INTRODUCTION TO BIBLICAL HEBREW

# INTRODUCTION TO 

## BIBLICAL HEBREW

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## Library of Congress Catalog Card Number: 75-100128

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Upper Saddle River, New Jersey 07458

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Printed in the United States of America


## preface

This textbook is designed for a full year's course in elementary Biblical Hebrew at the college level. In its choice of vocabulary and grammar it is essentially an introduction to the prose, not the poetical language. While my aim has been to include only what I consider necessary for the grammatically intelligent reading of the texts on which the work is based, experienced teachers may nevertheless wish to expand or condense one portion or another according to the needs of their own courses and the problems of their particular students. By keeping the grammatical discussion at a relatively unsophisticated level I have tried to make the book as serviceable as possible to those who want to study the language without a teacher.

Although the present work clearly falls within the category of traditional grammars, there are several features in the presentation which require a brief comment. The generous use of transliteration is meant to serve three purposes: to enable the student to perceive Hebrew as a language, and not an exercise in decipherment; to remove the customary initial obstacle, wherein the student was required to master innumerable pages of rather abstract phonological and orthographic details before learning even a sentence of the language; and to facilitate the memorization of the paradigms, where the essential features are, in my opinion, set in greater relief than in the conventional script. The morphology of the verb is presented in a way that best exploits the underlying similarities of the various forms, regardless of the root type; this permits the introduction of the most common verbs at an appropriately early point in the grammar and also allows the discussions of the derived "conjugations" to be unhampered by restric-
tion to examples from sound roots. As much space as possible has been given to the systematic treatment of noun morphology and to the verb with object suffixes; the simplification of this material attempted in many elementary grammars is actually a disservice to the student. When he turns to his first page of unsimplified reading, he finds that what he should have learned systematically must instead be learned at random, inefficiently and with no little difficulty. And finally, special attention has been given to an orderly presentation of prose syntax, beginning with a characterization of the various types of individual clauses and proceeding to sequences of interrelated clauses.

In the initial stages of preparing this book I was greatly aided in the selection of vocabulary by George M. Landes' A Student's Vocabulary of Biblical Hebrew (New York, 1961), furnished to me in page proof at that time by the author, to whom I now wish to acknowledge my thanks. In the nearly ten years since that time the innumerable suggestions and corrections submitted by my students and colleagues working with various drafts of the book have been of enormous help in improving the quality of the finished product. I am especially grateful, however, to Dr. Avi Hurwitz, now at the Hebrew University, for his great kindness in giving an earlier draft of this book a thorough and critical reading and in providing me with many corrections. The errors that remain are of course due to my own oversight.

The setting of pointed Hebrew with a special sign marking stress always proves to be a difficult job, even in this age of technological marvels. I wish to thank the publisher and the printer for their unstinting efforts to ensure correctness in this regard.

Cambridge, Mass.
THOMAS O. LAMBDIN
May 1971

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## INTRODUCTION

The Hebrew Bible (Christian Old Testament) is a collection of writings whose composition spans most of the millennium from c. 1200 B.C. to c. 200 B.C. Because a spoken language does not remain constant over so long a period of time, we must recognize Biblical Hebrew as a form of the spoken language standardized at a particular time and perpetuated thereafter as a fixed literary medium. It is generally assumed that Biblical Hebrew, to the extent that it is linguistically homogeneous, is a close approximation to the language of the monarchic periods preceding the Babylonian Exile (thus, before 587 B.C.), during which a major portion of biblical literature was compiled and composed. The sparse inscriptional material of the ninth to seventh centuries B.C. corroborates this view, but does not permit us to establish more precise limits. In the post-exilic period spoken Hebrew came under the strong influence of other languages, especially Aramaic, but also Persian and, later, Greek. The literary language of biblical writings during this time remained relatively free of this influence, which shows up more clearly in post-biblical sources such as the Rabbinic Hebrew of the Mishna and other traditional works lying beyond the scope of this grammar. Exactly when Hebrew ceased to be a spoken language is difficult, if not impossible, to determine, but in all probability its demise was concurrent with the devastation of Judaea in the Jewish revolts against Roman rule in the first two centuries A.D.

Hebrew is a member of the extensive Semitic language family, whose principal divisions are as follows:
(1) Northeast Semitic: Babylonian and Assyrian (Akkadian);
(2) Southeast Semitic: Ancient South Arabic and the related modern languages of South Arabia and Ethiopia;
(3) Southwest Semitic: Classical Arabic and the host of related modern Arabic dialects;
(4) Northwest Semitic, comprising
(a) Aramaic
(b) Canaanite (Ugaritic, Phoenician, Hebrew)

Our knowledge of Biblical Hebrew is directly dependent on Jewish oral tradition and thus on the state of that tradition during and following the
various dispersions of the Jews from Palestine. This dependence arises from the peculiarly deficient orthography in which the biblical text was written: it is essentially vowelless, or at most, vocalically ambiguous (see below, §8). The actual pronunciation of the language was handed down orally, and as the Jews left or were expelled from Palestine and formed new communities in Babylonia, Egypt, and eventually throughout most of the civilized world, the traditional reading of biblical texts diverged gradually from whatever norm might have existed prior to these dispersions. The written consonantal text itself achieved a final authoritative form around the end of the first century A.D. This text was successfully promulgated among all the Jewish communities, so that texts postdating this time do not differ from one another in any important particulars. Prior to the fixing of an authoritative text, however, the situation was quite different, and the reader is referred to the bibliography (Appendix E ) for the names of a few works that will introduce him to the complex problems of ancient texts and versions.

Modern printed versions of the Hebrew Bible derive from several essentially similar sources, all reflecting the grammatical activity of Jewish scholars (or Masoretes, traditionalists) in Tiberias, who during the 9th and 10th centuries A.D. perfected a system of vowel notation and added it to the received consonantal text. Because the vowel system reflected in this notation is not exactly the same as that of the tradition used in other locales, we must recognize that Hebrew grammar, as based on the vocalized Tiberian Masoretic text, is no more or less authentic than that which would derive from other traditions: it is simply the best preserved and has received, by universal adoption, the stamp of authority. A treatment of the fragmentary evidence of the non-Tiberian traditions lies beyond the scope of an elementary grammar. The standard Masoretic text is also known as the Ben Asher text, after the family name of the Tiberian scholars identified with the final editing. The Biblia Hebraica (3rd edition, Stuttgart, 1937) used by most modern students and scholars is based on the copy of a Ben Asher manuscript now in Leningrad and dating from 1008/9 A.D. Most other printed Hebrew Bibles are based ultimately on the text of the Second Rabbinic Bible (Venice, 1524-25); the manuscript sources of this work have not been fully identified, but it does not differ substantially from the text of the Biblia Hebraica. A new and comprehensive edition of the Hebrew Bible is in progress in Israel; it will utilize the partially destroyed Aleppo Codex, which is convincingly claimed as an authentic manuscript of the Ben Asher family.

A limited number of variant readings are indicated marginally in the Masoretic text. These are commonly referred to as $k \partial t \underline{t} b \underline{b}-q \partial r e \bar{e}$, i.e. one word is written ( $k \underset{t}{t} \underline{i} \underline{b}$ ) in the consonant text itself but another, as indicated in the margin, is to be read (qarē).

## SOUNDS AND SPELLING

[Note: The material in this section has been presented as a unit for ready. reference. After studying § § $1-3$ the reader should begin Lesson 1 (p. 3). The reading of further paragraphs will be indicated as required.]

## 1. The Sounds of Biblical Hebrew.

As stated in the Introduction, we cannot determine absolutely the sounds of Biblical Hebrew in the period during which the literary language was fixed. The pronunciation used in this book has been chosen to preserve as faithfully as possible the consonantal and vocalic distinctions recognized by the Masoretes, but, at the same time, to do the least violence to what we know of the earlier pronunciation. A uniform system of transliteration has been adopted which attempts to represent the Hebrew orthography simply and accurately.
a. Consonants

| Type | Transliteration | Pronunciation* |
| :---: | :---: | :--- |
| Labial | b | $[\mathrm{b}]$ as in bait |
|  | p | $[\mathrm{p}]$ as in pay |
|  | m | $[\mathrm{m}]$ as in main |
|  | w | $[\mathrm{w}]$ as in well |
| Labio-dental | $\underline{\mathrm{b}}$ | $[\mathrm{c}$ as in vase |
| Interdental | $\overline{\mathrm{p}}$ | $[\mathrm{f}]$ as in face |
|  | $\underline{t}$ | $[\theta]$ as in thin |
| Dental or alveolar | d | $[\delta]$ as in this |
|  | t | $[\mathrm{t}]$ as in time |
|  | d | $[\mathrm{d}]$ as in door |
|  | s | $[\mathrm{s}]$ as in sing |
|  | s | z |

[^0]|  | n | $[\mathrm{n}]$ as in noon |
| :--- | :--- | :--- |
| Prepalatal | $\breve{s}$ | $\left[\int\right]$ as in show |
| Palatal | y | $[\mathrm{y}]$ as in yes |
|  | k | $[\mathrm{k}]$ as in king |
|  | $\mathrm{g}, \overline{\mathrm{g}}$ | $[\mathrm{g}]$ as in go |
| Velar | k | $[\mathrm{x}]$ as in German Bach |
|  | q | $[\mathrm{q}]$ |

There is no exact English equivalent of this sound. It is a type of [k], but with the contact between the tongue and the roof of the mouth as far back as possible.

| Guttural | , | ['] the glottal stop |
| :--- | :--- | :--- |
| h | [h] as in house |  |
|  | $\cdot$ | $\left[{ }^{[ }\right]$no Eng. equivalent |
| h | [H] no Eng. equivalent |  |

The glottal stop ['] is used in English, but not as a regular part of its sound system. It is made by a complete stoppage of breath in the throat and may be heard in certain Eastern pronunciations of words like bottle and battle, in which the glottal stop replaces the normal $t$, thus [ba'l], [bæ'l]. The sound [H] is an $h$-sound, but with strong constriction between the base of the tongue and the back of the throat, thus with a much sharper friction than ordinary $h$. The ['] is similarly produced, but with the additional feature of voicing. Most modern readers of Biblical Hebrew do not use these two sounds, replacing them with $[x]$ and ['] respectively. Those making such a simplification should be careful not to confuse these four sounds in spelling.

