	3 fp	תִּמְשְׁלֹנָה	They shall be ruled
2 ms	תִּמְשַׁל	You shall be ruled	2 mp	תִּמְשְׁלֻוּ	You shall be ruled
2 fs	תִּמְשְׁלִי	You shall be ruled	2 fp	תִּמְשְׁלֹנִי	You shall be ruled
1 cs	אֶמְשַׁל	I shall be ruled	1 cp	גִּמְשְׁלָל	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^egol.
- 3) A dagesh forte is placed in the first consonant of the verb root in the Nif‘al imperfect to compensate for the original נִ that dropped out. For instance:

יִמְשַׁל has become **יִמְשָׁל**.

3.2 Pi‘el Imperfect Inflection

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

Pi‘el Imperfect Inflection

Qal perfect form **מִשְׁלָל** (he ruled)

Singular			Plural		
Person	Hebrew	English	Person	Hebrew	English
3 ms	יִמְשַׁל	He shall rule (intensive)	3 mp	יִמְשְׁלֻוּ	They shall rule (intensive)

3 fs	תִּמְשַׁל	She shall rule (intensive)	3 fp	תִּמְשְׁלָנָה	They shall rule (intensive)
2 ms	תִּמְשַׁל	You shall rule (intensive)	2 mp	תִּמְשְׁלָא	You shall rule (intensive)
2 fs	תִּמְשְׁלֵי	You shall rule (intensive)	2 fp	תִּמְשְׁלָנָה	You shall rule (intensive)
1 cs	תִּמְשְׁלָא	I shall rule (intensive)	1 cp	גִּמְשָׁל	We shall rule (intensive)

Note:

- 1) Pi‘el imperfect may be translated as a simple intensive action in the future time.
- 2) The two distinguishing characteristics of the Pi‘el imperfect are the sheva under the first prefixed consonant, and the doubling of the middle consonant of the verb root.
- 3) The simple sheva in the first prefixed consonant changes to hatef-patach in the first person common singular because of the guttural alef.

3.3 Pu‘al Imperfect Inflection

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

Pu‘al Imperfect Inflection

Qal perfect form **מָשַׁל** (he ruled)

Singular			Plural		
Person	Hebrew	English	Person	Hebrew	English
3 ms	יִמְשַׁל	He shall be ruled (intensive)	3 mp	יִמְשָׁלִו	They shall be ruled (intensive)
3 fs	תִּמְשַׁל	She shall be ruled (intensive)	3 fp	תִּמְשְׁלָנָה	They shall be ruled (intensive)
2 ms	תִּמְשְׁלָא	You shall be ruled (intensive)	2 mp	תִּמְשְׁלָא	You shall be ruled (intensive)
2 fs	תִּמְשְׁלֵי	You shall be ruled (intensive)	2 fp	תִּמְשְׁלָנָה	You shall be ruled (intensive)
1 cs	תִּמְשְׁלָא	I shall be ruled (intensive)	1 cp	גִּמְשָׁל	We shall be ruled (intensive)

Note:

- 1) The distinguishing characteristics of the Pu‘alimperfect are the sheva after the prefix consonant, the qibbutz after the first root consonant, and the doubling of the middle root consonant.
- 2) The Pu‘alimperfect is the passive of the Pi‘el imperfect, translated as the simple intensive in the future time.

4.0 CONCLUSION

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

5.0 SUMMARY

The tables below summarize our study of Nif‘al, Pi‘el, and Pu‘alimperfect verbs ..

Please note the prefixes and suffixes:

1) Nif‘al Imperfect Inflection

Person	Singular Hebrew	Plural	
		Person	Hebrew
3 ms	— — — :	3 mp	ׁי — — — :
3 fs	— — — ְת	3 fp	ׁתְּי — — — ְת
2 ms	— — — ְת	2 mp	ׁי — — — ְת
2 fs	ׁוֹתְּי — — ְת	2 fp	ׁתְּוֹתְּי — — ְת
1 cs	— — — ָת	1 cp	— — — ָת

2) Pi‘el Imperfect Inflection

Person	Singular Hebrew	Plural	
		Person	Hebrew
3 ms	— — — :	3 mp	ׁי — — — :

3 fs	— — — תִּשְׁלַח	3 fp	תִּשְׁלַחְתָּ — — — תִּ
2 ms	— — — תִּשְׁלַח	2 mp	תִּשְׁלַחְתָּ — — — תִּ
2 fs	תִּשְׁלַחְתָּ — — — תִּ	2 fp	תִּשְׁלַחְתָּ — — — תִּ
1 cs	— — — תִּשְׁלַח	1 cp	— — — תִּ

