

NATIONAL OPEN UNIVERSITY OF NIGERIA

FACULTY OF ARTS

DEPARTMENT OF RELIGIOUS STUDIES

COURSE CODE: CRS819

COURSE TITLE: FURTHER HEBREW

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CREDIT UNIT: 3

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YEAR OF REVIEW: 2021

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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 ם)
- Unit 6 Syllables
- Unit 7 Particles to Note

Module 2

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

Module 3

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

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

Textbooks and References

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

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

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

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

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

Eliger, K & Rudolp, W 1976. *Biblia Hebraica 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 (fellowshipbibleannarbor.org/cms/mattpostiffBlog/63/95/Elementary-Hebrew-Grammar-Audio)
7. But why study Hebrew? (www.studylight.org/lex/heb)
8. The value of Old Testament Study (www.christiancourier.com/articles/1217-the-value-of-old-testament-study)

Hebrew Visio-Aids and Audio

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

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

3. Audio for Alphabet and Vocabulary

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

Assignments File

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

Presentation Schedule

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

Assessment

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

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

Tutor Marked Assignments (TMAS)

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

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

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

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

Final Examination and Grading

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

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

Course Marking Scheme

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

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

Table 1: Course Marking Scheme

Course Overview

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

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

| | | | |
|-----|--|---------------------------|---------------|
| 4. | Vowel Signs | 4. | Assignment 4 |
| 5. | Half-Vowel Signs (sheva ם) | 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 | ק | צ | פ | ע |
| Resh | Qof | Tsade | Pey | Ayin |

| | | |
|-----|------|-----|
| 400 | 300 | 300 |
| ת | ש | ש |
| 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> | ד | 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> | ו | V as in vine |

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

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

| | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|--|
| | | | | | | | | | | | | | | | | | | ז | |
| | | | | | | | | | | | | | | | | | | | |




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

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

| | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|--|
| | | | | | | | | | | | | | | | | | | ח | |
| | | | | | | | | | | | | | | | | | | | |



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| | | | | | | | | | | | | | | |

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

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



| | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|---|
| | | | | | | | | | | | | | ט |
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| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

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

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


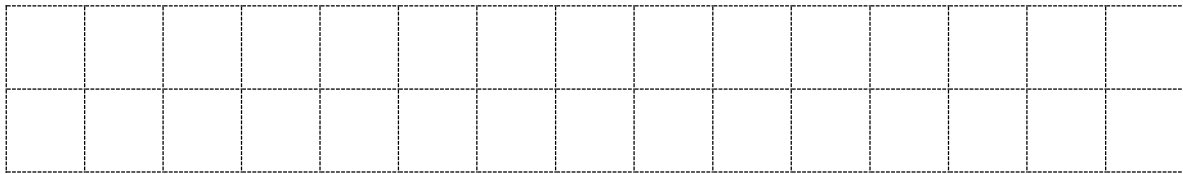


| | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|---|
| | | | | | | | | | | | | | י |
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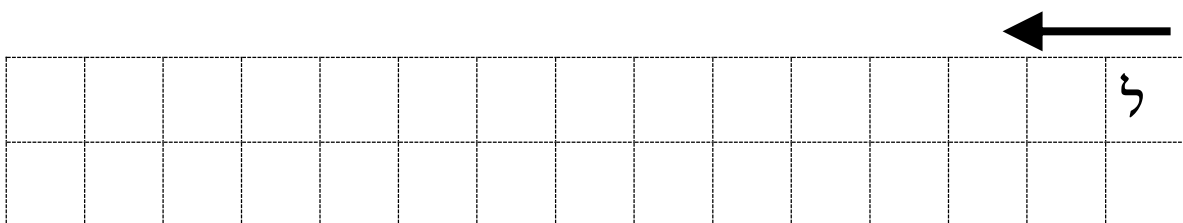
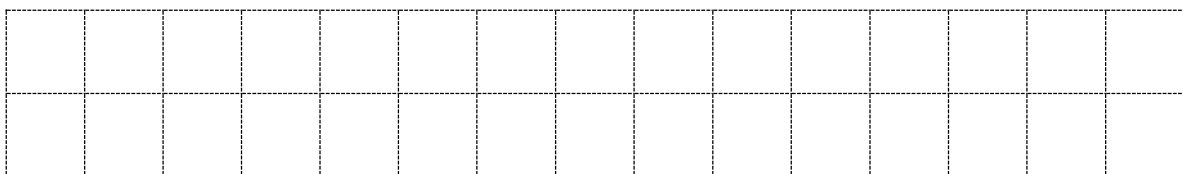
- Write the letter *Kaph* (from right to left) several times

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

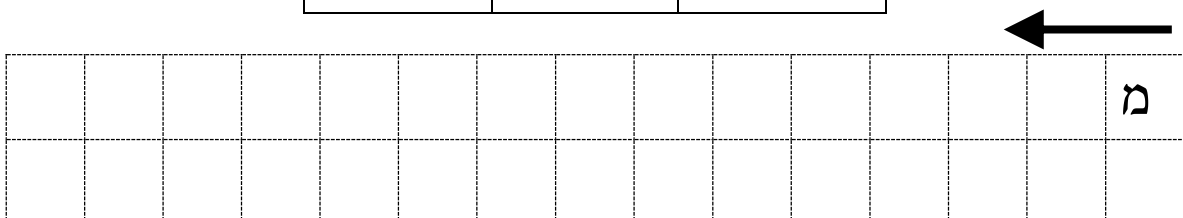
- Write the letter *Lamed* (from right to left) several times

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

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

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



| | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |

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

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



| | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|
| | | | | | | | | | | | | | | נ |
| | | | | | | | | | | | | | | |

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| | | | | | | | | | | | | | | |

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

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



| | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|
| | | | | | | | | | | | | | | ס |
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| | | | | | | | | | | | | | | |

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

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



| | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|
| | | | | | | | | | | | | | | ע |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|

| | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
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|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

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

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

| | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|
| | | | | | | | | | | | | | | | | | | פ |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|

| | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
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|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

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

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

| | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|
| | | | | | | | | | | | | | | | | | | | צ |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|

| | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

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

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

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

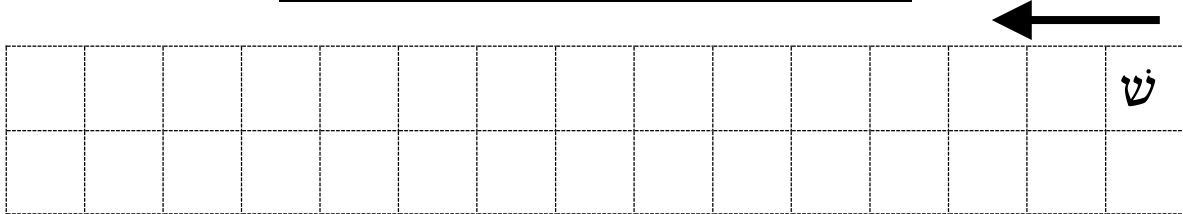
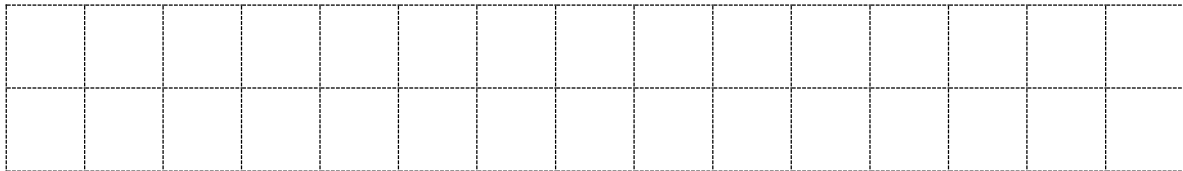
| Name | Print | Pronounced |
|-------------|-------|--------------|
| <i>Resh</i> | ר | r as in rain |

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

| Name | Print | Pronounced |
|------------|-------|--------------|
| <i>Sin</i> | ש | S as in sign |

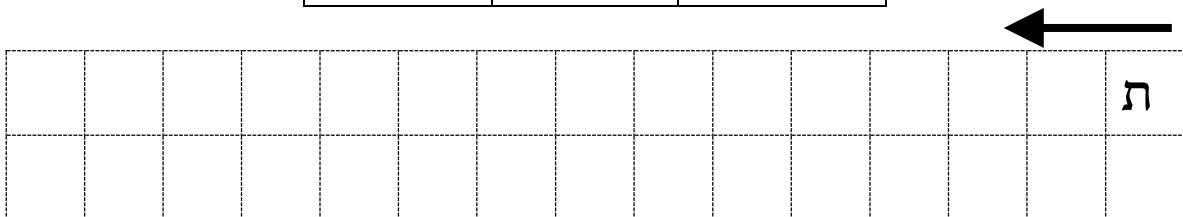

- Write the letter *Shine* (from right to left) several times

| Name | Print | Pronounced |
|-------------|-------|----------------|
| <i>Shin</i> | ש | 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 ם have a tail coming below the line, and no other letter of the alphabet except ׀ comes below the line. Examples:

Regular Form

| | | | | |
|-------|-----|-----|-----|-----|
| צ | פ | נ | מ | כ |
| Tsade | Pey | Nun | Mem | Kaf |

Final Forms (sofit)

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

3.3 Similar Letters

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

Examples:

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

3.4 Guttural Letters


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

| | | | | |
|------|------|------|-----|-------|
| ר | ע | ח | ה | א |
| Resh | Ayin | Chet | Hey | Aleph |

3.5 BeGaDKeFaT

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

| | | | | | |
|-----|-----|-----|-------|-------|-----|
| ת | פ | כ | ד | ג | ב |
| Tav | Pey | Kaf | Dalet | Gimel | Bet |



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

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

4.0 CONCLUSION

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

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

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

5.0 SUMMARY

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

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

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|------------|
| ת | ש | ש | ר | ק | צ | פ | ע | ס | נ | מ | Letter |
| ת | | | | | | פ | | | | | Begadkefat |
| | | | | | ץ | ף | | | ן | ם | Sofit |
| | | | ר | | | | ע | | | | Gutturals |

6.0 TUTOR-MARKED ASSIGNMENTS

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

אבגדהוזחט...

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

1. בית 2. דוד 3. נתן 4. תמר
5. רחל 6. לבן 7. גד 8. לחם

- 3) Locate and identify all the final forms of letters in (3) above.
4) What do the letters in each of the following groups have in common?

1. בגדכפת 2. אהחער 3. דסוףץ

7.0 ALEPH-BET PRACTICE GRID



| | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|----|
| | | | | | | | | | | | | | | | | | | א |
| | | | | | | | | | | | | | | | | | | ב |
| | | | | | | | | | | | | | | | | | | ג |
| | | | | | | | | | | | | | | | | | | ד |
| | | | | | | | | | | | | | | | | | | ה |
| | | | | | | | | | | | | | | | | | | ו |
| | | | | | | | | | | | | | | | | | | ז |
| | | | | | | | | | | | | | | | | | | ח |
| | | | | | | | | | | | | | | | | | | ט |
| | | | | | | | | | | | | | | | | | | י |
| | | | | | | | | | | | | | | | | | | יא |
| | | | | | | | | | | | | | | | | | | יב |
| | | | | | | | | | | | | | | | | | | יג |
| | | | | | | | | | | | | | | | | | | יד |
| | | | | | | | | | | | | | | | | | | טו |
| | | | | | | | | | | | | | | | | | | טז |
| | | | | | | | | | | | | | | | | | | יז |
| | | | | | | | | | | | | | | | | | | יח |
| | | | | | | | | | | | | | | | | | | יט |
| | | | | | | | | | | | | | | | | | | כ |
| | | | | | | | | | | | | | | | | | | כא |
| | | | | | | | | | | | | | | | | | | כב |
| | | | | | | | | | | | | | | | | | | כג |
| | | | | | | | | | | | | | | | | | | כד |
| | | | | | | | | | | | | | | | | | | כה |
| | | | | | | | | | | | | | | | | | | כו |
| | | | | | | | | | | | | | | | | | | כז |
| | | | | | | | | | | | | | | | | | | כח |
| | | | | | | | | | | | | | | | | | | כט |
| | | | | | | | | | | | | | | | | | | ל |

| | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|
| | | | | | | | | | | | | | | | | | ר |
| | | | | | | | | | | | | | | | | | ש |
| | | | | | | | | | | | | | | | | | ש |
| | | | | | | | | | | | | | | | | | ת |

8.0 References/Further Readings

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

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

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

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

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

UNIT 3 TRANSLITERATION

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 The Hebrew Alphabet and their English Equivalents.
 - 3.2 How Transliteration is done.
 - 3.3 The Full Chart of Aleph-Bet Transliterated.
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Self-Assessment Exercises
- 7.0 Tutor-Marked Assignments
- 8.0 Practice Grid
- 9.0 References/Further Readings