The four sounds which we shall call gutturals throughout this book are more precisely described as laryngeals and pharyngealized laryngeals, but because the modern terminology is often inconsistently applied, we find no compelling reason to abandon the more traditional designation.

| Liquids | r | [r] as in rope |
| :---: | :---: | :---: |
|  | 1 | [1] as in line |
| Modified Dental | t | [ t ] as in time |
|  | S | [ts] as in hits |

The pronunciation indicated for $t$ and $s s$ is a standard modern substitution for the original sounds, whose true nature can only be conjectured as $[t]$ and [s] accompanied by constriction in the throat (pharyngealization or glottalization), thus producing a tenser, duller sound.
b. Vowels

It is customary in treating Hebrew vowels to speak of length as well as quality. Though this distinction is probably valid for the earlier pronunciation, it is doubtful whether vowel quantity played any important part in the original Masoretic system. The diacritical marks used in our transcription are thus to be taken as devices reflecting the Hebrew spelling and not necessarily as markers of real length.

| î, ì | [i] as in machine | $\hat{\mathrm{u}}, \overline{\mathrm{u}}$ | [u] as in mood |
| :---: | :---: | :---: | :---: |
| i | [I] as in it | u | [u] as in book |
| ê, è | [e] as in they | $\hat{o}, \bar{o}$ | [o] as in note |
| e, ẹ | [ $\varepsilon$ ] as in bet | $\bigcirc$ | [o] as in bought |
| a | [a] as in father or <br> [a] as in that | ว | [ə] as in above, and very brief in duration |

$\bar{a}, \hat{a}$
[a] as in father or
[ว] as in bought
Some distinction between the two vowels $a$ and $\bar{a}$ should be made, since they must always be clearly distinguished in spelling. The choice is left to the reader: either [a] as opposed to [a] or [a] as opposed to [0].

In addition to the vowels listed above there are three others (ă ě ŏ) which, together with $\partial$, are known as reduced vowels. They are of very brief duration but with the same quality as the corresponding full vowel $: \check{a}$ is a very short $a, \check{e}$ a very short $e$, and $\check{o}$ a very short $o$.

The following diphthongal combinations of vowel $+y$ or $w$ occur frequently at the ends of words:

| ÎW | the vowel $\hat{l}+\mathrm{a}$ very short [ü]. Also pronounced as [iv], as in English eve. |
| :---: | :---: |
| èw, êw | $\bar{e} / \hat{e}+[u \mathrm{u}]$. Also [ev], as in save. |
| āw, âw | $\bar{a}+[\mathrm{u}]$ like the ou of house, or as [aw] or [av] |
| aw | $a+[\mathrm{u}]$, or as [av] or [av] |
| āy | [ay] like the $y$ of $s k y$; or [oy], similar to the $o y$ of toy. |
| ay | [ay] or [ay] |
| ôy, ōy | [oy], similar to the owy of showy, but without the $w$. |
| ûy, ūy | [uy] somewhat like the uey of gluey. |

For descriptive purposes we shall refer to the vowels according to the following classification, without prejudice to the actual length of the vowels involved:
(1) unchangeable long: $\hat{\imath} \hat{e} \hat{o} \hat{u}$ and sometimes $\bar{o}$
(2) changeable long: $\bar{e} \bar{a} \bar{o}$
(3) short: i e a o u
(4) reduced: д ă ĕ ŏ

## 2. Syllabification.

With very few exceptions a syllable must begin with a single consonant followed at least by one vowel. This rule alone will suffice for the accurate division of a word into syllables. Consider the following examples:

| midb $\bar{a} r$ (wilderness) : mid-bār | pronounced | [mı $\delta^{\prime}$ bār] |
| :---: | :---: | :---: |
| ${ }^{\prime} \bar{a} b \underline{b} \hat{w} w$ (his father) : ' $\bar{a}-\underline{\underline{l}} \hat{\imath} w$ |  | ['a'viw] |
|  |  | [dəva'rim] |
| mimménnî (from me) : mim-mén-n̂̀ |  | [mım'menni] |
| gibbôrîm (warriors) : gib-bô-ritm |  | [gıbbo'rim] |
| yišlāhénî (he will send me) : yiš-lā-héeni |  | [yıfla'reni] |
| malkakā (your king) : mal-ka-ka |  | [malkə'xa] |
| malkêkem (your kings) : mal-ke-kem |  | [malxe'xem] |

In none of these examples is any other division of syllables possible without violating the basic rule.

Syllables are of two types: open and closed. An open syllable is one which ends in a vowel; a closed syllable ends in a consonant. Syllables containing a diphthong may be considered as closed, taking the $y$ or $w$ as a consonant. The distinction is irrelevant in this case.

When determining syllabification note that a doubled consonant, such as $-b b-$ or $m m-$, is always to be divided in the middle. This does not mean that there is any perceptible pause between the syllables in pronunciation: a doubled consonant is simply held longer than a single one. Contrast the long $n$ of English meanness with the normal short $n$ of any. Examples are

| libbok $\bar{a}$ (your heart) : lib-ba-ka | [libbo'xa] |
| :---: | :---: |
| mimmok $\bar{a}$ (from you) : mim-mo-k $\bar{a}$ | [mimmo'xa] |
| hašsāmáyim (the heavens) : haš-šā-má-yim | [haffa'mayım] |

## 3. Stress.

x Words are stressed on the last syllable (ultima) or on the next to last (penultima). The former is more frequent.
ultimate stress: dāāār (word); dəbārrîm (words); nābầ (prophet)
penultimate stress: mélek (king); láylāh (night); năhốšet (bronze)
Only penultimate stress will be marked in this book.
The stressed syllable is often referred to as the tonic syllable, and the two preceding it as the pretonic and propretonic respectively.

## 4. The consonants known as the begadkepat.

Two sets of six sounds each are closely related to one another, both in sound and distribution. These are the six stops $b, g, d, k, p, t$ on the one hand and
their spirantized counterparts $\underline{b}, \bar{g}, \underline{d}, \underline{k}, \bar{p}$, and $\underline{t}$ on the other. Although no rule can be given for the choice between the sounds of one set and those of the other without important exceptions, the following observations will provide a safe guide for the majority of occurrences.
(a) Of the two sets, only the stops occur doubled. Thus we find -bb- (as in habbáyit, the house), -dd- (haddélet, the door), -kk- (hakkalî, the vessel), etc., but never $-b \underline{b}-,-\bar{g} \bar{g}-,-d d-$, etc.
(b) The stops $b, g, d, k, p, t$ occur (excluding the doubling just mentioned) only at the beginning of a syllable when immediately preceded by another consonant:

> malkî (my king): mal-kî
> but mélek (king): mé-lek.

Elsewhere one finds the spirantized counterpart, which, by a simple process of elimination, occurs (a) mainly at the close of a syllable, or (b) at the beginning of a syllable when the preceding sound is a vowel. Contrast, for example, the $b$ of middāar (mid-bār) and the $\underline{b}$ of $n \bar{a} \underline{b} \hat{\imath}{ }^{\prime}(n \bar{a}-\underline{b} \hat{\imath}) .{ }^{\prime}$

When a word begins with one of these sounds, it usually has the stop when it occurs in isolation (thus: báyit, a house), but when some element ending in a vowel is prefixed, the stop is automatically replaced by the corresponding spirant. Be sure the following examples are clear:

| báyit | a house | but | kabáyit | like a house |
| :--- | :--- | :--- | :--- | :--- |
| kal | a vessel |  | $\hat{u} k z l \hat{\imath}$ | and a vessel |
| délet | a door |  | lodéletet | to a door. |

In a sentence the mere fact that the preceding word ends in a vowel is enough to warrant the spirant; thus,
bānû báyit they built a house
not bānû báyit.
There are, however, many exceptions to this, depending on the degree of grammatical relationship between the words in question.

It is best, at least hypothetically, to regard the stop $g$ and the spirant $\bar{g}$ as two distinct sounds, although no modern tradition except the Yemenite has preserved the difference.