3) Pu‘all Imperfect Inflection

Singular		Plural	
Person	Hebrew	Person	Hebrew
3 ms	— — — :	3 mp	— — — :
3 fs	— — — תִּ	3 fp	תִּשְׁלַחְתָּ — — — תִּ
2 ms	— — — תִּ	2 mp	— — — תִּ
2 fs	תִּשְׁלַחְתָּ — — — תִּ	2 fp	תִּשְׁלַחְתָּ — — — תִּ
1 cs	— — — תִּ	1 cp	— — — תִּ

6.0 SELF-ASSESSMENT EXERCISES

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

- Nif‘al Imperfect of **מִשְׁלַח** (he ruled)
- Pi‘el imperfect of **מִשְׁלַח** (he ruled)
- Pu‘alimperfect of **מִשְׁלַח** (he ruled)

7.0 TUTOR-MARKED ASSIGNMENTS

Write the following inflections and translate them:

- Nif‘al imperfect of **קִבֵּר** (he buried)
- Pi‘el imperfect of **כִּתֵּב** (he wrote)
- Pu‘alimperfect of **סִתְּרָה** (he hid)

8.0 VOCABULARY

זָאֵב	Wolf	זָקֵן	(adj) old
זָאת	(f) this	זָר	A stranger, foreigner
זָבַח	He sacrificed, slew	זָרָה	He scattered, fanned, winnowed
זָבֵחַ	Sacrifice	זָרָחַ	He arose, came forth,
זָדֵד	(adj) insolent, presumptuous	זָרָעַ	He sowed
זָדוֹן	Insolence, presumptuousness	זָרָעָה	Seed, offspring

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 20 IMPERFECT OF THE REMAINING VERB STEMS (II)

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1.0 INTRODUCTION

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

2.0 OBJECTIVES

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

- Identify and isolate prefixes and suffixes from Hebrew imperfect verbs
- Distinguish between perfect and imperfect verbs.
- Understand the function of imperfect verb inflections in Hitpa‘el, Hif‘il and Hof‘al.

3.0 MAIN CONTENT

3.1 Hitpa‘el Imperfect Inflection

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

Hitpa‘el imperfect Inflection

Qal perfect form **לְמַשֵּׁךְ** (he ruled)

Singular			Plural		
Person	Hebrew	English	Person	Hebrew	English
3 ms	יְהִמְשֵׁל	He shall rule himself	3 mp	יְהִמְשָׁלُוּ	They shall rule themselves
3 fs	תְּהִמְשֵׁל	She shall rule herself	3 fp	תְּהִמְשָׁלֹנֶה	They shall rule themselves
2 ms	תְּהִמְשֵׁל	You shall rule yourself	2 mp	תְּהִמְשָׁלּוּ	You shall rule yourselves
2 fs	תְּהִמְשֵׁלִי	You shall rule yourself	2 fp	תְּהִמְשָׁלֹנֶה	You shall rule yourselves
1 cs	אֲהִמְשֵׁל	I shall rule myself	1 cp	גַּהְמְשֵׁל	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 (**נִתְּהִמְשֵׁל**, **נִתְּהִמְשֵׁלִי**), and the doubling of the middle consonant of the verb root.

3.2 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 **מִשְׁלָל** (he ruled)

Singular			Plural		
Person	Hebrew	English	Person	Hebrew	English
3 ms	יְמִשְׁיל	He shall cause to rule	3 mp	יְמִשְׁילוּ	They shall cause to rule
3 fs	תְּמִשְׁיל	She shall cause to rule	3 fp	תְּמִשְׁילֹנֶה	They shall cause to rule
2 ms	תְּמִשְׁיל	You shall cause to rule	2 mp	תְּמִשְׁילּוּ	You shall cause to rule
2 fs	תְּמִשְׁילִי	You shall cause to rule	2 fp	תְּמִשְׁילֹנֶה	You shall cause to rule
1 cs	אֲמִשְׁיל	I shall cause to rule	1 cp	גַּמְשִׁיל	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.

3.3 Hof'al Imperfect Inflection

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

Hof'al imperfect Inflection

Qal perfect form **מִשְׁלָל** (he ruled)

Singular			Plural		
Person	Hebrew	English	Person	Hebrew	English
3 ms	יִמְשַׁל	He shall be caused to rule	3 mp	יִמְשְׁלֻוּ	They shall be caused to rule
3 fs	תִּמְשַׁל	She shall be caused to rule	3 fp	תִּמְשְׁלָנָה	They shall be caused to rule
2 ms	תִּמְשַׁל	You shall be caused to rule	2 mp	תִּמְשְׁלֻוּ	You shall be caused to rule
2 fs	תִּמְשְׁלֵי	You shall be caused to rule	2 fp	תִּמְשְׁלָנָה	You shall be caused to rule
1 cs	אֶמְשַׁל	I shall be caused to rule	1 cp	נִמְשָׁל	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, namely: Hitpa'el, Hif'il and Hof'al. Whereas Hitpa'el functions as a reflexive in the future time, Hif'il and Hof'al function as future causative active, and future causative passive respectively. The basis for forming the perfect inflection of the remaining verb stems is the Qal perfect third person masculine singular.