1.0 INTRODUCTION

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

2.0 OBJECTIVES

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

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

3.0 MAIN CONTENT

3.1 The Hebrew Alphabet and their English Equivalents

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

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

| | | | | | | | | | | | |
|---|----|---|---|---|----|---|---|---|---|---|---------|
| ת | ש | ש | ר | ק | צ | פ | ע | ס | נ | מ | Hebrew |
| t | sh | ś | r | q | ts | p | ' | s | n | m | English |

3.2 How Transliteration is done

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

| | | | |
|---------|-------|-----|---|
| Hebrew | | | ← |
| ד | ג | ב | |
| dalet | Gimel | bet | |
| English | | | → |
| b | g | d | |

3.3 Full Chart of Aleph-Bet Transliterated

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

| | | | |
|--------|----|-------------|-----------------------|
| Chet | ח | ch (or ħ) | Ch as in bach |
| Tet | ט | t (or ṭ) | T as in time |
| Yod | י | y | Y as in yes |
| Kaf | כ | k | K as in kite |
| | כּ | kh | Ch as in batch |
| | ך | | <i>Sofit form</i> |
| Lamed | ל | L | <i>L as in look</i> |
| Mem | מ | 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> |
| | פּ | 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 ś) | <i>S as in sin</i> |
| Shin | שׁ | sh (or š) | <i>Sh as in shy</i> |
| Tav | ת | T | <i>T as in tall</i> |

4.0 CONCLUSION

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

5.0 SUMMARY

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

6.0 SELF-ASSESSMENT EXERCISES

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

7.0 TUTOR-MARKED ASSIGNMENTS

1) Transliterate the following Hebrew letters to English:

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

2) Transliterate the following English letters to Hebrew:

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

8.0 PRACTICE GRID

Write the Hebrew Alphabet with their English Equivalents

| | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|---|---|---|---------|
| | | | | | | | | | | | | ג | ב | א | Hebrew |
| | | | | | | | | | | | | g | b | ' | English |

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 א ה ו י were sometimes used to indicate the vowel sounds, and hence were called vowel letters. א and ה were used to indicate “a”, י to indicate “e” and “i” and ו to indicate “o” and “u” class vowels.

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

Most of the vowels stand directly below the consonants with which they are to be pronounced. The exceptions are *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, **⌘** 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 |
|----------------|------------|----------------|-----------------|-------|
| ⌘ _ֿ | Qamets | “a” as in land | ā | Long |
| ⌘ _ֿ | Patach | “a” as in aqua | a | Short |

3.2 E-Type Vowel

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

3.3 I-Type Vowel

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

3.4 O-Type of Vowel

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

3.5 U-Type of Vowel

| Vowel Mark | Vowel Name | Sound | Transliteration | Class |
|------------|------------|----------------|-----------------|-----------|
| וְ | Shureq | “u” as school | û | Very long |
| וּ | Qibbuts | “u” as in blue | u | Short |

4.0 CONCLUSION

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

5.0 SUMMARY

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

| U | | O | | | I | | E | | | A | | Type |
|-----|----|-----|----|----|-----|----|-----|----|----|----|----|-----------------|
| וְ | וּ | וְ | וּ | וֹ | וְ | וּ | וְ | וּ | וֹ | וְ | וּ | Mark |
| û | u | ô | o | ō | î | i | ê | e | ē | a | ā | Transliteration |
| v̄l | s | v̄l | s | l | v̄l | s | v̄l | s | l | s | l | Class |

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

6.0 SELF-ASSESSMENT EXERCISE

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

- | | | |
|-------------------|----------------|-------------|
| 1. קָמֶץ | 2. פֶּתַח | 3. צִיֵּרִי |
| 4. חִירְק יוֹד | 5. חִירְק | 6. חוֹלָם |
| 7. קָמֶץ חֲטוּף | 8. שׁוּרְק | 9. קְבוּץ |
| 10. צִיֵּרִי יוֹד | 11. חוֹלָם וָו | |

7.0 TUTOR-MARKED ASSIGNMENTS

- 1) Transliterate into English:

- | | | | |
|---------------|---------------|-----------|------------|
| 1. גְּדוּלָּה | 2. בָּ | 3. בְּבֵל | 4. בָּד |
| 5. דְּבַר | 6. גְּזוּלָּה | 7. בֵּז | 8. גְּבִים |
| 9. בֵּין | 10. בִּן | | |

- 2) Transliterate into Hebrew:

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

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

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

8.0 REFERENCES/FURTHER READINGS

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

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

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: לִשְׁמוּ ... בִּיד (lishmo ... byad)

One writes לִשְׁמוּ ... בִּיָּד (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. (פְּרִי is transliterated *p^erî*).

3.2 Compound Sheva

Guttural letters אהחעו 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-s^egol*

ְ Plus ִ equals ִ called *chatef-qamets*

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

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

(iii) חֲלִי - *ch^olî*, translated 'sickness'

Notes:

1. A *sheva* can be either vocal or silent. It is vocal when it stands beneath a consonant that begins a syllable. The silent *sheva* may be regarded as a syllable breaker because it always stands beneath a consonant that ends a syllable. Thus: בְּרִית (berî^t) is vocal, while מְלֶךְ (me-lek^h) 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: יְמִשְׁלוּ (yîm-s^elû), (מְ) is silent, while (שְׁ) is vocal.

3. A *sheva* under a letter doubled by a dot (dagesh forte) is vocal. Thus: קָטְלוּ is transliterated (*qit-^llû*).
4. A *sheva* is vocal when it is following a long vowel. Example: הֵיטָהּ is transliterated (*hā-y^etāh*)

3.3 Transliteration

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

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

4.0 CONCLUSION

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

5.0 SUMMARY

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

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

The following table summarizes the vowel types:

| U | | O | | | I | | E | | | A | | Type |
|----|----|----|----|----|----|----|----|----|----|----|----|-----------------|
| וּ | וּ | וּ | וּ | וּ | וּ | וּ | וּ | וּ | וּ | וּ | וּ | Mark |
| û | U | ô | o | ō | î | i | ê | e | ē | a | ā | Transliteration |
| vl | S | vl | s | l | vl | s | vl | s | l | s | l | Class |

| Sheva | | | | |
|-------|----|----|----|-----------------|
| וּ | וּ | וּ | וּ | 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. הָבוּ | 2. יִרְדֵּן | 3. חָלִי | 4. אֱלֹהִים |
| 5. דְּבַר | 6. עֲבָדָךְ | 7. בְּרוּךְ | 8. אֱלֹהֵיכֶם |
| 9. דְּבָרֶי | 10. תּוֹלְדוֹת | | |

7.0 TUTOR-MARKED ASSIGNMENTS

- (1) Transcribe into Hebrew

- | | | | |
|---------------------|--------------------|--------------------|-------------------------|
| 1. <i>benôt</i> | 2. <i>baqqesû</i> | 3. <i>nēbi'im</i> | 4. <i>tā'ābôd</i> |
| 5. <i>dēbārîm</i> | 6. <i>bārā</i> | 7. <i>nšimerû</i> | 8. <i>darkekā</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>qetaltē</i> | 16. <i>tišmērem</i> |
| 17. <i>'ādāmôt</i> | 18. <i>bē'emet</i> | 19. <i>'ēmōr</i> | 20. <i>Yitchāllekūn</i> |

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

- | | | | |
|----------|-----------|------------|------------|
| 1. לֹוֹן | 2. רוֹת | 3. וְשֵׁם | 4. וְיֵהִי |
| 5. מְוֹת | 6. בּוֹשׁ | 7. וְיֵהִי | 8. קוֹם |

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

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

8.0 PRACTICE GRID (Write the Aleph-Bet severally)



9.0 REFERENCES/FURTHER READINGS

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

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UNIT 6 SYLLABLES

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Syllables two rules
 - 3.2 Syllable classification
 - 3.3 Dagesh
 - 3.4 Gutturals
 - 3.5 Quiescent letters
 - 3.6 Sign of the direct object
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Self-Assessment Exercises
- 7.0 Tutor-Marked Assignments
- 8.0 Vocabulary
- 9.0 References/Further Readings

1.0 INTRODUCTION

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

2.0 OBJECTIVES

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

- Divide Hebrew words into syllables to facilitate proper reading, writing and reciting.
- Learn other basic particles associated with Hebrew syllables.

3.0 MAIN CONTENT

3.1 Syllables Two rules

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

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

Examples:

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

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

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

Examples:

Consonant + Vowel = Open syllable

כִּי (*kî*)

Consonant + Vowel + Consonant = Closed syllable

בַּת (*bat*)

3.2 Syllables Classification

Hebrew syllables can be classified as either:

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:

וְבָהוּ = *va - bō - hū*

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

טוֹב = *tôv*

בֵּין = *bên*

מַבְּ-דִּיל = *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 בְּרִית (b^erît)
- 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 קָלֵל (qal-lû) when so used the dot is called dagesh forte.

Examples: קָטַל = קִטְּלַל (qit-ṭēl)

הַשָּׂר = הֶשֶׁר (haś-sār)

מִשָּׂר = מֵשֶׁר (miś-sār)

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

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

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

(c) **Note:**

1. Dagesh lene is peculiar to the six BeGaDKeFaT letters (בגדכפת)
2. Dagesh forte can appear in all letters (including the six letters - BeGaDKeFaT), with the exception of the guttural letters (אהחעו).

3.4 Gutturals (אהחעו)

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

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

Patach (א) lengthens to qamets (אֶ)

chireq (א) lengthens to tsere (אֵ)

Qibbutz (א) lengthens to cholem (אֹ)

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

אֲשֶׁר 'asher, who, which, what

אֱלֹהִים 'elōhîm, God

חֲלִי cholî, sickness

- (c) Gutturals prefer the vowel patach (אָ) before them, and sometimes after them. This preference is especially noticeable with the strong gutturals **החע**. 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 *Verû^ach*

רַקִּיעַ *Rāqî^a'*

נֹחַ *Nō^ach*

גַּבְהַ *gāvō^ah*

- (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:

לְעַבְדִּי becomes לְעַבְדִּי

3.5 Quiescent Letters (אהוי)

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

Note:

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

בְּרָא

יְקָרָא

תּוֹצֵא

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

רַאֲשִׁית for רֵאשִׁית

רַאֲשִׁים for רֵאשִׁים

לְקַרְאֵת for לֵקְרֹאת

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

כִּאלֵהִים for כְּאֵלֵהִים

יֹאמֵר for יֵאמֵר

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

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

לְאֹרֶךְ for לְהֵאָרֶךְ

לְחֵשֶׁךְ for לְהֵחֵשֶׁךְ

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

יְבַדֵּל for יֵהַבְדֵּל

תִּרְאֶה for תֵּהַרְאֶה

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

לְמִינֵהוּ for לְמִינֵנוּ

בֵּהוּ for בּוֹ

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

(*liy^ehūdāh*), but the **י** quiesces and loses its consonantal status, the word becoming **לִיהוּדָה** (*līhūdāh*).