## 5. Vowel Reduction.

Many of the changes that characterize Hebrew inflections follow distinct and predictable patterns, of which the most consistent is that of vowel reduction.
(a) Propretonic reduction. The vowels $\bar{a}$ and $\bar{e}$ are regularly reduced to $\partial$ in open propretonic syllables. That is, when in the course of inflection the

[^1]accent is shifted so as to place these two vowels in propretonic position, the replacement just mentioned is made. For example, when the plural ending -îm is added to the stem of the noun na $\bar{a} b \hat{\imath}$ (prophet), the accent is on the ending, leaving the $\bar{a}$ in propretonic position.
\[

$$
\begin{aligned}
& \text { Thus, } n \bar{a} b \underline{\imath} \hat{\imath}+\hat{i} m \rightarrow{ }^{*} n \bar{a}-\underline{b} \hat{\imath}-\hat{l} m \quad \rightarrow n a \underline{l} \hat{\imath} \hat{l} \hat{l} m
\end{aligned}
$$
\]

$$
\begin{aligned}
& \text { Other examples are } m \bar{a} q \hat{o} m+\hat{o} \underline{t} \rightarrow{ }^{*} m \bar{a}-q \hat{o}-m \hat{t} \underline{t} \rightarrow m a q o ̂ m o ̂ t \\
& z a ̄ q \bar{e} n+i ̂ m \rightarrow{ }^{*} z a ̄-q \bar{e}-n i ̂ m \rightarrow \text { zaqēnîm }
\end{aligned}
$$

This type of reduction is regularly found in the inflection of nouns and adjectives, but is less common among verbs other than those with object suffixes.
(b) Pretonic reduction. A second reduction pattern, often conflicting with the above, involves reduction of $\bar{a}$ or $\bar{e}$ in a pretonic open syllable. In noun inflections this is true mainly for those words whose first syllable (propretonic) is unchangeable (i.e. contains one of the unchangeable long vowels or is a closed syllable) and whose pretonic syllable would contain $\bar{e}$ :

$$
\text { šōp̄e } t+i m \rightarrow \check{s} \bar{o} \bar{p} \partial t ̣ i ̂ m
$$

Pretonic reduction is very frequent in verbs, regardless of the vowel:

$$
\begin{array}{ll}
\text { yiktōb }+\hat{u} \rightarrow \text { yiktab } \hat{u} & \text { (they will write) } \\
\text { yittēn }+\hat{u} \rightarrow \text { yittan } \hat{u} & \text { (they will give) } \\
\text { višma }^{\circ}+\hat{u} \rightarrow \text { yišma' }^{\prime} \hat{u} & \text { (they will hear). }
\end{array}
$$

Attention has been called to these two reduction patterns since one or the other figures in most of the inflections to be studied. Unfortunately, however, it is not always possible to predict accurately which pattern will be followed, so that each paradigm should be carefully analyzed.
The Rule of Shewa. A sequence of two syllables each with $\partial$ (shewa) is not tolerated by Hebrew structure. When such a sequence would arise in the course of inflection or when combining various words and elements, the following replacement is made:

$$
\text { consonant }+a+\text { cons. }+\partial \rightarrow \text { cons. }+\mathrm{i}+\text { cons. }
$$

Thus: $\quad l a(\mathrm{to})+n \partial \underline{\imath} \hat{\imath} \hat{\imath}($ my prophet $) \rightarrow \operatorname{lin} \underline{\underline{\imath}} \hat{\imath} \hat{\imath}($ not $l a n \partial \underline{l} \hat{\imath} \hat{\imath})$.

## 6. Special Features of the Guttural Consonants and R.

(a) The gutturals and $r$ do not occur doubled.
(b) The gutturals are never followed immediately by 2 .

These two characteristics account for certain regular deviations from an expected norm. For example, since the definite article before non-gutturals is $h a+$ doubling of the following consonant, we should expect the article to
be somewhat different before words beginning with a guttural or $r$. We shall see in the lessons that $h \bar{a}$ - occurs in some cases, $h a$ - (without doubling) in others. Whenever a long vowel ( $\bar{a} \bar{e} \bar{o}$ ) occurs before a guttural or $r$ and corresponds formally to a short vowel before a doubled non-guttural, the vowel is said to be long by compensatory lengthening, i.e. to compensate for the non-doubling of the guttural. When a short vowel ( $a i u o$ ) occurs before a guttural in similar situations, the guttural is said to be virtually doubled.

As for the second feature listed above, the presence of a guttural means a substitution of $\check{a}$ (less commonly of $\check{e}$ or $\check{o}$ ) for an expected $\partial$. This is illustrated by

$$
\begin{aligned}
& \text { hākām (wise person) }+\hat{\imath} m \rightarrow \text { hăk̄āmim (not hazkāmîm) } \\
& h \bar{a} z a ̄ q \text { (strong person) }+\hat{i} m \rightarrow \text { haăzāqim (not ḥazāqîm). }
\end{aligned}
$$

It is convenient to think of $\check{a}, \check{e}$, and $\check{o}$ as varieties of $a$ to be used after gutturals and to see that a word like hălôm (dream) has essentially the same vowel pattern as bokôr (first-born).

When a word ends with •, $h$, or $h$ (when this is not a vowel letter, see $\S 8$ ), a preceding $\hat{l} \bar{e} \hat{u} \hat{o}$ is followed by a non-syllabic glide element $a$. Thus,
$s \hat{u} s$ (horse) but $l \hat{u}^{a} h$ (tablet)
$k \bar{o} \underline{t} \bar{e} \underline{b}$ (writing) but šo $\bar{o} \bar{e}^{a} h$ (sending)
gādôl (big) but gābôo $h$ (high).
The Rule of Shewa as applied to sequences involving gutturals:
cons. $+a+$ guttural $+\check{a} \mapsto$ cons. $+a+$ gutt. $+\check{a}$
E.g. ho (in) + hălômî (my dream) $\rightarrow$ baḥălômî

Similarly with $\check{e}$ and $\check{o}$. Another sequence arising from vowel reduction is illustrated by hākām $+\hat{e}$ (which requires double reduction) $\rightarrow$ *hăk̃ame $\rightarrow$ hakmé.
I.e. gutt. $+\check{a}+$ cons. $+\partial \rightarrow$ gutt. $+a+$ cons.
N.B. Rules given in the grammar to account for the peculiarities of gutturals do not apply to $r$ unless so stated.

## 7. The Hebrew Alphabet.

The alphabet used in writing all the traditional texts of the Old Testament is more properly Aramaic than Hebrew. The situation is summarized by the table on the following page.

Sometime during the first half of the second millennium B.C. the alphabet was invented in the Syro-Palestinian area. This alphabet was a new creation, not directly based on any other system of writing then in use, but it seems to have been most clearly influenced by certain features of Egyptian hieroglyphic writing, especially in the lack of symbols to represent vowels.

The most prolific branch of the alphabet was the Phoenician, attested in
$\square$

inscriptions from about the eleventh century onward. The Hebrews borrowed their script from the Phoenicians in the tenth century B.C., and this new "Hebrew" script, subsequently diverging from the parent Phoenician, was used in various types of inscriptions down to the beginning of the Christian Era. With the exception, however, of the manuscript traditions of the Samaritan sect, which still employs a form of this genuinely Hebrew script, the old script was replaced, especially in manuscript uses, by a cursive form of the Old Aramaic script, itself a daughter of the parent Phoenician of nearly the same age as the Hebrew.

It is this Aramaic manuscript hand which is already employed in Hebrew papyri and parchments of the second and first centuries B.C. and is attested as the normal alphabet for writing Hebrew from that time until the present.

## THE HEBREW ALPHABET

NAME LETTER OUR TRANSCRIPTION PHONETIC VALUE

| 'álep | $N$ | , | glottal stop or zero |
| :---: | :---: | :---: | :---: |
| bêt | $\exists$ | b | [b] |
|  | $コ$ | b | [v] |
| gîmel | 2 | g | [g] |
|  | 2 | $\overline{\mathrm{g}}$ | [g] |
| dâlet | 7 | d | [d] |
|  | 7 | d | [ $\delta$ ] |
| $h \bar{e}$ | ה | h | [h] or zero |


| NAME | LETTER | OUR TRANSCRIPTION | PHONETIC VALUE |
| :---: | :---: | :---: | :---: |
| いăw | ? | w | [w] or zero |
| záyin | $i$ | z | [z] |
| hēt | $\pi$ | h | [H] |
| te $\bar{t}$ | $\bigcirc$ | t | [t] |
| $y \bar{o} \underline{d}$ | , | y | [y] or zero |
| $k a \bar{p}$ | $\bigcirc 7$ | k | [k] |
|  | $\bigcirc 7$ | k | [x] |
| lámed | ל | 1 | [1] |
| mèm | 口 | m | [m] |
| nûn | 31 | n | [ n ] |
| sâmek | 0 | S | [s] |
| -álin | ע | - | [c] |
| pēh | (9) | p | [p] |
|  | 97 | $\overline{\mathrm{p}}$ | [f] |
| șādēeh | צ $\gamma$ | s | [ts] |
| $q \bar{o} p$ | $p$ | q | [q] |
| rēs | ר | r | [r] |
| sin | * | s | [s] |
| šin | $\because$ | s | [ $]$ |
| $t \bar{a} w$ | 8 | t | [t] |
|  | $\Omega$ | t | [ $\theta$ ] |

## 8. Some Features of Hebrew Orthography (Spelling).

a. Hebrew is written from right to left.
b. Five of the letters have a special form used only at the end of a word: $\rceil k, \square m, \quad n, ๆ p, \gamma s$.
c. In the earliest Hebrew and Phoenician inscriptions (10th cent. B.C.) no vowels were indicated in the writing. Thus the words mélek (king), mō lēk (ruling), mālak (he ruled), malkāh (queen), mālok $\hat{u}$ (they ruled), etc., would all be written simply as מלך mlk. From the ninth to the sixth centuries (i.e. pre-Exilic period, before the fall of Jerusalem in 587 B.C. and the Babylonian Exile) the consonants $y, i w$, and $\pi h$ were used at the end of a word to indicate final vowels:

```
וw=\hat{u}}\mathrm{ e.g. מלכו mālakूû, they ruled
, y=\hat{\imath}}\mathrm{ e.g. מלכ malkî, my king
הh= any other final vowel e.g. מלכה malkāh, queen.
```

In the post-Exilic period, and 1 were used as vowel indicators also inside a word, and values slightly different from those just cited were acquired :

```
l w=\hat{u}\mathrm{ or }\hat{o}
- y = \hat{e},\hat{e},\mathrm{ or }\hat{l}
```

The letter $n h$ was still used only at the end of a word as a vowel letter representing any vowel other than those just mentioned. The three letters ,$\quad$, , and $ה$ in their function as vowel indicators are called matres lectionis (literally, mothers of reading), following traditional Hebrew grammatical terminology.
d. The MT in general reflects this stage of orthographic development. There are, however, some inconsistencies and irregularities to be noted:
(1) , and 1 are sometimes missing when we should otherwise have expected them. The shorter spelling is called defective and the longer, full.

| Full |  |  | Defective |  |
| :---: | :---: | :---: | :---: | :---: |
| יקום | yāqûm | יקם | yāqūm | he will arise |
| ירים | yārim | ירם | yārı̀m | he will raise |
| גדול | gādolol | גדל | gādōl | big |

Note that the only distinction between the vowels transcribed by $\hat{u}, \vec{u} ; \hat{\imath}, \vec{l}$; and $\hat{o}, \bar{o}$ is that the former of each pair is represented in the script by a mater lectionis while the latter is not.
(2) A final $\bar{a}$ is not always indicated by :ְִָּּ tiktó $\underline{b} n \bar{a}$ (they shall write).
(3) $\boldsymbol{N}$ is unpronounced in many instances, but is always an integral part
 belong to the category of matres lectionis discussed above since its appearance is limited mainly to words whose roots occur elsewhere in the language with the $\boldsymbol{x}$ retained in pronunciation. We have generally indicated quiescent $\boldsymbol{x}$ in our transliteration. Sometimes, for the sake of clarity, we have added the' in parentheses, as in māṣā(') above.