5.0 SUMMARY

The tables below summarize our study of Hitpa‘el, Hif‘il and Hof‘al imperfect verbs.

Please note the prefixes and suffixes:

1) Hitpa‘el Imperfect Inflection

Person	Singular		Plural	
	Hebrew	Person Hebrew	Hebrew	Person Hebrew
3 ms	— — — תִּ	3 mp	וְ — — — תִּ	
3 fs	— — — תִּתְ	3 fp	הָוְ — — — תִּתְ	
2 ms	— — — תִּתְ	2 mp	וְ — — — תִּתְ	
2 fs	יְ — — תִּתְ	2 fp	הָוְ — — — תִּתְ	
1 cs	— — — תִּתְאָ	1 cp	— — — תִּתְ	

2) Hif‘il Imperfect Inflection

Person	Singular		Plural	
	Hebrew	Person Hebrew	Hebrew	Person Hebrew
3 ms	— — — הַ	3 mp	וְ — — — הַ	
3 fs	— — — הֵ	3 fp	הָוְ — — — הֵ	
2 ms	— — — הֵ	2 mp	וְ — — — הֵ	
2 fs	יְ — — הֵ	2 fp	הָוְ — — — הֵ	
1 cs	— — — אֵ	1 cp	— — — הֵ	

3) Hof‘al Imperfect Inflection

Person	Singular		Plural	
	Hebrew	Person Hebrew	Hebrew	Person Hebrew
3 ms	— — — הַ	3 mp	וְ — — — הַ	
3 fs	— — — הֵ	3 fp	הָוְ — — — הֵ	

2 ms		2 mp	
2 fs		2 fp	
1 cs		1 cp	

6.0 SELF-ASSESSMENT EXERCISES

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

- 1) Hitpa'el Imperfect of **מִשְׁלָך** (he ruled)
- 2) Hif'il imperfect of **מִשְׁלָך** (he ruled)
- 3) Hof'al imperfect of **מִשְׁלָך** (he ruled)

7.0 TUTOR-MARKED ASSIGNMENTS

Write the following inflections and translate them:

1. Hitpa'el imperfect of **מַלְך** (he reigned)
2. Hif'il imperfect of **זָכַר** (he remembered)
3. Hof'al imperfect of **קָדֵש** (he consecrated)

8.0 VOCABULARY

טָבַל	He dipped	כְּבוֹד	Glory
טָבַע	He sank down	כְּבָשׂ	Lamb
טָבַח	He slaughtered	כְּבָשָׁן	He subdued
טוֹב	(adj) good	פְּהֻן	Priest
טָמֵא	He was unclean	כּוֹכֶבֶת	Star
טָמֵן	He hid, concealed	כּוֹסֶת	(f) cup
טָעַם	He tasted, perceived	כּוֹזֵבֶת	He lied, was a liar

9.0 REFERENCES/FURTHER READINGS

- Ajah, Miracle 2011. Old Testament Hebrew, An Introductory Grammar (Book I and II). Aba: Reinoma Services.
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- Kelly, P. H 1992. Biblical Hebrew: An Introductory Grammar. Grand Rapids: William B. Eerdmans Publishing Company.
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- English to Hebrew Translation (<http://translation.babylon.com/English/to-hebrew>).

UNIT 21 PRONOMINAL SUFFIXES

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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 **ብ** and **ኩ** are as follows (**ኩ** is irregular):

Singular		Plural			
Person	Hebrew	Person	Hebrew		
3 ms	וּ—	Him	3 mp	וּנָם—	them
3 fs	וְנָם—	Her	3 fp	וְנָם—	them
2 ms	תְּ—	You	2 mp	תְּנָם—	you
2 fs	תְּנָם—	You	2 fp	תְּנָם—	you
1 cs	וּ—	Me	1 cp	וּנָנוּ—	us

Example: **בְּ** (in, by, with)

Singular		Plural			
Person	Hebrew	Person	Hebrew		
3 ms	בְּ	with him	3 mp	בְּנָם	with them
3 fs	בְּנָה	with her	3 fp	בְּנָה	with them
2 ms	בְּךָ	with you	2 mp	בְּנָם	with you
2 fs	בְּךָ	with you	2 fp	בְּנָה	with you
1 cs	בְּ	with me	1 cp	בְּנוּ	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 **תְּאַחֲרָה**, 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	וָהּ	Him	הֵם , הֵם	them
3 fs	הָתְּ	Her	הֵתְּ	them
2 ms	תָּ	You	כָּם	you
2 fs	תָּ	You	כָּנוּ	you
1 cs	נִ	Me	נוּ	us