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

3.6 Sign of the Direct Object (אֵת)

A direct object is a word representing a person or thing upon which the action of a verb is performed. The direct object may be either definite or indefinite. If definite, it is usually preceded by the article **אֵת**. The particle serves merely as the sign of the direct object and is therefore not to be translated. **אֵת** may be written alone, or it may be joined by a *maqef* to the following word. In the latter case *tsere* (אֵ) is shortened to *segol* (אֶ). Thus we find **אֵת הַשָּׁמַיִם** in Gen.1:1, but **אֶת־הָאָוֶר** 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 Begeedkephat 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 Begeedkephat 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. môṭ | 5. tiktôb | 6. bkû |
| 7. lâredet | 8. gdôlîm | 9. Gam |
| 10. mullal | 11. sappdû | 12. <i>challôn</i> |
| 13. hammayim | 14. ibaddô | 15. chippor |
| 16. Bên | 17. ‘ēta | 18. Bên |
| 19. Dām | 20. Blektekā | 21. Mrakkeb |
| 22. baddām | 23. vayyinnāgpû | 24. Mishpāt |

7.0 TUTOR-MARKED ASSIGNMENTS

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

וַיְבָרֵךְ אֱלֹהִים אֶת־יוֹם הַשְּׁבִיעִי וַיְקַדְּשׁ אֹתוֹ כִּי בּוֹ שָׁבַת מְכַל־
מְלֹאכְתּוֹ אֲשֶׁר־בְּרָא אֱלֹהִים לַעֲשׂוֹת

- 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 fortes.
 - 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. יִיטַב | 3. שְׁלֵמָה |
| 4. חֹשֶׁךְ | 5. הָעֵמִיד | 6. מְבוֹא |
| 7. שָׁלוֹ | 8. גּוֹי | 9. רְאשִׁים |

8.0 VOCABULARY

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

- | | |
|-----------------------------------|--|
| 1. מֶלֶךְ (<i>melek</i>), King | 11. אָדָם (<i>'ādām</i>), Humankind, |
| 2. אֹר (<i>'ôr</i>), Light | 12. חֹשֶׁךְ (<i>chōshek</i>), Darkness |
| 3. אֶרֶץ (<i>'erets</i>), Earth | 13. אֲדָמָה (<i>'adāmāh</i>), Ground |
| 4. עָפָר (<i>'āfār</i>), Dust | 14. אֱלֹהִים (<i>'elōhîm</i>), God |
| 5. בַּיִת (<i>bayit</i>), House | 15. רֹאשׁ (<i>r'ōsh</i>), Head |

9.0 REFERENCES/FURTHER READINGS

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

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UNIT 7 PARTICLES TO NOTE

CONTENT

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

0.0 INTRODUCTION

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

1.0 OBJECTIVES

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

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

2.0 MAIN CONTENT

2.1 Accents

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

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

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

Examples: מִלְדָּ זִין דְּלֵת אֶלֶף

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

Examples: יִשְׂרָאֵל מֹשֶׁה דָּוִד אֶתָּה

2.2 Meteg (מֵתֵג)

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

Note:

- (a) Used on the second syllable before the tone, but generally on the third, if the second is closed. As in: תִּרְאֶה הַרְקִיעַ וַיְהִי־אֹר

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

בְּהַבְרָאָם שֶׁרְצוּ חֵיתָה

- (c) Used with all vowels before compound *sheva*. As in:

לַעֲשׂוֹת נַעֲשֶׂה הַאֲדָמָה

- (d) Used with a long vowel in a closed syllable, before *maqfef*. As in:

תִּתְּכַחֵה עֵץ־הַגֵּן וְשֵׁם־הַנְּהָר

- (e) Used with first syllable of all forms of הִיָּה and חִיָּה in which the ה and ח

have simple (silent) *sheva*. As in : יְהִיָּה (Gen 1.29) יְחִיָּה (Gen 17:18)

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

וַיִּצְאֵם וַיִּשְׁבְּעוּ

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:

וַיְהִי־עָרַב יְהִי־אֹר עַל־פְּנֵי

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־נֶפֶשׁ וְשִׁם־הֶנְהָר אֶת־הָא

2.4 Mappiq (Extender) (ֿ)

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

לְמִינָהּ (lēmîṇāh) לְעַבְדָּהּ (l'e'ābdāh)

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

2.5 Rafe (Rest) (̄)

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

2.6 Silluq (א־)

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

2.7 ‘Athnah (^)

‘Athnah is an accent that marks the end of the first half of the verse. It is placed below the accented syllable of the last word in the first half of the verse, as in אֱלֹהִים In Gen.1:1; namely: ‘In the beginning he created God’ – first half of verse ends with ‘Athnah. ‘The heavens and the earth’ – second half of verse, ends with silluq followed by the soph pasuq sign.

2.8 Pause

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

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

4.0 CONCLUSION

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

5.0 SUMMARY

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

6.0 SELF-ASSESSMENT EXERCISE

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

- | | | | |
|------------|-----------|-----------|-----------|
| 1. Accents | 2. Meteg | 3. Maqqef | 4. Mappiq |
| 5. Rafe | 6. Silluq | 7. Athnah | 8. Pause. |

7.0 TUTOR-MARKED ASSIGNMENTS

- Identify the basic particles discussed in this unit from the following words:

- | | | |
|----------------|-------------|----------------|
| 1. מַיִם | 2. הָאָרֶץ | 3. לְמִינָהּ |
| 4. כָּל־נֶפֶשׁ | 5. וַיֵּצֵא | 6. מֶלֶךְ |
| 7. בְּדָגַת | 8. דָּלַת | 9. וַיְהִי־אֹר |

8.0 VOCABULARY

| | | | |
|----------|----------------|--------|-----------------|
| יְאוֹר | Stream, canal | יוֹנָה | (f) dove |
| יְבֹשָׁה | (f) dry ground | יוֹצֵר | Potter |
| יָד | (f) hand | יַיִן | Wine |
| יָדַע | He knew | יָבֵל | Ram, ram's horn |
| יְהוָה | LORD (Adonay) | יוֹם | Day |

9.0 REFERENCES/FURTHER READINGS

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

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MODULE 2

| | |
|---------|--|
| Unit 8 | The Definite Article |
| 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 הַ הָ, וְ
 - 3.5 Before a noun with initial (ׁ)
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Self-Assessment Exercises
- 7.0 Tutor-Marked Assignments
- 8.0 Vocabulary
- 9.0 References/Further Readings

1.0 INTRODUCTION

Hebrew language has no indefinite article like ‘a’ or ‘an’. The absence of the definite article is used to determine when an indefinite article is used. To make a Hebrew word (of either gender) definite, you add a Hey (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 הַ (hey (ה)) plus *patach* (ֶ), plus dagesh forte (ִ) in the first consonant of the noun; as in:

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

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

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

3.2 Before Strong Gutturals

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

הַהֵלֶךְ (*ha-hōlēk*) = הֵלֶךְ + הַ

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

3.3 Before Weak Gutturals

Before the weak guttural א, ע and before ך, which cannot be doubled, the *patach* under Hey (הַ) lengthens to a *qamets* (ִ). As in:

the man הַאִישׁ (*ha-’îsh*) = אִישׁ + הַ

the bird הַעוֹף (*hā-’ôf*) = עוֹף + הַ

הַרְקִיעַ (hā-rāqīa') = הַרְקִיעַ + הַ

3.4 Before הַ הַ עַ

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

הַחֲזֹק (he-chāzāq) = חֲזֹק + הַ

הַהַרִים (he-hārîm) = הַרִים + הַ

הַעֲוֹן (he-'āvōn) = עֲוֹן + הַ

3.5 Before a noun with initial (י)

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

the children הַיְלָדִים (ha-yelādîm) = יְלָדִים + הַ

הַמְּסִלָּה (ha-mēsillâ) = מְסִלָּה + הַ

3.6 Other rules

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

אֶרֶץ ('erets) = הָאָרֶץ (hā-'ārets) the earth

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

עַם ('am) = הָעָם (hā-'ām) the people

| | | |
|----------------|---|------------------------------|
| גַּן (gan) | = | הַגָּן (hag-gān) the garden |
| פָּר (par) | = | הַפָּר (hap-pār) the bull |
| חַג (chag) | = | הַחַג (he-chāg) the festival |
| אֲרוֹן ('arôn) | = | הָאֲרוֹן (hā-'arôn) the ark |

4.0 CONCLUSION

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

5.0 SUMMARY PAGE

The table below summarizes the study on definite articles:

| S/N | Before | Hebrew Form | Without Definite Article | With Definite Article |
|-----|-------------------|-------------|--------------------------|-----------------------|
| 1 | All non-gutturals | הַ | לַיְלָה | הַלַיְלָה |
| 2 | ח, ה | הַ | חֻשָּׁךְ | הַחֻשָּׁךְ |
| 3 | א, ע, ר | הַ | אִישׁ | הָאִישׁ |
| 4 | ה, ח, ע | הֶ | הַרִים | הֶהַרִים |
| 5 | י, מ | הַ | יְלָדִים | הַיְלָדִים |

6.0 SELF-ASSESSMENT EXERCISE

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

- | | | |
|-------------|--------------|-----------|
| 1. מֶלֶךְ | 2. לַיְלָה | 3. יוֹם |
| 4. חֻשָּׁךְ | 5. עֶפְרַיִם | 6. בַּיִת |
| 7. אִשָּׁה | 8. עַם | 9. גַּן |

- | | | |
|---------|----------|---------|
| 10. ראש | 11. ברית | 12. אור |
| 13. עיר | 14. היכל | 15. אדם |
| 16. יד | 17. הר | 18. עשן |
| 19. חרב | 20. שלום | |

7.0 TUTOR-MARKED ASSIGNMENTS

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

- | | | |
|----------|-----------|----------|
| 1. הארץ | 2. הענן | 3. הבית |
| 4. היום | 5. ההר | 6. השנה |
| 7. הצאן | 8. האלהים | 9. האדמה |
| 10. האהל | 11. הברית | 12. היום |
| 13. העם | 14. השלום | 15. העת |
| 16. החג | 17. הלב | 18. הראש |
| 19. היאר | 20. העיר | |

8.0 VOCABULARY

- | | |
|-----------------------------------|--|
| 1. מֶלֶךְ (<i>melek</i>) King | 16. אָדָם (<i>'ādām</i>), Humankind, |
| 2. אֹרֶךְ (<i>'ôr</i>) Light | 17. חֹשֶׁךְ (<i>chōshek</i>), Darkness |
| 3. אֶרֶץ (<i>'erets</i>) Earth | 18. אֲדָמָה (<i>'adāmāh</i>), Ground |
| 4. עָפָר (<i>'āfār</i>), Dust | 19. אֱלֹהִים (<i>'elōhîm</i>), God |
| 5. בַּיִת (<i>bayit</i>), House | 20. רֹאשׁ (<i>r'ōsh</i>), Head |

- | | |
|--|---|
| <p>6. עִיר (<i>‘îr</i>), City</p> <p>7. יוֹם (<i>yôm</i>), Day</p> <p>8. יָד (<i>yād</i>), Hand</p> <p>9. פְּרִי (<i>p̄erî</i>), Fruit</p> <p>10. בֹּקֶר (<i>bōqer</i>), Morning</p> | <p>21. לַיְלָה (<i>layēlāh</i>), Night</p> <p>22. חַג (<i>chag</i>), Feast, festival</p> <p>23. בֵּין (<i>bên</i>)Between</p> <p>24. עֶרֶב (<i>erev</i>) Evening</p> <p>25. מְקוֹם (<i>māqôm</i>) Place</p> |
|--|---|

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
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1.0 INTRODUCTION

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

2.0 OBJECTIVES

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

1. Understand the basic grammar of the preposition and *Vav* conjunction in Biblical Hebrew
2. Begin identifying various prepositional phrases and constructions in the Scriptures.

3.0 MAIN CONTENT

3.1 The Inseparable Prepositions

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

The inseparable prepositions in Hebrew are:

בְּ in, by, with (i.e. ב plus a *sheva* אָ)

כְּ as, like, according to (i.e. כ plus a *sheva* אָ)

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

Note:

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

in a king בְּמֶלֶךְ *bemelekh* = מֶלֶךְ + בְּ

as a king כְּמֶלֶךְ *kemelekh* = מֶלֶךְ + כְּ

to a king לְמֶלֶךְ *lemelekh* = מֶלֶךְ + לְ

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

in a covenant בְּבְרִית *biv-rîth* = בְּרִית + בְּ

as a covenant כְּבְרִית *kiv-rîth* = בְּרִית + כְּ

to a covenant לְבְרִית *liv-rîth* = בְּרִית + לְ

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

in Judah בְּיְהוּדָה *bîhûdāh* = יְהוּדָה + בְּ

as Judah כְּיְהוּדָה *kîhûdāh* = יְהוּדָה + כְּ

to Judah לְיְהוּדָה *lîhûdāh* = יְהוּדָה + לְ

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

in a lion בְּאַרְיֵי *ba'arî* = אַרְיֵי + בְּ

as a lion כְּאַרְיֵי *ka'arî* = אַרְיֵי + כְּ

to a lion לְאַרְיֵי *la'arî* = אַרְיֵי + לְ

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

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

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

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

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

in the man בְּאִישׁ *bā-'îsh* = הָאִישׁ + בְּ

as the man כְּאִישׁ *kā-'îsh* = הָאִישׁ + כְּ

to the man לְאִישׁ *lā-'îsh* = הָאִישׁ + לְ

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

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

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

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

in waters בְּמַיִם *bāmāyim* = מַיִם + בְּ

as waters **כַּמַּיִם** *kāmāyim* = **מַיִם** + **כֶּ**

to waters **לַמַּיִם** *lāmāyim* = **מַיִם** + **לְ**

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

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

Note:

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

אָהַחֵע and **ר**) the vowelless **נ** is assimilated and the following letter is doubled by *daghes forte* as compensation. As in:

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

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

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

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

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

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

from a mountain **מֵהָר** *mēhar* = **הָר** + **מִן**

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

מִי. As in:

from Judah **מִיְהוּדָה** *mîhûdāh* = **יְהוּדָה** + **מִן**

from Jerusalem מִירוּשָׁלַיִם *mîrûshālayim* = יְרוּשָׁלַיִם + מִן

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

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

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

Or the preposition becomes inseparable. As in:

מִן before הַמֶּלֶךְ becomes מִהַמֶּלֶךְ, from the king

מִן before הַבַּיִת becomes מִהַבַּיִת from the house

3.3 Unattached or Independent Prepositions

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

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

3.4 The vav conjunction (וְ), and

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

Note:

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

and a horse וְסוּס *vesûs* = סוּס + וְ

and a human-kind $\text{וְאָדָם} \quad v'e'ādām = \text{אָדָם} + \text{וְ}$

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

and a between $\text{וּבֵין} \quad ūvēn = \text{בֵין} + \text{וְ}$

and a king $\text{וּמֶלֶךְ} \quad ūmelekh = \text{מֶלֶךְ} + \text{וְ}$

and here $\text{וְפֹה} \quad ūfōh = \text{פֹה} + \text{וְ}$

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

and Judah $\text{וְיְהוּדָה} \quad vīhūdāh = \text{יְהוּדָה} + \text{וְ}$

let there be $\text{וְיְהִי} \quad vīhî = \text{יְהִי} + \text{וְ}$

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

and I $\text{וְאֲנִי} \quad va'anî = \text{אֲנִי} + \text{וְ}$

and truth $\text{וְאֱמֶת} \quad ve'emet = \text{אֱמֶת} + \text{וְ}$

and sickness $\text{וְחֹלִי} \quad vocholî = \text{חֹלִי} + \text{וְ}$

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

and a night $\text{וְלַיְלָה} \quad vālayelāh = \text{לַיְלָה} + \text{וְ}$

and evil $\text{וְרָע} \quad vārā' = \text{רָע} + \text{וְ}$

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 לְ, בְ, בִּי

| S/N | Before | Hebrew Form | Without Preposition | With Preposition |
|-----|---|-------------------|---------------------|------------------|
| 1 | All non- gutturals with full vowels | לְ, בְ, בִּי | מִלְדָּ | בְּמִלְדָּ |
| 2 | Consonants with simple <i>sheva</i> | לְ, בְ, בִּי | בְּרִית | בְּבְּרִית |
| 3 | <i>yod</i> with a simple <i>sheva</i> | בִּי, בִּי לִי | יְהוּדָה | בִּיהוּדָה |
| 4 | A guttural with a compound <i>sheva</i> | לְ, בְ, בִּי | אֲרִי | בְּאֲרִי |
| 5 | An ' <i>alef</i> that has a <i>chatef-segol</i> (sometimes) | לְ, בְ, בִּי | אֱלֹהִים | בְּאֱלֹהֵי ם |
| 6 | A definite article | לְ, בְ, בִּי | הָאִישׁ | בְּהָאִישׁ |
| 7 | The tone-syllable (Sometimes) | לְ, בְ, בִּי | מִים | בְּמִים |

(b) Illustrative Table for the preposition מִן

| S/N | Before | Hebrew Form | Without Preposition | With Preposition |
|-----|---------------------------------------|------------------|---------------------|----------------------------------|
| 1 | All non-gutturals with full vowels | מִן | מִלְדָּ | מִמִּלְדָּ |
| 2 | Gutturals or ר | מִן | אָדָם | מִמֵּאָדָם |
| 3 | <i>yod</i> with a simple <i>sheva</i> | מִי | יְהוּדָה | מִיהוּדָה |
| 4 | Definite article | מִן Or מִן | הַבַּיִת | מִן־הַבַּיִת Or מֵהַבַּיִת |

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

| S/N | Before | Hebrew Form | Without Preposition | With Preposition |
|-----|---------------------------------------|-------------|---------------------|------------------|
| 1 | All consonants with full vowels | וְ | אָדָם | וְאָדָם |
| 2 | Before labials with full vowels | וּ | בֵּין | וּבֵין |
| 3 | <i>yod</i> with a simple <i>sheva</i> | וִי | יְהוּדָה | וִיהוּדָה |
| 4 | A compound <i>sheva</i> | וְ, וּ, וִ | אֲנִי | וְאֲנִי |
| 5 | A tone-syllable | וְ | לֵילָה | וּלֵילָה |

6.0 SELF-ASSESSMENT EXERCISE

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

Example,

- מֶלֶךְ - בְּמֶלֶךְ *b^emelekh*, in a king
 - כְּמֶלֶךְ *k^emelekh*, as a king
 - לְמֶלֶךְ *l^emelekh*, to a king

- | | | | |
|----------|-------------|------------|----------|
| 1. בֵּית | 2. יְהוּדָה | 3. חֶשֶׁךְ | 4. סוּם |
| 5. מִים | 6. יוֹם | 7. אָדָם | 8. רֹאשׁ |

7.0 TUTOR-MARKED ASSIGNMENTS

1) Translate the following words to Hebrew.

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

15. Between the son

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. שְׁלוֹם בְּאֶרֶץ

3. בַּיּוֹם וּבַלַּיְלָה

4. וּבֵין הַחֹשֶׁךְ

5. טוֹב וְרַע

6. יוֹם וּמֵאֶרֶץ

7. מִבֵּן וְשְׁלוֹם

8. בֵּין הָאֹר

9. אֶל-יְרוּשָׁלַיִם

10. אֶצֶל הַהַר

3) Prefix the preposition מִן to the following words.

1. בַּיִת

2. הַבַּיִת

3. פְּרִי

4. חֹשֶׁךְ

5. יָד

6. הַחֹשֶׁךְ

7. אִשָּׁה

8. הָעִיר

9. אֶרֶץ

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

1. דָּבָר

2. בְּדָבָר

3. בַּדָּבָר

4. לַיְלָה

5. הַלַּיְלָה

6. בַּיִת

7. כְּבַיִת

8. כְּבֵרִית

9. אֱמֶת

10. בִּיהוּדָה

11. הַסּוֹס

12. לְיוֹם

8.0 VOCABULARY1. אִישׁ *ish*, man3. בְּרִית *berith*, covenant2. עַל *al*, upon, above, about4. עִם *im*, with

- | | |
|--|--|
| 5. יהודה <i>Y^ehûdâh</i> , Judah | 6. בין <i>bên</i> , between |
| 7. ארי <i>'arî</i> , lion | 8. בן <i>bên</i> , son |
| 9. אלהים <i>'elôhîm</i> , God | 10. עד <i>'ad</i> , until, unto |
| 11. מים <i>mayim</i> , water | 12. תחת <i>tachath</i> , under, instead of |
| 13. סוס <i>Sûs</i> , horse | 14. אחרי <i>'acharî</i> , behind, after |
| 15. בית <i>bayith</i> , house | 16. אצל <i>'etsel</i> , beside, near |
| 17. אל <i>'el</i> , to, toward, into | 18. ירושלים <i>Yerûshālayim</i> , Jerusalem |
| 19. פה <i>Pôh</i> , here | 20. לפני <i>Lifnê</i> , before, in front of, |
| 21. טוב <i>tôv</i> , good | 22. שלום <i>Shālôm</i> , peace |
| 23. יהי <i>yehî</i> , let there be | 24. רע <i>rā'</i> , evil |

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UNIT 10 NOUNS: GENERAL CHARACTERISTICS

CONTENT

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1.0 INTRODUCTION

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

2.0 OBJECTIVES

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

- Know the general characteristics of Hebrew nouns.
- Understand how Hebrew nouns are derived, which can constitute a good aid in using Hebrew lexicon in learning common noun forms found in the Hebrew Bible.

3.0 MAIN CONTENT

3.1 Noun Properties

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

1. Gender

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

2. Number

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

3. Person

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

4. Case

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

Examples:

Obi kicked the **ball** – (*Obi* is the subject, while *the ball* is the object)

It is **Tolu's ball** – (*Tolu's ball* or *ball of Tolu* is the construct state)

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

3.2 Derivation

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

1.1 Nouns derived from verbs include:

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

2.2 Nouns derived from other nouns include:

בּוֹקֵר a herdsman from בֶּקֶר a herd
 כָּרֵם a vinedresser from כֶּרֶם a vineyard
 יִשְׂרָאֵלִי Israelite from יִשְׂרָאֵל Israel

3.3 Primitive nouns include:

| | | |
|------------|------------|---------------|
| אָב Father | אִם mother | יָד hand |
| בֵּן son | יוֹם day | לַיְלָה night |

3.3 Gender

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

| Masculine | Feminine |
|------------------|-----------------------|
| סוּס a horse | סוּסָה a mare |
| אִישׁ a man | אִשָּׁה a woman |
| נְבִיא a prophet | נְבִיאָה a prophetess |

Classes of feminine nouns

- i. Words ending in the הֶּ or ת as in סוּסָה, mare; אחות, sister; בת, daughter.
- ii. Words of any termination that are names of feminine creatures, as אִם, mother
- iii. Names of cities, countries which may be considered mothers of their inhabitants. As: יְרוּשָׁלַיִם, Jerusalem; יְהוּדָה, Judah; יִשְׂרָאֵל, Israel; etc.
- iv. Names of organs of the body of men or animals, especially such organs as are double, as יָד, hand; רֶגֶל, foot; also of other utensils or instruments used by man as: חֶרֶב, sword.
- v. Names of things productive, the elements and unseen things as: שֶׁמֶשׁ, sun; נֶפֶשׁ, soul; אֵשׁ, fire; אֲרֶז, 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 הַּ to the masculine. The plural

masculine is formed by adding יִם to the singular; and the plural feminine by

changing הַּ into וֹת, or by adding וֹת to the singular if it has no feminine termination.

(ii) The dual is formed by adding יַיִם 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 |
| סוּס horse | | סוּסָה mare |
| <u>Plural</u> | | |
| טוֹבִים good | | טוֹבוֹת good |
| סוּסִים horses, | | סוּסוֹת mares |
| <u>Dual</u> | | |
| סוּסַיִם pair of horses | | סוּסַתַּיִם pair of mares |

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

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

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

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

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

| <u>Singular</u> | <u>Plural</u> |
|-----------------|--------------------------------|
| דֹּר generation | דֹּרִים or דֹּרוֹת generations |
| שָׁנָה year | שָׁנִים or שָׁנוֹת years |

4.0 CONCLUSION

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

5.0 SUMMARY

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

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

- (b) **Noun Pluralization Rules**

| <i>Dual</i> | <i>Plural</i> | <i>Singular</i> | |
|-------------|---------------|-----------------|-----------|
| יםִי | יםִי | (none) | Masculine |
| יםִי | ות | את הַ | Feminine |

6.0 SELF-ASSESSMENT EXERCISES

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

- | | | |
|-----------|-----------|----------|
| 1. אִישׁ | 2. מֶלֶךְ | 3. סוּס |
| 4. נְבִיא | 5. נַעַר | 6. שׂוֹר |

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

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

7.0 TUTOR-MARKED ASSIGNMENT

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

- | | | | |
|---------|----------|-----------|--------------|
| 1. אִים | 2. אַם | 3. אַרְץ | 4. תּוֹרָה . |
| 5. יָד | 6. יוֹם | 7. כְּנָף | 8. עֵץ |
| 9. עֵין | 10. עִיר | | |

2) Translate the following

- | | |
|-----------------------------|--------------------------------|
| 1. הַמַּיִם בְּתוֹךְ הַיָּם | 2. הָעוֹף בַּשָּׁמַיִם |
| 3. הָאֲזָנַיִם וְהָעֵינַיִם | 4. הַבְּרִית עִם־הַמֶּלֶךְ |
| 5. בָּנִים וּבָנוֹת | 6. הַמְּצוֹת בַּתּוֹרָה |
| 7. עֵפֶר מִן־הָאָדָמָה | 8. בַּיּוֹם וּבַלַּיְלָה |
| 9. הַשָּׁמַיִם וְהָאָרֶץ | 10. הַמְּלָכִים מִירוּשָׁלַיִם |

8.0 VOCABULARY

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

9.0 REFERENCES/FURTHER READINGS

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UNIT 11 ADJECTIVE

CONTENT

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1.0 INTRODUCTION

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

Example:

| <i>Translation</i> | <i>Adjective</i> | <i>Noun</i> |
|--------------------|------------------|-------------|
| A good son | טוֹב | בֶּן |
| A wise father | חָכָם | אָב |

2.0 OBJECTIVE

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

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

3.0 MAIN CONTENT

3.1 Adjective Properties

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

- **Gender**

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

- **Number**

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

- **Definiteness**

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

3.2 Adjective Usage

There are four basic ways adjectives are used:

1) Attribute Usage

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

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

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

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

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

הָאִשָּׁה הַטוֹבָה, the good woman (expressed in Hebrew as ‘the woman, the good (one)’)

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

אָבוֹת טוֹבִים, good fathers;

and not אָבוֹת טוֹבוֹת

נָשִׁים גְּדוּלוֹת, great women;

and not נָשִׁים גְּדוּלִים

2) Predicate Usage

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

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

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

3) Substantive Usage

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

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

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

4) Comparative/Superlative Usage

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

הַבַּיִת גָּדוֹל מִן הָאֹהֶל

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

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

טוֹב מְאֹד

Very good
(or the best)

3.3 Patterns of Inflection of Adjectives

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

Examples:

| <i>Feminine</i> | <i>Masculine</i> | |
|-----------------|------------------|-----------------|
| אָה | ... | <i>Singular</i> |
| אָה | אָים | <i>Plural</i> |

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

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

Examples:

| | | | |
|-----------------|-----------------|------------|-----------------|
| A good daughter | בֵּת טוֹבָה | A good son | בֶּן טוֹב |
| Good daughters | בָּנוֹת טוֹבוֹת | Good sons | בָּנִים טוֹבִים |

4.0 CONCLUSION

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

5.0 SUMMARY

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

(b) Adjectival usage include:

- i. **Attributive usage.** Adjectives that directly modify a noun are called “attributive” because they attribute a certain characteristic to a noun. Attributive adjectives have the following properties:
 - They follow the noun they modify
 - They agree with the noun they modify in:
 1. Gender (masc / fem)
 2. Number (sing / pl)
 3. Definiteness (if the noun is definite, the adjective must be, too)
- ii. **Predicative usage.** In Hebrew, predicate adjectives can appear before or after the noun and agree in gender and number -- but *not* definiteness. Predicate adjectives use the word “is” with the adjective to form the predicate of a complete clause (subject+verb). Predicate adjectives have the following properties:
 - They appear before or after the noun they modify
 - They agree with the noun they modify in:
 1. Gender (masc / fem)
 2. Number (sing / pl)
 3. but not in definiteness
- iii. **Substantive usage.** An adjective can stand alone and function as a noun. When it does so, it may function as the subject or object of a verb, and it always appears with the definite article. When you encounter a definite adjective that does not seem to modify a noun within a sentence, it may be a substantive adjective. Translate the adjective with an implied “one” (for singular forms) or “ones” for plural forms.
- iv. **Comparative/superlative usage.** Adjectives may be used to make comparative statements. In Hebrew, comparisons are formed by adding the preposition (*min*) to the word that functions as the object of the comparison. Superlatives are formed by adding the adverb (*meod*) to the adjective.