Points (2) and (3) will be mentioned later in the section dealing with the grammatical forms in which these irregularities are commonly found.

## 9. The Daghesh

The Masoretes employed a dot or point within a letter to indicate
(a) that the consonant in question is doubled:

המלך hammélek the king
(b) that, in the case of the ambiguous letters $ת$, ב $\boldsymbol{\Omega}$, the one with the point is the stop; the one without, the spirant:

| $\beth$ | $b$ or $b b$ | ב | $\underline{b}$ |
| :--- | :--- | :--- | :--- |
| $\beth$ | $g$ or $g g$ | ג | $\bar{g}$ |
| 7 | $d$ or $d d$ | ד | $\underline{d}$ |

(c) that a final $\boldsymbol{i}$ is not to be taken as a vowel letter but as a morphologically significant consonant. Contrast

| מלכה | malk $\bar{a}(h)$ | a queen | ［ N is a mater for final $-\bar{a}$ ］ |
| :---: | :---: | :---: | :---: |
| מלכה | malkāh | her king | ［ $\because$ is part of the suffix meaning＂her＂］ |
| בנה | bānāh | he built | ［ $\pi$ is a mater］ |
| גבהּ | $g \bar{a} \underline{\underline{\prime}} \bar{o}^{\mathrm{a}} h$ | high | ［ B is a root consonant， pronounced in this case］ |

When the point indicates doubling，it is called daghesh forte（strong daghesh）． When it indicates stop instead of spirant，it is called daghesh lene（weak d．）． In a final $ה$ it is known as mappîq．

The only use of daghesh where there is a possible source of confusion is in the $b \partial \bar{g} a d k \partial \bar{p} a t \underline{t}$ letters．Technically we should expect two dagheshes when these represent doubled consonants，one to show the doubling（d．forte）and one to show $b$ not $\underline{b}$ ．But since the spirant values for these six letters do not occur doubled，a second dot is superfluous and never written．

## 10．The Vowel Points．

Following their traditional pronunciation，the Masoretes added vowel points to the Hebrew text（see the Introduction）．Because these points were super－ imposed on a text that already had a crude system for indicating vocalization， i．e．the matres lectionis，a large number of combinations were created（and hence the apparent complexity of our transliteration）．The following table shows the form of the vowel signs and their position in relation to the consonants（here $\exists b$ and $\pi h$ ）：

| Name of Sign | Plain | With mater －$y$ | With mater <br> I w | With mater ה $h$ <br> （final only） |
| :---: | :---: | :---: | :---: | :---: |
| pátah | בַ $\quad b a$ | － | － | －－ |
| qámeṣ | $\underset{\text { T }}{ }{ }^{\text {a }}$ ba or $b o$ | בדּ $b$ bâ（rare） | －－ | הבָּ $b$ āh |
| hîreq | ב ${ }^{\text {a }} \quad b i($（ （ $b \vec{l}$ ） | －${ }^{\text {ִִ }}$ bî | －－ | －－ |
| șērê | בֵ ${ }^{\text {g }} \bar{e}$ | ＇בֵּ bê | －－ |  |
| sağōl | 习 ${ }^{\text {ב }}$ be | בִ ${ }^{\text {ºp }}$ | －－－ | בֵּ beh |
| hôlem |  | －－ | i｀$b \hat{O}$ | הֹ ${ }^{\text {İ }}$ bōh（rare） |
| qibbûṣ | ヱ $b$ u | －－ | $\cdots \mathrm{l}$ 彐 $b \hat{u}$ | －－ |

And the reduced vowels：
בִ bo

Remarks：
（1）In the case of defective writings，where $\hat{\imath}$ or $\hat{u}$ is meant but there is no $y$ or $w$ in the text，the vowel signs for $i$ and $u$ are used．The vowel $\mathfrak{y})$ is

[^2]called šûreq. Note thạt the reduced vowels ă ĕ ŏ are represented by a combination of the sign for $a$ and that of the corresponding non-reduced vowel. The
 and hātē $\bar{p}$ qámes respectively.
(2) The distinction between $\overline{T^{T}}=\bar{a}$ (qámeṣ) and $\overline{T^{\top}}=o$ (qámeṣ ḥātûp ) is usually clear: $\tau_{\tau}=o$ in a closed, unaccented syllable (e.g. שָׁmen šamrín ישׁׁמַד $y$ yošmad ), but $\bar{\tau}^{T}=\bar{a}$ elsewhere. There is ambiguity when a following consonant is pointed with $\because$ : should, e.g., מָלכוּ be read mālok $\hat{u}$ or molk $\hat{u}$ ? To resolve this ambiguity, a metheg is used (see $\S 11$ ).
(3) When a consonant closes a syllable (except at the end of a word), the Masoretes placed beneath it the Shewa sign: מַלְכִּ mal-kî (my king). For the beginning student this constitutes one of the biggest problems in reading Hebrew: when does the sign - represent the vowel $\partial$ and when does it represent nothing (i.e. end of a syllable)? The answer to this question is not simple; in fact there are several schools of thought on the subject among the traditional Hebrew grammarians. Since it is completely immaterial to the understanding of the language and to translation, we shall not enter into the dispute, but rather adopt the following simple conventions:
(a) When two Shewa signs occur under consecutive consonants (except at the end of a word), the first represents zero and the second $\partial$ :

## יֹשִׁמרוּ yišmarû (not yišəmrû or yišamarû).

(b) When a preceding syllable has any one of the long vowels $(\hat{u} / \bar{u}$, $\hat{o} / \bar{o}, \hat{l} / \vec{l}, \hat{e} / \bar{e}, \hat{e}, \bar{a})$, the Shewa sign represents $\Rightarrow$ :

הוּקמוּ hûqวmû they were established
בּרְכוּ bōrokַu they were blessed
יִשִׁימְךָ yaśîmoka he will place you
ירִדוּ, lērad̂ they will go down
שָׁתְת
But after any other vowel it represents zero:


But under the first of two identical consonants the Shewa sign always represents the vowel $\partial$, regardless of the type of vowel in the preceding syllable:
şilalê shadows (not șillê). Lansul silüale
(c) The Shewa sign under the first consonant of a word always represents $a$ :

בְּדְּד bayādo in his hand
[The various forms of the number two (fem.) are the only exceptions:
(4) The glide vowel $a$ (see §6) is represented by $=-$ placed under the final
 called pátah furtivum.
(5) The vowel sign hốlem may coincide with one of the dots differentiating śîn and šin; printed texts may vary. E.g. נָ nā́śóo (to lift); בשׁ bōs (ashamed).
(6) The coincidence of a mater $y$ and a consonantal, $y$ is frequent:
nokrrîyāh (could also be transcribed as nokriyyāh)
(7) The consonant $\rceil$ at the end of a word always has a shewa sign if it

(8) In the rather rare situation where a final syllable of a word closes with two consonants, e.g. wayyébk (and he wept), the sign shewa is placed under both : ויֵּבְּדּ

## 11. Metheg.

The metheg is a short perpendicular stroke placed under a consonant and to the left of the vowel sign (if any). It serves several purposes in the orthography, of which the following are the most important:
(1) Since the vowels $\bar{a}$ and $\bar{e}$ are regularly replaced by $\partial$ in open syllables two or more places before the main stress, their appearance in such positions may be regarded as anomalous. They are usually marked with metheg:

אָּכִי \cline { }

(2) In fact, any long vowel occurring two or more syllables before the main stress may be so marked, although manuscripts are incensistent in this. Compare

```
                                    הוֹשׁעע hôša` save!
```



This usage is particularly important with the vowel ${ }_{\tau}$, which is a short vowel $o$ [ 0 ] in closed, unaccented syllables and a long vowel $\bar{a}$ elsewhere. The metheg is used with $\bar{\tau}^{-}=\bar{a}$ in any doubtful position to ensure the correct reading:

יבוָרְתִנִי: yobārakeént he will bless me (not yaborkénî).
[Another device used in a word like the one just given to ensure correct reading is to point with - instead of - :

יִבָּרְSַנִי : yabārăkénî
This is an irregular use of $\ddot{a}$ for $\partial$, since the consonant under which it appears need not be a guttural.]
(3) Short vowels before the main stress usually occur in closed syllables. Whenever the contrary occurs, the vowel may be marked with metheg:

תַעַּמֹד táămōd she will stand
אהּדֶ ohŏlô his tent.
This last example, with ${ }_{\pi}=o$, would seem to cancel out the usefulness of metheg for distinguishing between the two values of $\tau_{\tau}$ mentioned above. Actually, this is not often so, since $\bar{\tau}=\bar{a}$ is very rarely followed by $\overline{r_{i}} \check{o}$

(4) Metheg with a short vowel in what appears to be a closed syllable indicates that the normal doubling of the following consonant has been given up: הַמְרגְּלְים hamraggдlîm (the spies) for הַמְרגְגלִים hammoraggalîm. In this book metheg will be used consistently only with - to mark the distinction between the $o$ and $\bar{a}$ values of the sign. Thus

אָכְלָה `äkzalāh she ate אָכְלָה `oklāh food
It is also employed sporadically to alert the reader to a syllabic division that might otherwise escape his notice.