Example: מִשְׁלָוּ (they ruled)

Singular		Plural		
Person	Hebrew	Person	Hebrew	
3 ms	מִשְׁלָוָהּ	they ruled him	מִשְׁלָוּם	they ruled them
3 fs	מִשְׁלָוָתָהּ	they ruled her	מִשְׁלָוּןָ	they ruled them
2 ms	מִשְׁלָוָךְ	they ruled you	מִשְׁלָוּכָם	they ruled you
2 fs	מִשְׁלָוָךְ	they ruled you	מִשְׁלָוּכָנוּ	they ruled you
1 cs	מִשְׁלָוָנִי	they ruled me	מִשְׁלָוּנוּ	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	וָהֹתְּ	him	הֹתְּ	them
3 fs	הָתְּ	her	הָתְּ	them
2 ms	תָּ	you	כָּמָתְּ	you
2 fs	תָּ	you	כָּנוּתְּ	you
1 cs	נִ	me	נוּתְּ	us

Example: **מִשְׁלָל** (he ruled)

Singular		Plural	
Person	Hebrew	Person	Hebrew
3 ms	מִשְׁלָלּוּ he ruled him	3 mp	מִשְׁלָלִם he ruled them
3 fs	מִשְׁלָלָה he ruled her	3 fp	מִשְׁלָלָן he ruled them
2 ms	מִשְׁלָלָךְ he ruled you	2 mp	מִשְׁלָלְכֶם he ruled you
2 fs	מִשְׁלָלָךְ he ruled you	2 fp	מִשְׁלָלְכֵן he ruled you
1 cs	מִשְׁלָלָנִי he ruled me	1 cp	מִשְׁלָלְנוּ 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	וּ, הַ- Him	3 mp	וּ- them
3 fs	וְ- Her	3 fp	וְ- them
2 ms	תְּ- You	2 mp	תְּכָם you
2 fs	תְּ- You	2 fp	תְּכָנָן you
1 cs	וּ- Me	1 cp	וּ- us

Example: **יְמִשְׁלֹל** (they will rule)

Singular		Plural	
Person	Hebrew	Person	Hebrew
3 ms	יְמִשְׁלֹלוּהוּ they will rule him	3 mp	יְמִשְׁלֹלוּם they will rule them
3 fs	יְמִשְׁלֹלוּהָ they will rule her	3 fp	יְמִשְׁלֹלוּן they will rule them

2 ms	יִמְшַׁלְךָ	they will rule you	2 mp	יִמְשַׁלְוּכֶם	they will rule you
2 fs	יִמְשַׁלְךָ	they will rule you	2 fp	יִמְשַׁלְוּכָנֶן	they will rule you
1 cs	יִמְשַׁלְוּנִי	they will rule me	1 cp	יִמְשַׁלְוּנוּ	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:

Person	Singular		Plural		
	Hebrew	Person	Hebrew	Person	
3 ms	הִ	Him	3 mp	וּ	them
3 fs	הָ , הֵ	Her	3 fp	וּ	them
2 ms	תִּ	You	2 mp	כָּם	you
2 fs	תִּ	You	2 fp	כָּנֶן	you
1 cs	נִ	Me	1 cp	נוּ	us

Example: **יִמְשַׁל** (he will rule)

Person	Singular		Plural		
	Hebrew	Person	Hebrew	Person	
3 ms	יִמְשַׁלְהוּ	he will rule him	3 mp	יִמְשַׁלְם	he will rule them
3 fs	יִמְשַׁלְהָ	he will rule her	3 fp	יִמְשַׁלְנָ	he will rule them
2 ms	יִמְשַׁלְךָ	he will rule you	2 mp	יִמְשַׁלְכֶם	he will rule you
2 fs	יִמְשַׁלְךָ	he will rule you	2 fp	יִמְשַׁלְכָנֶן	he will rule you
1 cs	יִמְשַׁלְנִי	he will rule me	1 cp	יִמְשַׁלְנוּ	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. יִזְכֶּר (to remember)	2. מִשְׁלַחַם (to rule)
3. יִשְׁמַר (to keep)	4. תְּכַתֵּב (to write)
5. נָתַן (to give)	6. מַלְכֵי (to reign)

8.0 VOCABULARY

ראש Head	שאל He asked
ראשית (f) beginning, chief	שבט Rod, staff, sceptre
רב (adj) many, much, great	שבת Sabbath
רב Multitude, abundance	שׁוֹא Emptiness, vanity
רגל (f) Foot	שׂופט Judge
רוֹאָה Seer, prophet	שַׁחַט Dawn

רוּחַ	(f) Spirit, wind	שִׁיר	A song
רוֹעֵה	Shepherd	שְׁלָום	Peace
רֶחֶב	Breadth, width	שָׁלַח	He sent

9.0 REFERENCES/FURTHER READINGS

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

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