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

6.0 SELF-ASSESSMENT EXERCISES

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

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

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

7.0 TUTOR-MARKED ASSIGNMENTS

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

Example:

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

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

1. נַעֲרָה קְטַנָּה a little maid

(a) (b) (c)

2. בְּדֶרֶךְ יֵשֶׁרָה by a straight way

(a) (b) (c)

3. אֶבֶן גְּדוֹלָה a great stone

(a) (b) (c)

4. בַּיִת חָדָשׁ a new house

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

5. עִיר גְּדוֹלָה a great city

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

6. קָרוֹב הַיּוֹם the day is near

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

7. טוֹבָה הָאָרֶץ מְאֹד מְאֹד the land was exceedingly good

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

8. הַדֶּרֶךְ הַטוֹבָה the good way

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

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

8.0 VOCABULARY

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

9.0 REFERENCES/FURTHER READINGS

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UNIT 12 THE PRONOUN

CONTENT

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1.0 INTRODUCTION

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

2.0 OBJECTIVE

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

3.0 MAIN CONTENT

3.1 Properties of Pronoun

Pronouns function more or less like Nouns. So they possess the same properties, namely:

1. **Gender**

Gender refers to whether the pronoun is masculine or feminine. The gender of the pronoun is determined by the gender of the noun, which is its antecedent.

2. **Number**

Singular or Plural pronouns agree with the singular or plural of the antecedent nouns.

Examples:

Paul went to University where **he** got his first degree.

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

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

3. Person

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

4. Case

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

3.2 Types of Pronouns

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

(a) Personal Pronouns

The following are the forms of the independent personal pronoun

| | | | | | |
|------|----------------|--------|------|---------------------------|------|
| 1 cs | אֲנִי, אַנְכִי | I | 1 cp | אֲנַחְנוּ, נַחְנוּ, אֲנוּ | We |
| 2 ms | אַתָּה | You | 2 mp | אַתֶּם | You |
| 2 fs | אַתְּ | You | 2 fp | אַתֶּן, אַתְּנָה | You |
| 3 ms | הוא | He/it | 3 mp | הֵם, הֵמָּה | They |
| 3 fs | היא | She/it | 3 fp | הֵן, הֵנָּה | They |

Notes:

- (i) The above forms of the personal pronouns are used only to express the nominative or a subject: they must not be put as oblique cases after a verb or preposition.
- (ii) When not expressing the subject, the personal pronouns become attracted in a fragmentary form to the end of other words. The fragments are named pronominal suffixes (to be studied later)
- (iii) Sentences that employ independent personal pronouns as subjects will often be verbless sentences (with the verb “to be” understood).

Examples:

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

(b) Demonstrative Pronoun

The forms of the demonstrative pronouns are as follows:

| | Singular | | Plural |
|-------|-----------|-------|--------------------|
| Masc. | זֶה this | Masc. | אֵלֶּה these |
| Fem. | זֹאת this | Fem. | אֵלֶּה these |
| Masc. | הוא that | Masc. | הֵמָּה (הֵם) those |
| Fem. | היא that | Fem. | הֵנָּה (הֵן) those |

Note:

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

Examples:

הַמָּקוֹם הַזֶּה This place

הָאָרֶץ הַזֹּאת This land

בַּיּוֹם הַהוּא On that day

בְּעִיר הַהִיא In that city

הַדְּבָרִים הָאֵלֶּה These words

הָעָרִים הָאֵלֶּה These cities

בַּיָּמִים הֵהֵם In those days

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

Examples:

זֶה הַיּוֹם This (is) the day

זֹאת הָאָרֶץ This (is) the land

הוא הַדְּבָר That (is) the word

הוא הָעִיר הַגְּדוֹלָה That (is) the great city

אֵלֶּה הַדְּבָרִים These (are) the words

(c) Interrogative Pronouns

The following are the Hebrew Interrogative pronouns:

| | | | |
|----------------|--------|--------|------------------------|
| מִי | Who? | מָה | What? |
| מִדּוּעַ | Why? | לְמָה | Why? |
| מַתִּי | When? | אֵיפֹה | Where? |
| אֵיךְ / אֵיכָה | How? | מֵאֵן | From Where? |
| אֵן / אַנָּה | Where? | הֵ | Interrogative particle |
| אֵי | Where? | אֵי | 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) הַשָּׁנִים הַטּוֹבוֹת הָאֵלֶּה

2) צְדִיק אַתָּה

3) בִּי מִלֶּךְ גָּדוֹל אָנִי

4) לְעִיר הַגְּדוֹלָה הַזֹּאת

5) בִּי־חֲזָקִים הָמָּה

6) חֲכָמִים אֲנַחֲנוּ

7) בִּי־חֲזָק הוּא

8) בִּי מְרִים הֵם

9) הָעִיר הַזֹּאת קְרִיבָה

10) וְאַנְכִי נֶעַר קָטָן

7.0 TUTOR-MARKED ASSIGNMENTS

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

- | | |
|-----------------------------------|--------------------------------|
| 1) בִּי קָטָן (הוּא / הִיא) | For he (is) small |
| 2) בִּי קָשָׁה (אַתָּה / אַתָּה) | that you (are) stubborn |
| 3) בִּי־יָפָה (הוּא / הוּא) מְאֹד | for she (was) very beautiful |
| 4) יָפָה (אַתָּה / אַתָּה) | you (are) lovely |
| 5) תָּמִים (אַתָּה / אַתָּה) | you (were) perfect (blameless) |

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

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

8.0 VOCABULARY

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

9.0 REFERENCES/FURTHER READINGS

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

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UNIT 13 VERBS: GENERAL CHARACTERISTICS

CONTENT

| | |
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| 1.0 | Introduction |
| 2.0 | Objectives |
| 3.0 | Main Content |
| 3.1 | Roots |
| 3.2 | Classes of Verbs |
| 3.3 | Tenses |
| 3.4 | Verb Stems |
| 3.5 | Triliteral verb-stems |
| 4.0 | Conclusion |
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1.0 INTRODUCTION

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

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

2.0 OBJECTIVE

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

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

3.0 MAIN CONTENT

3.1 Roots

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

Examples,

| | | |
|--------------|------|--------|
| בָּרָא | from | בֵּרָא |
| מִבְּדִיל | from | בָּדַל |
| מִתְהַלֵּךְ | from | הֵלֵךְ |
| הִקְיַמְתִּי | from | קָם |

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

Many of the roots now appearing to 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: **מות** to die, **מָת** he died, **שים** 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:

שָׁבַת **דָּבַק** **מָשַׁל**

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

עָזַב **הִרְגַּ** **רָחַף**

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

נָתַן **יָצַר** **בָּרָא**

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

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

סבב; חלל; הִנָּן

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

מוֹת; בִּין; יָשִׁים; קוֹם

3.3 Tenses

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

3.4 The verb stems

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

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

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

- (iii) **Pi'el (or Pôlêl) פִּיעַל.** The intensive active stem is called *Pi'el*. The formal characteristic of this stem is the doubling or repetition of the second radical of the root. Example: קִטַּל (*qit-têl*). Example: ***He destroyed.***

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

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

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

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

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

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

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

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

The formal characteristic of this stem is the prefix הִתְ. Joined to the *pi'el* stem.

Example: **He killed himself.**

3.5 General view of the trilateral verb-stems

| S/N | Name | Original form | Form in the perfect | Force | Characteristics |
|-----|------------------|---------------|---------------------|--------------------------------|--------------------------------|
| 1 | <i>Qal</i> | קָטַל | קָטַל | Simple root meaning | None |
| 2 | <i>Nif'al</i> | נִקְטַל | נִקְטַל | Reflexive, reciprocal, passive | נ |
| 3 | <i>Pi'el</i> | קָטַל | קָטַל | Intensive active | Dagesh forte in second radical |
| 4 | <i>Pu'al</i> | קָטַל | קָטַל | Intensive passive | Qibbus (◌ֹ) and Dagesh forte |
| 5 | <i>Hif'il</i> | הִקְטִיל | הִקְטִיל | Causative active | הִ |
| 6 | <i>Höf'al</i> | הִקְטִיל | הִקְטִיל | Causative passive | הִ |
| 7 | <i>Hithpa'el</i> | הִתְקַטַּל | הִתְקַטַּל | Reflexive, reciprocal | הִתְ and dagesh forte |

4.0 CONCLUSION

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

5.0 SUMMARY

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

| S/N | Name | Original form | Form in the perfect | Force | Characteristics |
|-----|-------------------|---------------|---------------------|--------------------------------|-------------------------------------|
| 1 | <i>Qal</i> | קָטַל | קָטַל | Simple root meaning | None |
| 2 | <i>Nif'al</i> | נִקְטַל | נִקְטַל | Reflexive, reciprocal, passive | נ |
| 3 | <i>Pi'el</i> | קָטַל | קִטַּל | Intensive active | Dagesh forte in second radical |
| 4 | <i>Pu'al</i> | קָטַל | קִטַּל | Intensive passive | Qibbus (◌ֹ) and <i>Dagesh forte</i> |
| 5 | <i>Hif'il</i> | הִקְטִיל | הִקְטִיל | Causative active | ה |
| 6 | <i>Hof'al</i> | הִקְטִיל | הִקְטִיל | Causative passive | ה |
| 7 | <i>Hith-pa'el</i> | הִתְקַטַּל | הִתְקַטַּל | Reflexive, reciprocal | הת 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: (כתב) כִּתְּבֵתִי

- | | |
|---------------------|----------------------|
| 1. () שִׁלַּחְתִּי | 7. () שִׁמְרֵתֶם |
| 2. () שִׁמְרוּ | 8. () כִּתְּבֵנוּ |
| 3. () לִקַּחְתָּ | 9. () יִקְטֹל |
| 4. () בָּרָא | 10. () תִּקְטֹלְנָה |
| 5. () קָרָא | 11. () אֲכַלְתֶּן |
| 6. () הִלְכוּ | 12. () נִשְׁמַר |

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

- | | |
|---------------------------|----------------------------|
| 1. () בָּרָא, he created | 2. () אָכַל, he ate |
| 3. () קָטַל, he killed | 4. () שִׁלַּח, he sent |
| 5. () יָדַע, he knew | 6. () מָשַׁל, he ruled |
| 7. () עָשָׂה, he did | 8. () שָׁכַב, he lay down |

8.0 VOCABULARY

- | | | | |
|-----------|-------------|------------|-----------------------|
| 1. לָקַח | he took | 2. מָלַךְ | he reigned |
| 3. מָצָא | he found | 4. נָפַל | he fell |
| 5. עָבַד | he served | 6. עָלָה | he went up |
| 7. קָרָא | he called | 8. פָּקַד | he visited, appointed |
| 9. שָׁכַב | he lay down | 10. שָׁמַע | he heard, obeyed |

9.0 REFERENCES/FURTHER READINGS

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

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UNIT 14 THE QAL PERFECT INFLECTION (REGULAR VERBS)

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Qal Perfect Inflection
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Self-Assessment Exercises
- 7.0 Tutor-Marked Assignments
- 8.0 Vocabulary
- 9.0 References/Further Readings

1.0 INTRODUCTION

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

2.0 OBJECTIVE

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

- Understand the basic grammar of the qal verbal stem in expressing a simple past or completed action.