INTRODUCTION TO BIBLICAL HEBREW

## LESSON

## ,

[Read §§ $1-3$ of the section "Sounds and Spelling," pp. xv-xviii]

## 12. The Noun: Gender.

Nearly all Hebrew nouns belong to one of two grammatical categories called gender: masculine and feminine. Nouns denoting animate beings usually have grammatical gender corresponding to natural gender (sex), but there is otherwise no clear correlation between gender and meaning. For example הַר Lar (mountain) is masculine, while gib āa hill) is feminine.

There are some formal indications of gender: nouns ending in -álh, -ct. and -at are nearly always feminine, such as

```
מַלְmalkáh queen תכְהה dåat knowledge
```



Nouns without these endings are usually masculine, but there are important exceptions, such as

| «̌ưben | stone (fem.) |
| :---: | :---: |
|  | earth (f) |
| ¢\% | carth |

Gender should therefore be learned for each noun. since it cannot be deduced safely from form or meaning. In the vocabularies of the lessons all nouns ending in -ál, -ct. and -at are to be taken as feminine and all others as

masculine unless there is a remark to the contrary．Typical listing will be

|  | אֻרץ｀éres earth（f．） |
| :---: | :---: |
| Tָדָר dābār word | 7ר dérek way（m．or f．） |

The last entry means that dérck may be used as either masculine or feminine； such words constitute a very small class．

## 13．Number．

Three categories of number are distinguished in Hebrew：singular，dual，and plural．The dual and plural are marked by special endings，but the singular is not：

| Singular | Dual | Plural |  |
| :---: | :---: | :---: | :---: |
| Ti lad | － | － | hand |
| a lomm | a | －＇ȧmimm | day |
| 为 bēn | － | בִּנִים hänim | son |
| תב彐 bat | － | בדנירת hānôt | daughter |

The dual is very restricted in use，being found mainly with the paired parts of the body and with set expressions of time or number，like＂ 200 ，＂＂twice，＂ and＂two years．＂For details，see below．$\$ 92$ ．

The plural is indicated by the endings－îm and－ôt（or－ $\bar{o} t \underline{t}$ ）．Unfortunately， the plural is not always formed by simply adding one of these endings to the singular stem．In a very large number of nouns changes take place in the form of the stem：

| מ́r mélok king | plural：מלִכים mid |
| :---: | :---: |
| איש |  |
| －10m day |  |

The only general observation to be made concerning the plural endings is that most feminine nouns have plurals in $-\hat{o} t$ and most masculine nouns in －im．That this is only approximately true is clear from the following interesting exceptions：

| אָ | plural： | אָבוֹת | 「ähot | （masculine） |
| :---: | :---: | :---: | :---: | :---: |
| אשׁu＊｀iššălh woman |  | נִשִׁים | năşism | （feminine） |

Note that a noun does not change its gender，regardless of the ending it has in the plural．During the next few lessons we shall take up the most important types of nouns and their plural forms．For use in the exercises the plural forms of a few very frequent（and often quite irregular）nouns will be intro－ duced in the vocabulary before their general type has been studied in detail． It is advisable to learn these as they occur．

## 14. The Definite Article.

The definite article of Hebrew corresponds closely to the definite article of English in usage and meaning. The basic form of the article is ha- plus the doubling of the following consonant. It is prefixed directly to the noun it determines:




```
הֵamammélek the king
    נֻעַר náar a youth
```



There is no indefinite article; báyit may be translated as "house" or "a house." The noun with a definite article is used also to express the vocative: הֶַּּלֶך hammélek O king!

## 15. Prepositions.

From a purely formal point of view there are three types of prepositions in Hebrew:
a. Those joined directly to the following word and written as part of it. These are $\neq$ bo (in), lo (to), and $כ$ ka (like).
מֶּלֶך mélck a king
hamélek in a king


When a noun is determined by the definite article, these three prepositions combine with the article into a single syllable having the same vowel of the article:

b. Those joined (usually) to the following word with a short stroke
 and -מן min-(from):

$$
\begin{aligned}
& \text { "al-habbáyit on the house }
\end{aligned}
$$

$$
\begin{aligned}
& \text { min-habbárit from the house }
\end{aligned}
$$

The maqqép indicates that these words are proclitic, i.e. have no stress of their own, but are pronounced as the first syllable of the whole group taken as a single word.
c. The third and largest group consists of prepositions written as separate words:

```
néged hä́ăm before the people
```



Many combinations of these types exist and will be noted in the vocabularies. Prepositions in the third group may on occasion be united with the following word with maqqep. This optional proclitic pronunciation is dictated by rather complicated accentual rules which cannot be treated here. The reader should follow the example of the exercises, which will emphasize the more common usage.

## 16. Sentences with Adverbial Predicates.

A juxtaposed noun and prepositional phrase (or local adverb) constitute a predication in Hebrew.

הַנַַַּר בַּבַּת hannáar babhálitio The young man is in the house.
Such sentences contain no overt correspondent of the English verb "to be" and gain their tense from the context in which they occur. The isolated sentences of the exercises are best translated with the English present tense. The normal word order is subject (i.e. noun) - predicate (i.e. prepositional phrase or adverb), but an interrogative adverb, such as "alleh (where?), always stands first in the sentence:
"allel hannáar Where is the young man?

## 17. Vocabulary 1.

Nouvs: מַּעַר náar 'young man, boy, lad; also used in the sense of "attendant, servant"
ָipace

נָהר nāhār river
שָּדֶה sädeh field
דּרִך dérek road, way (m. or f.)
Prepositions: - צֵ cal- on, upon, against, concerning, because of, over
בo (see §15a) in, with (in the sense "by means of")

Adverbs:
אַיִּ 'aly where? in what place?
Conjunction: ? wa and [prefixed directly to the following word: wahanná ar, and the young man]

## Exercises:

(a) Divide each of the following words into syllables:

| שִׁמָּעֹנִִי | šamã'énı̂ | מִכּוֹכֶי mikkôkbe |
| :---: | :---: | :---: |
|  | waldabbarû |  |


| בִּקִּשְ | biqqašstikia | שִׁלֹלִים |  |
| :---: | :---: | :---: | :---: |
|  | littanćhû |  | yošmadu |
| בַּרַנִיר | hārăkénồ | שִׁדוּתֵיכֵם | sadôtêkem |
|  | higgadtánı̂ | ַיֵֶּדִדוּ |  |
| רַיָּמָת | walyámot | !ִקִנידֶם | ziqnêhem |

(b) Give the Hebrew for the following orally:

1. a house, the house, in the house, near the house
2. a field, in a field, in the field
3. a road, on a road, on the road
4. Where is the boy? - the old man? - the house?
5. The boy (old man, house) is there.
6. the old man and the boy; the house and the field.
(c) Translate:
7. `ayyēh hanná‘ar? hanná‘ar babbáyit. 1

8. `ayyēh habbáyit? habbáyit ’éṣel 3 אַיֵּה הַבַּית. הַבַּית אֵצֶל הַנָהָר. hannāhār.
9. haśśādeh •éṣel hannāhār.
10. hanná ${ }^{\text {ar }}$ wəhazzāqēn baśśādeh.
11. ‘ayyēh hazzāqēn? hazzāqēn 4 ‘al-haddérek.
(d) Write the following in Hebrew:
12. The house and the field are near the river.
13. The young man is on the road.
14. Where are the boy and the old man?
15. The boy is in the field.
16. The river is near the house.


## -

$\operatorname{LESSO} 2$
[Read §§4-6 of the section "Sounds and Spelling,'" pp. xviii-xxi]

## 18. The Definite Article (cont.).

 the definite article has a form slightly different from that given in the preceding lesson.
a. Before $x^{\prime}$ and $\urcorner r$ the article is $\underset{T}{ } h \bar{a}-$

אִישׁ î̀ a man hā
הרָָּ
 unaccented $\bar{a}$. the article is $ה$ he-

| צִּרך | $\stackrel{\text { ¢ }}{ }$ r | a city | הצִיר | $h a ̄ \bullet \hat{l}{ }^{\text {r }}$ | the city |
| :---: | :---: | :---: | :---: | :---: | :---: |
| עָרִים | `ärim & cities & הֶצָּרים & he \({ }_{\text {a }}\) ritm & the cities \\ \hline עָפָר & `āpar | dust | העָפָר | $h c^{\prime} \bar{a} \bar{p} \bar{a} r$. | the dust |

c. Before $\pi h$ and $\pi h$ the article is normally $\underset{\rightarrow}{ } h\left(\begin{array}{l}\text { ( }\end{array}\right.$ if $ה h$ is followed by an unaccented $\bar{a}$, or if $\pi!$ is followed by an accented or unaccented $\bar{a}$, the article is $\pi h e-$

| ה hêkīl a palace | הַהֵיכָל hahêkāl the palace |
| :---: | :---: |
| ח̇רב héreb a sword | הֹחֵרֶב haluéreh the sword |
| חָכם hãkīan a wise man | החכָם hehãkām the wise man |
| הָרִים hārîm mountains | הההרִים hehārîm the |

 to the noun they govern，and before a noun with the definite article the consonant of the prepositon replaces the $h$ of the article．The vowel of the article，chosen according to the rules just given，is in no way altered by this change：
הֶהְרִים hehārîm the mountains לֶּהֶרִים hehārîm in the mountains

## 19．Noun Plurals．

Consider the following sets of nouns：


In the first set（a）the stems of the singular and plural are identical，but in the second set（b）the $\bar{a}$ of the first syllable is reduced to $a$ in accordance with the principle given in $\$ 5$ ．Note that in group（a）the vowel of the first syllable is already $a$（or an equivalent）in the singular，so that there can be no further reduction in the plural．

A second，very frequent，type of two－syllable noun is represented by

| טֶלְ mélck | plural： | מִלְִים | malākîm | king |
| :---: | :---: | :---: | :---: | :---: |
| 新 zébah |  | ְיבָחים | zabăhîm | sacrifice |
| 敢 séper |  | סְפָרִים | sap̄ārîm | book |
|  |  | נְצָּרִים | nåārim | young man |
| 敗｀ébed |  | עַבָדִים | ｀ăbādîm | servant |

The singular form of these nouns is characterized by penultimate stress．All such nouns have the same pattern in the plural，as illustrated above．Note that the vowel of the singular is not significant for the vocalization of the plural form．Why is there an $\check{a}$ in the first syllable of $\begin{gathered}\text { עֲבָדִים＂ăbādîm？}\end{gathered}$

## 20．Vocabulary 2.



|  | 敟｀ébed | （pl．－îm）servant，slave |
| :---: | :---: | :---: |
|  | צִיר |  |
| Pronouns： | הוּא hû | he，it（ref．to masc．noun） |
|  | הִיֵ hî | she，it（ref．to fem．noun） |
|  | מִי mî | who？（no gender distinction） |
| Adverbs： | פ่ pōh | here，in this place |
|  | איפּ |  |

## Exercises：

（a）Prefix the preposition ？la－（to）to the following nouns and pronounce the resulting combination（§4）：

| כֹהֵן kōhēn | （priest） | בדּבֶל bābel | （Babylon） |
| :---: | :---: | :---: | :---: |
| כֹרֶם kérem | （vineyard） |  | （pit） |
| כֶּלֶ kéleb | （dog） | בָּקר $b$ ¢āqār | （cattle） |
| תּוֹרָה tôrāh | （law） | g gèr | （sojourner） |
| פָּרָ pārāš | （horseman） | pésel | （idol） |
| דַדֶּּשֶׁק damméseq | （Damascus） | דֶּרֶ dérek | （way） |
| דּוֹר dôr | （generation） | גּוֹרָל gôrāl | （lot） |
| 䍖 péger | （corpse） | ¢פִּ pîkã | （your mouth） |

（b）Add the plural ending as indicated to each of the following nouns in accordance with the rules given in $\S \S 5-6$ ．

| gabûl | （－îm） | boundary | עָ | ｀ānān | （－îm） | cloud |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 隹 rahob | （－ôt | street | נָהָר | nāhār． | （－ôt ${ }^{\text {（ }}$ | river |
| צָּרָא | （－ôt ${ }^{\text {（ }}$ | army | שָׁכן | šākēn | （－îm） | neighbor |
| quàhàl | （－îm） | assembly | חָצֵר | hàș̣èr | （－ôt ${ }^{\text {（ }}$ | courtyard |

（c）Give the proper form of the article for the following nouns：

| הָ | hādàr． | splendor | אֲדָמָה | ＇ădàmāh | ground |
| :---: | :---: | :---: | :---: | :---: | :---: |
| עָפָר | $\bullet a \bar{p} a r^{\prime}$ | dust | חָלד | $h a \bar{a} \bar{a} \underline{b}$ | milk |
| אָדם | ｀ādàm | mankind | חָכְמָ | hokmāh | wisdom |
| ריב | rîb | quarrel | היכָל | hêkāal |  |

（d）Form the plurals of the following nouns，using the ending indicated：

| ¢̇x péger | （－îm） | corpse | צֶדֶד | ‘ébed | （－im） |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 比 šéqel | （－îm） | shekel | ¢ֶלךֶ | mélek | （－îm） |  |
| קֶרֶ | （－îm） | grave | דָּרָ | dābār | （－im） |  |
| Uéled | （－îm） |  | זיָ | zāqēn | （－îm） |  |
| צֶy＇ésem | $(-\hat{o} \underline{t})$ | bone | דֶרֶ7 | dérek | （－îm） |  |
| Kֶּ | （－îm） | stone | צ̇פֶׁ | nép̄eš | （－ôt $\left.{ }^{( }\right)$ | soul |
| נַעַר náar | （－im） |  | ¢ֶדרֶ | héder | （－im） | room |
| נָהר nāhār | （－ôto |  | חֶרֶ | héreb | （－ôt ${ }^{\text {）}}$ | sword |

(e) Give the Hebrew for the following orally:

1. man, men, the men, in the men
2. woman, women, the women, in the women
3. king, kings, on the kings
4. elder, elders, on the elders
5. house, houses, near the houses
6. book, books, in the books
7. city, cities, in the cities
(f) Translate:
8. hā’ănāšîm bā'îr. הָאָנְשִָׁם בָּעִּר. 1
9. hannāšîm babbáyit.

2 הַנָּנִׁים בַּבַּבּיתּת.
3. hammélek wohā ǎbādîm bahêkāl.

4. hassəp̄ārîm babbáyit.

4 הַסְסָּרִים בַּבַּּיתּת.
 baśs̃ādeh.
6. 'êp̄ōh habbāttîm? habbāttîm bā'îr. 6
7. 'êp̄h hannəhārôt? hannəhārôt šām. 7 אֵיפה הַנְּהָרוֹת. הַנְּהָרוֹת שָׁם
8. he‘ārîm šām wəhaddérek pōh.

8 הֶעָרִים שָׁם וְהַדֵּרֶךּ פּה.
(g) Write in Hebrew:

1. The men and the women are in the city.
2. The king is in the palace.
3. The women are here.
4. Where are the young men and the servants?
5. The books are in the city.

6 . The cities are near the rivers.


## LESSON 3

## + 21. The Definite Article (concluded).

When a word begins with the syllables $y \partial-$ or $m \partial-$, the definite article is usually ה- ha- without the doubling:

| יֶלדים | yalādîm | הַיְלִידים haylādim the boys |
| :---: | :---: | :---: |
| - | $1 y^{\prime}$ ōr |  |
| מִרַגְּלִים | maraggalim | הַמִרַגְּלים hamraggalim the spies |

Note that in these words the prefixing of the article occasions the loss of a syllable in pronunciation: hay-lā-dim, not ha-yz-lā-dìm. Exceptions to the preceding rule occur when the second syllable of the noun begins with $y$. or $\boldsymbol{\pi} h$ :

Several words have a slightly different form with the article. The following are the most important:

| אֻרץ | ’éres | הָאָרץ | hä'áres | earth, land |
| :---: | :---: | :---: | :---: | :---: |
| הַ | har | הָהר | hāhàr. | mountain |
| צַם | 'am | הָּם | häām | people, nation |
| 12 | gan | הַגָּ | haggān | garden |
| ®อ | par | הַפָּר | happār | steer, ox |
| חַג | hag | הֶחָג | hehāg | feast, festival |
| אֲרוֹן | ’ărôn | הָארוֹן | hä'ärôn | box, chest, ark |

Note that in הָהר hāhār the form of the article does not follow the rule given in the preceding lesson.

## 22. Adjectives.

Adjectives agree in number and gender with the noun they modify. Unlike the noun, where gender need not be related to form, the distinction between masculine and feminine in the adjective is clearly and uniformly marked:

|  | Singular | Plural |
| :---: | :---: | :---: |
| masc. | טוֹ toob (good) | טוֹבִים tooblôm |
| fem. | טוֹבָה toonbāh | טוֹבוֹת |

Adjectives of two syllables with $\bar{a}$ in the first syllable show a change in the stem before the endings of the fem. sing. and of the plural. The $\bar{a}$ is replaced by a (as described in §5 above):

The forms of קטְ quatoon (small) are unusual in that there is a different stem before the endings:

| קטֹן | $q a ̄ t ̣ o ̄ n$ | קטַנִּים | țannîm |
| :---: | :---: | :---: | :---: |
| קטטָּנְה | $q \partial t ̦ a n n a ̄ h$ | קטַַּוֹת | țann |

Monosyllabic adjectives, a relatively small group, show the following typical forms. The principles underlying the change in the stem will be discussed in a later lesson:

| $r a b$ | רַבָּ rabbāh | רַabbim ram | much, many |
| :---: | :---: | :---: | :---: |
| מַר mar | מָרָה mārāh | טָרִים mārîm מָרוֹת môt | itter |
| רַ $r a a^{\circ}$ | רָעָ rāàh |  | evil |
| צַז ${ }^{\text {¢ }}$ ' $a$ |  |  | strong |
| חַ hay | חַיָּ hayla |  | living |
| דַד dal | דַּלָּ dallāh | דַּלִים dallîm dallôt | poor |

Adjectives ending in -eh have the following forms:


Other types of adjectives will be commented upon as they occur.

## 23. The Use of Adjectives.

Adjectives occur in two functions, attributive and predicative. By attributive is meant an adjective which forms a phrase with the noun it modifies, and this phrase as a whole has a single function in the sentence. For example,
in I read a good book, good modifies book and the phrase a good book is the object of the verb read. The attributive adjective in Hebrew follows its noun and agrees with it in number, gender, and definiteness.

| אִישׁ טוֹב | ¢̂Ş toob | a good man |
| :---: | :---: | :---: |
| האישׁ הַטּוֹב | $h a ̄ \hat{l}$ S̃ hattoob | the good man |
| אֲנָשִים טוֹבים | 'ănāšîm toob ${ }^{\text {binm }}$ | good men |
| הָאָנָשִים הַטִּבוֹים | hä'ănăšìm hatṭôbîm | the good men |
| אִשׁׂה טוֹבָה | `iššāh tooblāh & a good woman \\ \hline  & hā iššāh hatțôbāh & the good woman \\ \hline נָּשִים טוֹים וֹת &  & good women \\ \hline הַנָּשִׁים הַטוֹבוֹת & hannāšĭm hattiobôot & the good women \\ \hline צִיר גֵּדוֹלָה & `îr gadôlāh | a great city (f.) |
| הָצִיר הַגְדוֹלוֹה | hā îr haggadôlāh | the great city |
| עָרִים גְּדוֹלוֹתוֹת | `ārîm gadolôlôt | great cities |
| העֶרִים הַגְּדוֹלוֹת | he'ārîm haggadôlôt | the great cities |

Note that the adjective agrees with the gender of the preceding noun and not with its ending.