3.0 MAIN CONTENT

3.1 The Qal Perfect Inflection (Regular verbs)

Example 1

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

Example 2

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

Note:

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

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

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

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

iii. The persons of the perfect are formed by taking the stem of the verb (3ms) כָּתַב, or שָׁמַר (כתב, שמר), 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 c.p | וְ | They |
| 3 f.s | הָ | She | 2 m.p | תֶּם | You |
| 2 m.s | תְּ | You | 2 f.p | תֶּן | You |
| 2 f.s | תְּ | You | 1 c.p | נֵנוּ | We |
| 1 c.s | אֲנִי | I | | | |

6.0 SELF-ASSESSMENT EXERCISES

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

7.0 TUTOR-MARKED ASSIGNMENTS

- 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 הַשָּׁמַיִם (Gen.1:1)
2. וְלַחֲשֹׁךְ קָרָא לַיְלָה (Gen.1:5)
3. אֱלֹהִים נִפְלָה מִן־הַשָּׁמַיִם (Job 1:16)
4. שָׁמְרוּ בְרִית אֱלֹהִים (Ps.78:10)
5. הָעַם אָמְרוּ אִמֵּן (Deut (27:15)
6. וְהָאָדָם יָדַע (Gen.4:1)

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

8.0 VOCABULARY

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

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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 |
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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:

וּשְׁמְרָהּ (and she kept), has the prefix וּ and the suffix הָ

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

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

Qal, Pi'el and Pu'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:

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

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

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

1. וּ is the prefix for the Nif'al perfect
2. הִתְּ is the prefix for the Hitpa'el perfect
3. הִ is the prefix for the Hif'il perfect
4. הוּ is the prefix for the Hof'al perfect

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

| | | | | | |
|-------|-------|-----|-------|-------|------|
| 3 m.s | | He | | | |
| 3 f.s | הָ | She | 3 c.p | וְ | They |
| 2 m.s | תָּ | You | 2 m.p | תֶּם | You |
| 2 f.s | תְּ | You | 2 f.p | תֶּן | You |
| 1 c.s | אֲנִי | I | 1 c.p | נִּוְ | We |

- 5) Then reconstruct the verb root from the remaining consonants. In the example used in 1) above, the remaining consonants are: **שמר**.
- 6) Finally, use the Hebrew lexicon (e.g. BDB) to locate the verb root (e.g. **שמר**) to determine its meaning. It is advisable to use the verbal root in the 3rd person masculine singular Qal perfect form: **שמַר**.
- 7) Translating the sentence: **וְשָׁמְרָה הַדָּבָר** will be as follows:

We must note that the verb is the first word in the sentence. Isolating the prefixed vav conjunction (וְ), and the suffix (הָ), we are left with three consonants **שמר**. Using the BDB to locate the 3rd person masculine singular Qal perfect form, which is **שמַר**, which means he kept; the suffix **הָ** is 3rd person feminine singular, while **וְ** is a conjunction. So the full meaning of the sentence **וְשָׁמְרָה הַדָּבָר** is “**and she kept the word**”.

4.0 CONCLUSION

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

5.0 SUMMARY

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

6.0 SELF-ASSESSMENT EXERCISE

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

7.0 TUTOR-MARKED ASSIGNMENT

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

- | | |
|-----------------|-----------------|
| 1. הַמְשִׁילוּ | 2. שָׁמַרְתָּ |
| 3. נִשְׁבְּרוּ | 4. מִשְׁלַתֶּם |
| 5. קָדְשָׁנוּ | 6. מִשְׁלָה |
| 7. כָּתַבְתֶּם | 8. פָּקַדְתִּי |
| 9. וּלְקַחְתֶּם | 10. וּמָלַדְתָּ |

8.0 VOCABULARY

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

9.0 REFERENCES/FURTHER READINGS

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

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UNIT 16 THE QAL IMPERFECT INFLECTION (REGULAR VERBS)

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Qal Imperfect Inflection
 - 3.2 Important features to note
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Self-Assessment Exercises
- 7.0 Tutor-Marked Assignments
- 8.0 Vocabulary
- 9.0 References/Further Readings

1.0 INTRODUCTION

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

2.0 OBJECTIVES

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

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

3.0 MAIN CONTENT

3.1 Qal Imperfect Inflection

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

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

Example 1: כָּתַב (he wrote)

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

Example 2: מָלַךְ (he reigned)

| Singular | | | Plural | | |
|----------|------------|---------------------|--------|--------------|----------------------|
| Person | Hebrew | English | Person | Hebrew | English |
| 3 ms | יִמְלֹךְ | He shall reign | 3 mp | יִמְלֹכוּ | They (m) shall reign |
| 3 fs | תִּמְלֹךְ | She shall reign | 3 fp | תִּמְלֹכְנָה | They (f) shall reign |
| 2 ms | תִּמְלֹךְ | You (m) shall reign | 2 mp | תִּמְלֹכוּ | You (m) shall reign |
| 2 fs | תִּמְלֹכִי | You (f) shall reign | 2 fp | תִּמְלֹכְנָה | You (f) shall reign |
| 1 cs | אֶמְלֹךְ | I shall reign | 1 cp | נִמְלֹךְ | We shall reign |

3.2 Important features to note

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

- 4) There is only one suffix in the singular, which is hireq-yod (יֹ) found in the second person feminine singular.
- 5) The plural inflections have suffixes in the first four forms namely: וְ, נָהּ, וְ, נָהּ. 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 (affirmatives) of Qal Imperfect inflection of Hebrew verbs are summarized in the table below:

| Singular | | Plural | |
|----------|------------|--------|--------------|
| 3ms | ___ יֹ | 3 mp | וְ ___ יֹ |
| 3 fs | ___ תִּ | 3fp | נָהּ ___ תִּ |
| 2 ms | ___ תִּ | 2 mp | וְ ___ תִּ |
| 2 fs | יֹ ___ תִּ | 2 fp | נָהּ ___ תִּ |
| 1 cs | ___ יֹ | 1 cp | ___ יֹ |

6.0 SELF-ASSESSMENT EXERCISES

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

7.0 TUTOR-MARKED ASSIGNMENTS

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

1. זָכַר he remembered
2. שָׁמַל he kept
3. שָׁפַט he judged
4. שָׁבַת he rested
5. מָשַׁל he ruled

8.0 VOCABULARY

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

9.0 REFERENCES/FURTHER READINGS

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 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 נִפְעַל

Qal perfect form מָשַׁל (he ruled)

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

Note:

- 1) The Nif'al functions as the simple passive, in contrast to Qal, which functions as the simple active.
- 2) The Nif'al perfect third masculine singular form has the same vowels as found in the name of the stem (נִמְשַׁל – נִפְעַל).
- 3) The prefix נִ combines with the first root consonant to form a closed syllable (e.g. נִמְ) and this continues unchanged throughout the Nif'al perfect inflection of מִשַׁל
- 4) In all respects Nif'al forms are identical to Qal perfect forms.

3.2 Pi'el Perfect Inflection

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

Pi'el Perfect Inflection פִּעַל

Qal perfect form מִשַׁל (he ruled)

| Singular | | | Plural | | |
|----------|-----------|------------------------|--------|-----------|-------------------------|
| Person | Hebrew | English | Person | Hebrew | English |
| 3 ms | מִשַׁל | He ruled (with force) | 3 cp | מִשָּׁלוּ | They ruled (with force) |
| 3 fs | מִשָּׁלָה | She ruled (with force) | | | |

| | | | | | |
|------|-------------|------------------------|------|-------------|------------------------|
| 2 ms | מִשַׁלְתָּ | You ruled (with force) | 2 mp | מִשַׁלְתֶּם | You ruled (with force) |
| 2 fs | מִשַׁלְתְּ | You ruled (with force) | 2 fp | מִשַׁלְתֶּן | You ruled (with force) |
| 1 cs | מִשַׁלְתִּי | ruled (with force) | 1 cp | מִשַׁלְנוּ | We ruled (with force) |

Note:

- 1) Pi'el is an intensive active stem, which is causative in nature (e.g. מִשַׁל he ruled with force).
- 2) The middle consonant of the verb root is doubled as in מִשַׁל.
- 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 פִּעַל

Qal perfect form מִשַׁל (he ruled)

| Singular | | | Plural | | |
|----------|-------------|-----------------------------|--------|-------------|------------------------------|
| Person | Hebrew | English | Person | Hebrew | English |
| 3 ms | מִשַׁל | He was ruled (with force) | 3 cp | מִשַׁלוּ | They were ruled (with force) |
| 3 fs | מִשַׁלָּה | She was ruled (with force) | | | |
| 2 ms | מִשַׁלְתָּ | You were ruled (with force) | 2 mp | מִשַׁלְתֶּם | You were ruled (with force) |
| 2 fs | מִשַׁלְתְּ | You were ruled (with force) | 2 fp | מִשַׁלְתֶּן | You were ruled (with force) |
| 1 cs | מִשַׁלְתִּי | I was ruled (with force) | 1 cp | מִשַׁלְנוּ | We were ruled (with force) |

Note:

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

- 3) Qibbuts appears under the first root consonant in all forms of the Pu'al perfect.
- 4) The middle root consonant is doubled as in מִשַּׁל
- 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) Nifal Perfect Inflection נִפְעַל

| Singular | | Plural | |
|----------|-------------------|--------|-------------------|
| Person | Hebrew | Person | Hebrew |
| 3 ms | ___ __ __ נְ | 3 cp | וְ ___ __ __ נְ |
| 3 fs | הָ ___ __ __ נְ | | |
| 2 ms | תְּ ___ __ __ נְ | 2 mp | תָּם ___ __ __ נְ |
| 2 fs | תְּ ___ __ __ נְ | 2 fp | תָּן ___ __ __ נְ |
| 1 cs | תִּי ___ __ __ נְ | 1 cp | נֹו ___ __ __ נְ |

2) Pi'el Perfect Inflection פִּעַל

| Singular | | Plural | |
|----------|----------------|--------|----------------|
| Person | Hebrew | Person | Hebrew |
| 3 ms | ___ __ __ | 3 cp | וְ ___ __ __ |
| 3 fs | הָ ___ __ __ | | |
| 2 ms | תְּ ___ __ __ | 2 mp | תָּם ___ __ __ |
| 2 fs | תְּ ___ __ __ | 2 fp | תָּן ___ __ __ |
| 1 cs | תִּי ___ __ __ | 1 cp | נֹו ___ __ __ |

3) Pu'al Perfect Inflection **פִּעַל**

| Singular | | Plural | |
|----------|----------|--------|----------|
| Person | Hebrew | Person | Hebrew |
| 3 ms | ___ | 3 cp | וְ ___ |
| 3 fs | הָ ___ | | |
| 2 ms | תְּ ___ | 2 mp | תֶּם ___ |
| 2 fs | תְּ ___ | 2 fp | תֶּן ___ |
| 1 cs | תִּי ___ | 1 cp | נִו ___ |

6.0 SELF-ASSESSMENT EXERCISES

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

(1) Nif'al (2) Pi'el (3) Pu'al

7.0 TUTOR-MARKED ASSIGNMENTS

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

Example: **נִמְשַׁלּוּ** - מָשַׁל

1) **שָׁמַעְתִּי** _____

2) **לָקַח** _____

3) **נִכְרַתְתִּי** _____

4) **נִמְכַּרְנוּ** _____

5) **לִמַּדְתָּ** _____

6) **סִפַּלְתֶּם** _____

7) **קִדְשִׁיתִי** _____

8) **נִסְתַּרְהָ** _____

9) **דִּבְרוּ** _____

10) **גִּדְלָהּ** _____

8.0 VOCABULARY

| | | | |
|----------|------------------------|---------|----------------------------------|
| גָּלַהּ | He uncovered, revealed | דָּב | (m and f) Bear |
| גּוֹלָהּ | (f) exile, exiles | דָּבַק | He cleaved, clung to, kept close |
| גֵּל | A heap, wave, billow | דְּבַר | Word |
| גָּלַל | He rolled away | דְּבַשׁ | Honey |
| גּוֹלִים | Idols | דָּג | 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 (affirmatives) of Hitpa'el perfect inflection of Hebrew verbs are summarized in the table below:

Hitpa'el Perfect Inflection הִתְפַּעֵל

Qal perfect form מָשַׁל (he ruled)

| Singular | | | Plural | | |
|----------|------------------|--------------------|--------|------------------|-----------------------|
| Person | Hebrew | English | Person | Hebrew | English |
| 3 ms | הִתְמַשֵּׁל | He ruled himself | 3 cp | הִתְמַשְׁלוּ | They ruled themselves |
| 3 fs | הִתְמַשְׁלָה | She ruled herself | | | |
| 2 ms | הִתְמַשִּׁלְתָּ | You ruled yourself | 2 mp | הִתְמַשִּׁלְתֶּם | You ruled yourself |
| 2 fs | הִתְמַשִּׁלְתְּ | You ruled yourself | 2 fp | הִתְמַשִּׁלְתֶּן | You ruled yourself |
| 1 cs | הִתְמַשִּׁלְתִּי | ruled myself | 1 cp | הִתְמַשִּׁלְנוּ | We ruled ourselves |

Note:

- 1) Hitpa'el verb forms normally express a reflexive action, that is an action performed by the subject upon himself/herself.
- 2) All Hitpa'el perfect forms are prefixed with הִתְ which is a closed syllable.
- 3) The patach under the first root consonant of the third masculine singular form is continued in all other forms of the Hitpa'el.
- 4) The middle root consonant is doubled in all Hitpa'el forms.

3.2 Hif'il Perfect Inflection

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

Hif'il Perfect Inflection הִפְעִיל

Qal perfect form מָשַׁל (he ruled)

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

| | | | | | |
|------|----------------|--------------------|------|----------------|--------------------|
| 3 fs | הִמְשִׁילָהּ | She caused to rule | | | |
| 2 ms | הִמְשִׁילְתָּ | You caused to rule | 2 mp | הִמְשִׁילְתֶּם | You caused to rule |
| 2 fs | הִמְשִׁילְתֶּן | You caused to rule | 2 fp | הִמְשִׁילְתֶּן | You caused to rule |
| 1 cs | הִמְשִׁילְתִּי | I caused to rule | 1 cp | הִמְשִׁילְנוּ | We caused to rule |

Note:

- 1) Hif'il verbs normally serve as the causative active of the Qal.
- 2) The Hif'il stem is prefixed with הִ throughout the perfect inflection.
- 3) Hif'il perfects are patterned after Qal perfects

3.3 Hof'al Perfect Inflection

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

Hof'al Perfect Inflection הִפְעַל

Qal perfect form מָשַׁל (he ruled)

| Singular | | | Plural | | |
|----------|---------------|-------------------------|--------|---------------|--------------------------|
| Person | Hebrew | English | Person | Hebrew | English |
| 3 ms | הִמְשַׁל | He was caused to rule | 3 cp | הִמְשַׁלוּ | They were caused to rule |
| 3 fs | הִמְשַׁלָּהּ | She was caused to rule | | | |
| 2 ms | הִמְשַׁלְתָּ | You were caused to rule | 2 mp | הִמְשַׁלְתֶּם | You were caused to rule |
| 2 fs | הִמְשַׁלְתֶּן | You were caused to rule | 2 fp | הִמְשַׁלְתֶּן | You were caused to rule |
| 1 cs | הִמְשַׁלְתִּי | I was caused to rule | 1 cp | הִמְשַׁלְנוּ | We were caused to rule |

Note:

- 1) Hof'al is the passive of Hif'il .
- 2) All Hof'al perfects are prefixed with הִ

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

4.0 CONCLUSION

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

5.0 SUMMARY

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

1) Hitpa'el Perfect Inflection הִתְפַּעֵל

| Singular | | Plural | |
|----------|-----------------|--------|-----------------|
| Person | Hebrew | Person | Hebrew |
| 3 ms | _____ הִתְ | 3 cp | וּ _____ הִתְ |
| 3 fs | הִּ _____ הִתְ | | |
| 2 ms | תְּ _____ הִתְ | 2 mp | תֶּם _____ הִתְ |
| 2 fs | תְּ _____ הִתְ | 2 fp | תֶּן _____ הִתְ |
| 1 cs | תִּי _____ הִתְ | 1 cp | נִי _____ הִתְ |

2) Hif'il Perfect Inflection הִפְעִיל

| Singular | | Plural | |
|----------|--------------|--------|-------------|
| Person | Hebrew | Person | Hebrew |
| 3 ms | _____ הִ | 3 cp | וּ _____ הִ |
| 3 fs | הִּ _____ הִ | | |

| | | | |
|------|---------------|------|---------------|
| 2 ms | תָּ _____ הָ | 2 mp | תָּם _____ הָ |
| 2 fs | תְּ _____ הָ | 2 fp | תָּן _____ הָ |
| 1 cs | תִּי _____ הָ | 1 cp | נִי _____ הָ |

3) Hof'al Perfect Inflection הַפְעִיל

| Singular | | Plural | |
|----------|---------------|--------|---------------|
| Person | Hebrew | Person | Hebrew |
| 3 ms | _____ הָ | 3 cp | וּ _____ הָ |
| 3 fs | הָ _____ הָ | | |
| 2 ms | תָּ _____ הָ | 2 mp | תָּם _____ הָ |
| 2 fs | תְּ _____ הָ | 2 fp | תָּן _____ הָ |
| 1 cs | תִּי _____ הָ | 1 cp | נִי _____ הָ |

6.0 SELF-ASSESSMENT EXERCISES

- Write the full perfect inflection of the verb מִשַׁל (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: מִשַׁל Qal

- | | |
|--------------------|------------------------|
| 1) בִּקֵּשׁ _____ | 2) הִכְשִׁילָתֶם _____ |
| 3) הִשְׁמִיד _____ | 4) נִמְכַּרְנוּ _____ |
| 5) לְמַדָּתָ _____ | 6) סִפַּרְתֶּם _____ |

| | | | |
|-------------|-------|-----------------|-------|
| 7) לָקַח | _____ | 8) נִסְתָּרָה | _____ |
| 9) דִּבְרוּ | _____ | 10) שָׁמַעְתִּי | _____ |

8.0 VOCABULARY

| | | | |
|-------------|------------------------------|-------|------------|
| הִלֵּל | he praised | זֶה | This |
| הֵם, הֵנָּה | They | זָהָב | Gold |
| הֵן, הֵנָּה | (f) they | זָבַח | To flow |
| הִמָּה | He murmured, growled, roared | זֵית | 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.

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

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UNIT 19 IMPERFECT OF THE REMAINING VERB STEMS (I)

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Nif'al Imperfect Inflection
 - 3.2 Pi'el Imperfect Inflection
 - 3.3 Pu'al Imperfect 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

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 (affirmatives) of Nif'al imperfect inflection of Hebrew verbs are summarized in the table below:

Nif'al Imperfect Inflection נִפְעַל

Qal perfect form מָשַׁל (he ruled)

| Singular | | | Plural | | |
|----------|--------------|--------------------|--------|---------------|---------------------|
| Person | Hebrew | English | Person | Hebrew | English |
| 3 ms | יִמְשַׁל | He shall be ruled | 3 mp | יִמְשַׁלוּ | They shall be ruled |
| 3 fs | תִּמְשַׁל | She shall be ruled | 3 fp | תִּמְשַׁלְנָה | They shall be ruled |
| 2 ms | תִּמְשַׁל | You shall be ruled | 2 mp | תִּמְשַׁלוּ | You shall be ruled |
| 2 fs | תִּמְשַׁלֵּי | You shall be ruled | 2 fp | תִּמְשַׁלְנָה | You shall be ruled |
| 1 cs | אֶמְשַׁל | I shall be ruled | 1 cp | נִמְשַׁל | We shall be ruled |

Note:

- 1) The Nif'al imperfect functions as the simple passive action in the future time.
- 2) The prefix vowel for the Nif'al imperfect is hireq in all forms except first person common singular, where it is s^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 נ that dropped out. For instance:

יִנְמַשֵּׁל has become יִמְשַׁל .

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 מָשַׁל (he ruled)

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

| | | | | | |
|------|-------------|-------------------------------|------|---------------|--------------------------------|
| 3 fs | תִּמְשֹׁל | She shall rule (intensive) | 3 fp | תִּמְשֹׁלְנָה | They shall rule (intensive) |
| 2 ms | תִּמְשֹׁל | You shall rule (intensive) | 2 mp | תִּמְשֹׁלוּ | You shall rule (intensive) |
| 2 fs | תִּמְשֹׁלֵי | You shall rule (intensive) | 2 fp | תִּמְשֹׁלְנָה | You shall rule (intensive) |
| 1 cs | אֶמְשֹׁל | I shall rule (intensive) | 1 cp | נִמְשֹׁל | We shall rule (intensive) |

Note:

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

3.3 Pu'al Imperfect Inflection

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

Pu'al Imperfect Inflection

Qal perfect form מָשַׁל (he ruled)

| Singular | | | Plural | | |
|----------|-------------|-----------------------------------|--------|---------------|------------------------------------|
| Person | Hebrew | English | Person | Hebrew | English |
| 3 ms | יִמְשֹׁל | He shall be ruled (intensive) | 3 mp | יִמְשֹׁלוּ | They shall be ruled (intensive) |
| 3 fs | תִּמְשֹׁל | She shall be ruled (intensive) | 3 fp | תִּמְשֹׁלְנָה | They shall be ruled (intensive) |
| 2 ms | תִּמְשֹׁל | You shall be ruled (intensive) | 2 mp | תִּמְשֹׁלוּ | You shall be ruled (intensive) |
| 2 fs | תִּמְשֹׁלֵי | You shall be ruled (intensive) | 2 fp | תִּמְשֹׁלְנָה | You shall be ruled (intensive) |
| 1 cs | אֶמְשֹׁל | I shall be ruled (intensive) | 1 cp | נִמְשֹׁל | We shall be ruled (intensive) |

Note:

- 1) The distinguishing characteristics of the Pu'al imperfect 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'al imperfect 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'al imperfect verbs .. Please note the prefixes and suffixes:

1) Nif'al Imperfect Inflection

| Singular | | Plural | |
|----------|--------------------|--------|----------------------|
| Person | Hebrew | Person | Hebrew |
| 3 ms | ___ __ __ י' | 3 mp | י' ___ __ __ י' |
| 3 fs | ___ __ __ ית' | 3 fp | הַיְת' ___ __ __ ית' |
| 2 ms | ___ __ __ ית' | 2 mp | י' ___ __ __ ית' |
| 2 fs | יְת' ___ __ __ ית' | 2 fp | הַיְת' ___ __ __ ית' |
| 1 cs | ___ __ __ ית' | 1 cp | ___ __ __ ית' |

2) Pi'el Imperfect Inflection

| Singular | | Plural | |
|----------|--------------|--------|-----------------|
| Person | Hebrew | Person | Hebrew |
| 3 ms | ___ __ __ י' | 3 mp | י' ___ __ __ י' |

| | | | |
|------|-------------|------|-------------|
| 3 fs | _____ הַ | 3 fp | הָ _____ הַ |
| 2 ms | _____ הַ | 2 mp | וּ _____ הַ |
| 2 fs | יְ _____ הַ | 2 fp | הָ _____ הַ |
| 1 cs | _____ אַ | 1 cp | _____ נַ |

3) Pu'al Imperfect Inflection

| Singular | | Plural | |
|----------|-------------|--------|-------------|
| Person | Hebrew | Person | Hebrew |
| 3 ms | _____ יַ | 3 mp | וּ _____ יַ |
| 3 fs | _____ הַ | 3 fp | הָ _____ הַ |
| 2 ms | _____ הַ | 2 mp | וּ _____ הַ |
| 2 fs | יְ _____ הַ | 2 fp | הָ _____ הַ |
| 1 cs | _____ אַ | 1 cp | _____ נַ |

6.0 SELF-ASSESSMENT EXERCISES

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

- Nif'al Imperfect of מָשַׁל (he ruled)
- Pi'el imperfect of מָשַׁל (he ruled)
- Pu'al imperfect of מָשַׁל (he ruled)

7.0 TUTOR-MARKED ASSIGNMENTS

Write the following inflections and translate them:

- Nif'al imperfect of קָבַר (he buried)
- Pi'el imperfect of כָּתַב (he wrote)
- Pu'al imperfect of סָתַר (he hid)

8.0 VOCABULARY

| | | | |
|---------|------------------------------|-------|--------------------------------|
| זָאֵב | Wolf | זָקֵן | (adj) old |
| זֹאת | (f) this | זָר | A stranger, foreigner |
| זָבַח | He sacrificed, slew | זָרַח | He scattered, fanned, winnowed |
| זִבְחָה | Sacrifice | זָרַח | He arose, came forth, |
| זָד | (adj) insolent, presumptuous | זָרַע | He sowed |
| זָדוֹן | Insolence, presumptuousness | זָרַע | 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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English to Hebrew Translation (<http://translation.babylon.com/English/to-hebrew>).