A juxtaposed noun and articleless adjective usually constitute a predication, the adjective being taken as the predicate and the noun as the subject. In the predicate function the adjective may stand before or after its noun subject. There is agreement in number and gender, but the predicate adjective does not, by definition, have the definite article:

| טוֹב האֵיש tôb hā îs הָאִיש טוֹב $h a ̄$ âš | The man is good. |
| :---: | :---: |
|  <br>  | The woman is good. |
| טוֹבִים הָאַנַּשִים toobîm hä'ănāšim טוֹבוֹת הַנִשׁם tôbôt hannāšìm | The men are good. The women are good |

A series of adjectives may occur in either function:
הָעִיר הַגְּדוֹלָה וְהַטוֹבָה hātîr haggдdِôlāh wahatṭôbāh the great and good city הָצִיר גְדוֹלָה וְטוֹבָה hā hîr godِôlāh wdtôobāh The city is great and good.

An adjective may be modified by a prepositional phrase in the predicate usage:
טוֹבָה הָעִּר לָעָם tho
When a subject noun is indefinite, there is a chance of ambiguity:
חָכְמָה טובָה
This is uncommon and can usually be resolved from the context.

Adjectives may be used as nouns (i.e. in noun functions) in two ways: (1) the adjective, usually with the definite article, may mean "the one who is...," as הֶחָכָם hehākām the wise one, the wise man; (2) both the masc. and fem. singular forms of some adjectives may be used as abstract nouns,


## 24. Vocabulary 3.

Nouns:
rāa $\bar{a} b \underline{b}$ famine
אֶרֶ 'éreṣ (pl. -ôt) land, earth (f.)
הַר har mountain
צַם ‘am people, nation
pa gan garden
Adjectives: טוֹב tôb good
גָּדוֹל gādôl great, big
qū $q$ qạtōn small, little, unimportant

רַ $r a^{a}$ evil, bad, wicked
Adverbs: מְאד ma’ōd much, very (follows the adjective it modifies, as in טוֹב מְאד tôb måōd, very good) exeect ,

## Exercises:

(a) Give all four forms (masc., fem.; sing., pl.) of the following adjectives:

(b) Give the Hebrew for the following orally:

1. the good man, the small man, the evil man
2. the large city, the small city, the evil city
3. the beautiful woman, the small woman, the good woman
4. a good boy, a big city, a small field, a large house
5. in the city, in the large city, near the large city

6 . in the great palace, near the large river
7. cities, the cities, in the cities, in the great cities
8. men, the men, the evil men, in the evil men
9. women, the women, concerning the evil women
10. land, the land, the great land
(c) Translate:

1. hā’ iššāh rā'āh mə'ōd.
2. hû' yāp̄eh.
3. hā îš wohā iššāh yāpîm mə'ōd.
4. `ayyēh hā’ãnāsim hațtôbîm?
hā aanāšîm hatṭôbîm bā’îr
haqqotannāh.
5. 'êpōh hanná"ar hāra‘"?
hû' babbáyit haggādôl.
5 אֵיפּ הַנַַַּר הָרַע.
6. ‘ayyēh hammélek?
hû’ bahêkăl haggādôl.
7. mî ṭôb? ṭôbāh hā iššāh hayyāpāh.
8. haddābār ṭôb mo ood.
9. gādôl hārāāb bāî̀r.
10. hā‘ăbādîm rā̂îm mə ơod.
11. hazzaqēnîm ’êṣel habbáyit.
12. he‘ārîm haqqəṭannôt `ésel hannāhār haggādôl.

הוּא בַּבִַּּתּת הַגָּדוֹל.
6 אַיִּה הַמֶּלֶּך
הוּא בַּהֵיֶּלָל הַגָּדוֹל

8 הַדָּבָר טוֹב מְאד.
9 גָּדוֹל הָרָעָב בָּ בִּיר. 10 הָעֲבָדִים רָצִּים מְאֹד.

12 הֶעָרִים הַקְקַּנּוֹת אֵצֶל הַנָּהָר הַגָדוֹל.
(d) Write in Hebrew:

1. The women are very beautiful.
2. The city is very large.
3. The house is near a small field.
4. The men and the women are on the road.
5. The large houses are in the city.
6. The women are wicked.
7. The matter is unimportant (lit. small).
8. The small garden is near the road.

## LESSON 4

[Read § 7 in the section "Sounds and Spelling," pp. xxi-xxiii]

## 25. Noun Plurals (cont.).

Nouns of two syllables whose first syllable is either closed or contains an unchangeable long vowel and whose second syllable has either $\bar{a}$ or $\bar{e}$ form their plurals in two ways: the first syllable remains unchanged, but in the second $\bar{e}$ is reduced to $\partial$, while $\bar{a}$ is generally retained. The following nouns illustrate most of the important types:
(a) with a closed first syllable:

(b) with an unchangeable long vowel in the first syllable:


A special situation is encountered in a few words such as


in which the doubled consonant of the singular is simplified in the plural with the resulting loss of a syllable: not 'iwwarîm, kissə’ôt. Such irregularities will always be noted in the vocabularies.

## 26. The Active Participle.

All verb forms and most nouns in Hebrew can be analyzed into at least two parts: a root and a formative vowel pattern. In the group of words

| בָּרוּך | bārûk | blessed (adj.) |
| :---: | :---: | :---: |
| מְבָרךד | mobārēk | blessing (verb) |
| בּרַך | bōrak | he was blessed |
| בֵּרך | bērēk | he blessed |
| בּרָָּ | barākāh | blessing (noun) |

the sequence of consonants $B R K$ carries the basic notion of "bless." Such a sequence is called the root of the forms given above. Note that the root is a grammatical abstraction from the given words and not vice versa; that is, because a root has no existence apart from its incorporation into words, it leads to misunderstanding the nature of language to say that the words are derived from the root.

The pattern of vowels associated with a given word may or may not have a specific meaning of its own. For example, from the words mélek (king), malkāh (queen), malkûut (kingdom), mālak (he ruled), homlak (he was made to rule), etc., we may certainly abstract a root $M L K$ having to do with kings and ruling. Nevertheless, we cannot find any but the most meager support for taking the word mélek as the root $M L K$ plus a meaningful formant pattern $e-e$ (as one who does what the root specifies). The vowel pattern $e-e$ is not a normal one for the formation of agent nouns. But consider the following set of words:


The vowel pattern $\bar{o}-\bar{e}$ is a regular one for the formation of the active participle with roots of the triconsonantal type illustrated. Thus, while it is always analytically legitimate to isolate roots and formative patterns, one must exercise caution about assigning specific meaning to the latter.

We shall begin our study of the Hebrew verb with the participial form mentioned above. The participle is in nearly all respects an adjective so far as its syntax and inflection are concerned:

| masc. | יֵֶׁ | - ישׁׁבִים yōšzblim | sitting |
| :---: | :---: | :---: | :---: |
| fem. |  |  |  |

The first vowel is unchangeably long; the vowel of the second syllable is $\bar{e}$
and therefore changeable. Note the feminine singular form with -et and a corresponding change in the vowel of the final stem syllable; the form יששׁבָה $y \overline{0} o \check{s} a \underline{b} a \bar{a} h$ is also found, but less frequently.
The participle may be used attributively,

> הָאִּשׁ הַכּתֵב hā'ı̂š hakkōtēb the writing man or the man who is writing
or predicatively,

These differ in no way from the adjectival syntax of the preceding lesson.
The participle, both as an attribute and as a predicate, usually indicates a continuing action, one in progress, and is best translated with the English progressive tenses. Tense, as in the adjectival sentences of the preceding lesson, must be gained from the context. The participial sentences in the exercises should be translated in the present tense or in the immediate future (he is going to..., he is about to...):

הָאישׁ נֹתן לֶחֶם לַבַּלָה hā’îš nōtēen léhem laddallāh
The man is giving (is going to give) bread to the poor woman.
27. The Object Marker - אֶ 'et-.

When the direct object of a verb is a definite noun (i.e. has the definite article) or is a proper name, it is usually preceded by the object marker - את 'et(or, without maqq $\bar{e} \bar{p}$, אֵ $\bar{e} \underline{t}$ ):

$$
\begin{aligned}
& \text { The man is observing the Law. }
\end{aligned}
$$

$$
\begin{aligned}
& \text { The people love David. }
\end{aligned}
$$

But if the object is indefinite, it is not marked:
 The man is writing a word.
אֶ may be repeated before each member of a compound object:
הָאְנָשִׁים שׁׂמְרִים אֶת־הַתּוֹרָה וְאֶת־הַמִּלְוֹת wa'eť-hammiṣwōt
The men are observing the Law and the commandments.