UNIT 20 IMPERFECT OF THE REMAINING VERB STEMS (II)

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Hitpa‘el Imperfect Inflection
 - 3.2 Hif‘il Imperfect Inflection
 - 3.3 Hof‘al Imperfect 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 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 מָשַׁל (he ruled)

| Singular | | | Plural | | |
|----------|---------------|-------------------------|--------|---------------|----------------------------|
| Person | Hebrew | English | Person | Hebrew | English |
| 3 ms | יִתְמַשֵּׁל | He shall rule himself | 3 mp | יִתְמַשְׁלוּ | They shall rule themselves |
| 3 fs | תִּתְמַשֵּׁל | She shall rule herself | 3 fp | תִּתְמַשְׁלנה | They shall rule themselves |
| 2 ms | תִּתְמַשֵּׁל | You shall rule yourself | 2 mp | תִּתְמַשְׁלוּ | You shall rule yourselves |
| 2 fs | תִּתְמַשְׁלִי | You shall rule yourself | 2 fp | תִּתְמַשְׁלנה | You shall rule yourselves |
| 1 cs | אֶתְמַשֵּׁל | I shall rule myself | 1 cp | נִתְמַשֵּׁל | We shall rule ourselves |

Note:

- 1) Hitpa'el imperfect is normally reflexive in meaning, expressing a simple action in the active voice.
- 2) Hitpa'el imperfect verb has longer prefix (**יִתְ, תִּתְ, אֶתְ, נִתְ**), 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 **מָשַׁל** (he ruled)

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

Note:

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

3.3 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 מִשַׁל (he ruled)

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

Note:

- 1) The Hof'al imperfect is the passive of the Hif'il imperfect, that is a causative passive in the future time.
- 2) The distinguishing characteristics of the Hof'al imperfect are gamets-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

| Singular | | Plural | |
|----------|----------------|--------|-----------------|
| Person | Hebrew | Person | Hebrew |
| 3 ms | ___ יְתִ | 3 mp | וְ ___ יְתִ |
| 3 fs | ___ תִּתִּ | 3 fp | הֶּֿ ___ תִּתִּ |
| 2 ms | ___ תִּתִּ | 2 mp | וְ ___ תִּתִּ |
| 2 fs | יְֿ ___ תִּתִּ | 2 fp | הֶּֿ ___ תִּתִּ |
| 1 cs | ___ אִתִּ | 1 cp | ___ נִתִּ |

2) Hif'il Imperfect Inflection

| Singular | | Plural | |
|----------|-------------|--------|--------------|
| Person | Hebrew | Person | Hebrew |
| 3 ms | ___ יִ | 3 mp | וְ ___ יִ |
| 3 fs | ___ תִּ | 3 fp | הֶּֿ ___ תִּ |
| 2 ms | ___ תִּ | 2 mp | וְ ___ תִּ |
| 2 fs | יְֿ ___ תִּ | 2 fp | הֶּֿ ___ תִּ |
| 1 cs | ___ אִ | 1 cp | ___ נִ |

3) Hof'al Imperfect Inflection

| Singular | | Plural | |
|----------|---------|--------|--------------|
| Person | Hebrew | Person | Hebrew |
| 3 ms | ___ יִ | 3 mp | וְ ___ יִ |
| 3 fs | ___ תִּ | 3 fp | הֶּֿ ___ תִּ |

| | | | |
|------|-------------|------|-------------|
| 2 ms | _____ הַ | 2 mp | וּ _____ הַ |
| 2 fs | יְ _____ הַ | 2 fp | הָ _____ הַ |
| 1 cs | _____ אַ | 1 cp | _____ נַ |

6.0 SELF-ASSESSMENT EXERCISES

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

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

7.0 TUTOR-MARKED ASSIGNMENTS

Write the following inflections and translate them:

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

8.0 VOCABULARY

| | | | |
|-------|----------------------|---------|---------------------|
| טָבַל | He dipped | כְּבוֹד | Glory |
| טָבַע | He sank down | כֶּבֶשׂ | Lamb |
| טָבַח | He slaughtered | כָּבַשׁ | He subdued |
| טוֹב | (adj) good | כֹּהֵן | Priest |
| טָמֵא | He was unclean | כּוֹכָב | Star |
| טָמַן | He hid, concealed | כּוֹס | (f) cup |
| טָעַם | He tasted, perceived | כָּזַב | He lied, was a liar |

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 21 PRONOMINAL SUFFIXES

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Pronominal suffixes with Prepositions
 - 3.2 Pronominal suffixes with perfect verbs
 - 3.3 Pronominal suffixes with imperfect verbs
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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 **בְּ** and **לְ** are as follows (**בְּ** is irregular):

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

Example: בְּ (in, by, with)

| Singular | | | Plural | | |
|----------|---------|----------|--------|-----------|-----------|
| Person | Hebrew | | Person | Hebrew | |
| 3 ms | בּוֹ | with him | 3 mp | בְּהֵמָּה | with them |
| 3 fs | בְּהִיא | with her | 3 fp | בְּהֵנָּה | with them |
| 2 ms | בְּךָ | with you | 2 mp | בְּכֶם | with you |
| 2 fs | בְּךְ | with you | 2 fp | בְּכֶן | with you |
| 1 cs | בִּי | with me | 1 cp | בְּנוֹ | with us |

2) Pronominal suffixes with perfect verbs

Pronominal suffixes attached to the verb may be expressed in two ways: (1) it may be joined to אֶת, the sign of the direct object, and placed either before or after the verb; (2) it may be joined directly to the end of the verb to which it serves as object.

- The pronominal suffixes for perfects that **end in vowels** are the same for all stems of the verb; as in:

| Singular | | | Plural | | |
|----------|---------|-----|--------|--------|------|
| Person | Hebrew | | Person | Hebrew | |
| 3 ms | הוּ, וְ | Him | 3 mp | הֵם, ם | them |
| 3 fs | הָ | Her | 3 fp | ן | them |
| 2 ms | ךָ | You | 2 mp | כֶּם | you |
| 2 fs | ךְ | You | 2 fp | כֶּן | you |
| 1 cs | נִי | Me | 1 cp | נֵנוּ | us |

Example: מְשֻׁלוּ (they ruled)

| Singular | | | Plural | | |
|----------|-------------|----------------|--------|---------------|-----------------|
| Person | Hebrew | | Person | Hebrew | |
| 3 ms | מְשֻׁלוֹהוּ | they ruled him | 3 mp | מְשֻׁלוֹם | they ruled them |
| 3 fs | מְשֻׁלוֹהָ | they ruled her | 3 fp | מְשֻׁלוֹן | they ruled them |
| 2 ms | מְשֻׁלוֹךָ | they ruled you | 2 mp | מְשֻׁלוֹכֶם | they ruled you |
| 2 fs | מְשֻׁלוֹךְ | they ruled you | 2 fp | מְשֻׁלוֹכֶן | they ruled you |
| 1 cs | מְשֻׁלוֹנִי | they ruled me | 1 cp | מְשֻׁלוֹנֵנוּ | they ruled us |

- The pronominal suffixes for perfects that **end in consonants** are also the same for all stems of the verb; as in:

| Singular | | | Plural | | |
|----------|---------|-----|--------|--------|------|
| Person | Hebrew | | Person | Hebrew | |
| 3 ms | הוּ, וְ | him | 3 mp | ם | them |
| 3 fs | הָ | her | 3 fp | ן | them |
| 2 ms | ךָ | you | 2 mp | כֶּם | you |
| 2 fs | ךְ | you | 2 fp | כֶּן | you |
| 1 cs | נִי | me | 1 cp | נֵנוּ | us |

Example: מִשַׁל (he ruled)

| Singular | | | Plural | | |
|----------|-------------|--------------|--------|-------------|---------------|
| Person | Hebrew | | Person | Hebrew | |
| 3 ms | מִשַׁלּוֹ | he ruled him | 3 mp | מִשַׁלָּם | he ruled them |
| 3 fs | מִשַׁלָּהּ | he ruled her | 3 fp | מִשַׁלָּן | he ruled them |
| 2 ms | מִשַׁלְּךָ | he ruled you | 2 mp | מִשַׁלְּכֶם | he ruled you |
| 2 fs | מִשַׁלְּךְ | he ruled you | 2 fp | מִשַׁלְּכֶן | he ruled you |
| 1 cs | מִשַׁלָּנִי | he ruled me | 1 cp | מִשַׁלָּנוּ | 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 | וְ, הוּא־ | Him | 3 mp | ם־ | them |
| 3 fs | הִיא־ | Her | 3 fp | ן־ | them |
| 2 ms | ךָ־ | You | 2 mp | כֶּם־ | you |
| 2 fs | ךְ־ | You | 2 fp | כֶּן־ | you |
| 1 cs | נִי־ | Me | 1 cp | נוּ־ | us |

Example: יִמְשָׁלוּ (they will rule)

| Singular | | | Plural | | |
|----------|---------------|--------------------|--------|-------------|---------------------|
| Person | Hebrew | | Person | Hebrew | |
| 3 ms | יִמְשָׁלוּהוּ | they will rule him | 3 mp | יִמְשָׁלוּם | they will rule them |
| 3 fs | יִמְשָׁלוּהָ | they will rule her | 3 fp | יִמְשָׁלוּן | they will rule them |

| | | | | | |
|------|---------------|--------------------|------|---------------|--------------------|
| 2 ms | יִמְשִׁלוּךָ | they will rule you | 2 mp | יִמְשִׁלוּכֶם | they will rule you |
| 2 fs | יִמְשִׁלוּכֶן | they will rule you | 2 fp | יִמְשִׁלוּכֶן | they will rule you |
| 1 cs | יִמְשִׁלוּנִי | they will rule me | 1 cp | יִמְשִׁלוּנוּ | they will rule us |

- The pronominal suffixes for imperfects that **end in consonants** are also the same for all stems of the verb; as in:

| Singular | | | Plural | | |
|----------|-----------|-----|--------|--------|------|
| Person | Hebrew | | Person | Hebrew | |
| 3 ms | הוֹּ | Him | 3 mp | םֹ | them |
| 3 fs | הָּ , הֶּ | Her | 3 fp | ןֹ | them |
| 2 ms | ךָּ | You | 2 mp | כֶּם | you |
| 2 fs | כֶּן | You | 2 fp | כֶּן | you |
| 1 cs | נִי | Me | 1 cp | נוּ | us |

Example: יִמְשֵׁל (he will rule)

| Singular | | | Plural | | |
|----------|--------------|------------------|--------|--------------|-------------------|
| Person | Hebrew | | Person | Hebrew | |
| 3 ms | יִמְשֵׁלְהוּ | he will rule him | 3 mp | יִמְשֵׁלִים | he will rule them |
| 3 fs | יִמְשֵׁלְהָ | he will rule her | 3 fp | יִמְשֵׁלִין | he will rule them |
| 2 ms | יִמְשֵׁלְךָ | he will rule you | 2 mp | יִמְשֵׁלְכֶם | he will rule you |
| 2 fs | יִמְשֵׁלְכֶן | he will rule you | 2 fp | יִמְשֵׁלְכֶן | he will rule you |
| 1 cs | יִמְשֵׁלְנִי | he will rule me | 1 cp | יִמְשֵׁלְנוּ | he will rule us |

4.0 CONCLUSION

This unit studied pronominal suffixes in relation to prepositions and perfect and imperfect verbs. Even though it did not cover all the aspects to include nouns and particles, what is represented is able to prepare the student for a remarkable progress in Hebrew Grammar. The student is encouraged to seek for further studies in this subject.

5.0 SUMMARY

- 1) The pronominal suffixes for perfects that end in vowels are the same for all stems of the verb.
- 2) The pronominal suffixes for perfects that end in consonants are also the same for all stems of the verb.
- 3) The pronominal suffixes for imperfects that end in vowels are the same as those of perfects ending in vowels for all stems of the verb.
- 4) The pronominal suffixes for imperfects that end in consonants are also the same for all stems of the verb.

6.0 SELF-ASSESSMENT EXERCISES

- Without looking at the manual, provide a full pronominal suffixes and translation for the following prepositions:

(a) **בְּ** (in, by, with)

(b) **לְ** (to, for)

7.0 TUTOR-MARKED ASSIGNMENTS

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

1. **יִזְכְּרוּ** (to remember)

3. **יִשְׁמֵר** (to keep)

5. **יִתֵּן** (to give)

2. **מִשְׁלֹתֶם** (to rule)

4. **תִּכְתְּבוּ** (to write)

6. **מְלִכּוֹ** (to reign)

8.0 VOCABULARY

| | |
|--------------------------------------|-----------------------------------|
| רֹאשׁ Head | שָׁאַל He asked |
| רֵאשִׁית (f) beginning, chief | שֵׁבֶט Rod, staff, sceptre |
| רַב (adj) many, much, great | שַׁבָּת Sabbath |
| רַב Multitude, abundance | שׁוּא Emptiness, vanity |
| רֶגֶל (f) Foot | שׁוֹפֵט Judge |
| רוֹאֵה Seer, prophet | שַׁחַט Dawn |

| | |
|------------------------|----------------|
| רוּחַ (f) Spirit, wind | שִׁיר A song |
| רוֹעֵה Shepherd | שָׁלוֹם Peace |
| רוֹחֵב 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.

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

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