## 28. Vocabulary 4.

Nouns: שׂפּטט šōp̄et (pl. -îm) judge nַלַשָּ mal'āk (pl. -îm) messenger, angel
כִּסֵא kisse (pl. irreg. כִּסְא kis'ont) throne los, qy dace,
Verbs: כֹתב kōt̄ $\overline{\underline{D} b}$ writing


## Exercises:

(a) Form the plurals of the following nouns:

| פֶר | sōp̄er (-îm) scribe | גַנַּבָ | gannāb (-îm) thie |
| :---: | :---: | :---: | :---: |
| מוֹצֵד | $m o ̂ ' \bar{e} \underline{d}$ (-îm) appointed time |  | sulhān (-ôt) table |
| מִשְכָּן | miškān (-îm) tabernacle | מִקִדָׁ | miqdāš (-îm) sanctuary |

(b) Give the Hebrew for the following orally:

1. the judge is sitting 5. the messenger is going
2. the king is writing
3. the man is giving
4. the boy is going
5. the slave is eating
6. the woman is giving
7. the woman is going
(c) Pluralize each of the items in the preceding exercise. E.g. the judges are sitting, etc.
(d) Transform the items of exercise (b) into noun + modifier, as "the judge who is sitting," etc.
(e) Translate:


 haggādôl.
8. hammélek yōšēb wokōtēb basséper.

9. hammal'ākîm hōlokîm 'el-hahêkāl. 5
10. ra' haddābār bə'ênê hā‘ām. 6
11. hannə‘ārîm hōləkîm ’el-hannāhār. 7


12. hā'îš wəhā’iššāh yōšəbîm bā‘îr 10 hārā‘āh.
13. hašs̄ōp̄tị̂m hōləkîm 'el-hannāhār.

(f) Write in Hebrew:
14. The boys are going to the city.
15. The slaves are sitting near the small houses.

3 . The boy is giving the book to the man.
4. The man and the woman are living in the garden.
5. The men are giving the small field and the garden to the king.
6. The people are dwelling in a good land.

## LESSON 5

[Read §§8-9 in the section "Sounds and Spelling," pp. xxiii-xxv]

## 

The form of these three prepositions is determined by the first consonant or syllable of the word to which they are prefixed:
a. If the noun begins with the syllable : yo, the anticipated forms *boyみ, *loya, and *kgy are replaced by $b \hat{l}, l \hat{l}$, and $k \hat{\imath}$ :

| ְירוּׁ | yarûşăláim | Jerusalem |
| :---: | :---: | :---: |
| בִּירוּשָׁלֵּם | bîrûşăláim | in Jerusalem |
|  | lîrûšăláim | to Jerusalem |
|  | kîrûşāláim | like Jerusalem |

b. If the noun begins with any other consonant followed by $\partial$, the prepositions have the vowel $i$ :

| שִׁמוּאֵ | šðmû'el | Samuel |
| :---: | :---: | :---: |
| בִּשִׁמוּאֵל | bišmû'èl | in Samuel |
|  | lišmû'ēl | to Samuel |
| כִּשִׁמוּאֵל | kišmûēl | like Samue |

Note that the $a$ of the noun is dropped in pronunciation: biš-m $\hat{u}-{ }^{-} \bar{e} l$, not bi-šz-mû-'ēl.
c. If the noun begins with a guttural followed by a reduced vowel ( $\check{a}, \check{e}$, or $o \partial$ ), the prepositions have the corresponding full short vowel:

| חִלִלוֹם | hălôm | a dream | אֶמת | 'ěmét | truth |
| :---: | :---: | :---: | :---: | :---: | :---: |
| בַּחִלוֹוֹם | bahălôm | in a dream | בֶּאֵתֶת | be'ĕmét | in truth |
| לַחִלִלוֹם | lahălôm | to a dream | לֵתמתת | le'čmét | to truth |
| כַּחַלוֹם | kaḥălôm | like a dream | כֶּאֶת | ke'èmét | like truth |
| אֲנִיָּה | 'ŏnt̂yāh | a ship |  |  |  |
| בָּאָנִיָּה | bo'ŏnt̂y ${ }^{\text {a }}$ h | in a ship, et |  |  |  |

d. Before words stressed on the first syllable (thus mainly monosyllabic words) the prepositions are optionally vocalized with $\bar{a}$. Instances of this rather restricted form will be noted as they occur.
e. As we have stated previously, these three prepositions combine with the definite article, which loses its initial $\boldsymbol{\sim} h$. The vowel of the article remains unchanged.
f. Aside from the special circumstances given in the preceding para-


| בִּ | $b \mathrm{r}^{\prime} \hat{l}^{\text {r }}$ | in a city |
| :---: | :---: | :---: |
| כִּלֶלֶך | kamélek | like a king |
| ? לִִישׁ |  | to a man. |

30. The Preposition min.
a. Before the definite article this preposition may have either the form מֵ mie-, which is joined directly to the following word, or min-, which is usually joined to the following word with maqqe $\bar{p}$ :

$$
\begin{aligned}
& \text { from the king min-hammélek מִן־הַפְּלֶך } \\
& \text { or mēhammélek. מֵהַמֶּלֶך }
\end{aligned}
$$

b. Before nouns beginning with a guttural or $r$, the preposition takes the form מ mé-, joined directly:

| צִ ${ }^{\text {¢ }}$ ¢ | a city | מֵעִיר | $m e{ }^{\bullet} \hat{l}{ }^{\text {b }}$ | from a city |
| :---: | :---: | :---: | :---: | :---: |
| ראשׁ | a head | מֵראשׁ | $m \bar{e} r o ̄(') s$ st | from a head |

c. Before all other nouns the form is $m m+$ the doubling of the first consonant:

מֶלך mélek a king mimmélek from a king.
The sequence miyyz- is commonly contracted to mí-, as in
mâhûdāh (for * miyyahûdāh) from Judah.

## 31. The Comparative.

The adjective is not altered in form to express the comparative. Instead, the preposition min is used before the noun which is the basis of comparison.

# הָאִישׁ חָכָם מֵהַנַַַּר hàîš hākām mēhannáa <br> The man is wiser than the boy. 

Other sentence orders are possible and not unusual:

> יָפָה הָאִשָׁה מֵהַנַעֲרָה The woman is more beautiful than the girl.

The same construction may be translated "too... for:"
quăsuăh häăăbôoldāh mēhā̂îs̆
The work is $t o o$ hard for the man.

The choice between the comparative and "too" translations depends on which makes the better sense.

## 32. The Relative Word אֲּ

Unlike English, the prepositional phrase in Hebrew does not commonly stand next to a noun as a modifier. Thus, while we may speak of the book on the table or the fountain in the park, where on the table and in the park modify book and fountain respectively, in Hebrew such modification is more frequently introduced by the word אֲשֶׁר 'ăs̆er, which is usually the equivalent of the English relative pronouns who, which, and that.


``` the man who is in the city
הָעָם אִשֶׁר בָּאָרֶץ hā ām 'ăšer bä'áreṣ the people in the land, or the people which is in the land.
```

The word אֲשֶׁר 'ăšer is not affected by the gender or number of the antecedent:

אֵשׁׁר 'ăs̆er is not commonly employed before adjectives or participles.

 The participle may be used alone, even without the definite article, as an equivalent of English one who, anyone who, whoever, he who:

הרלֵך בֶּאֶמֶת hōlēk be’émét he who (or whoever) walks in truth.

## 33. Vocabulary 5.




## Exercises:

(a) Prefix the preposition $\rightrightarrows$ ba- to the following words, first without the article, then with it. Example: késep, bakésep, bakkésep.

| ! | molākîm | ירְידִים | yalādîm | חִדְדרים hădārîm | ) |
| :---: | :---: | :---: | :---: | :---: | :---: |
| עֲבָדים | -ăbādîm | דִדרָּם | darākim | אֲדָָה 'ădāmāh | (ground) |
| עָרִים | ‘ārîm | נִעָרִים | $n \partial^{\text {a a }}$ - | אנִיָּ | (ship) |

(b) Give the Hebrew for the following orally. Use the adjective in the masculine singular form.

1. better than the boy
2. larger than the house
3. larger than the river
4. smaller than a field
(c) Give the Hebrew for the following orally. Then transform them into phrases using 'ăs̆er. Example:

The city is in the land $\rightarrow$ the city which is in the land hā'îr bā'áreṣ $\rightarrow$ hā'îr 'ăšer bā'áreṣ

1. The boy is in the large field.
2. The words are in the book.
3. The woman is on the road.
4. The gold is in the temple.
5. The silver is in the house.
(d) Translate:
6. yəqārāh hokmāh mizzāhāb.

1
2. qāšāh hā‘ăbôdāh mēhā’ănāšîm.
3. yašārîm hā ăbādiôm mēhammolãkîm.
4. Dāwíd yăšār mə ōd.
5. hû' nōtēn hokmāh lammélek hayyōšēb 'al-hakkisse’.
6. rā‘îm haddəbārîm 'ăšer basséperer.
7. ṭôbāh hokmāh mikkésep.
8. yəšārîm hā’ănāšîm.
9. Dāwid wohā'ănāšîm yōšəbîm bîrûšāááim.
10. mî șaddîq miššəmû'ēl?
11. hā‘ēṣāh rā‘āh mə'ōd.
12. 'ayyēh hayšārîm wohaṣṣaddîqîm?

```
        \3
            4
j
            עַ\
```

    6
        ז טוֹבָה חָכְמָה מִֶּּסֶףף.
            8
    
10 מִי צַדִיק מִשְׁמוּאֵּל.
11 הָעֵצָה רָעָה מְאֹד.
21 אַיֵה הַיָׁשִׁים וְהַצַּדִיִּם.
(e) Write in Hebrew:

1. The king is giving the gold and the silver to the men who are in the palace.
2. Wisdom is more precious than silver.
3. The messengers in Jerusalem are very bad.
4. Samuel and David are just and righteous.
5. The task is too difficult for the boy.
6. The field is larger than the garden near the house.
7. The judges are more evil than the kings.

## LESSON 6

[Read § 10 in the section "Sounds and Spelling," pp. xxv-xxvii]

## 34. Noun Plurals (cont.).

There are, in general, two types of monosyllabic nouns in terms of changes in the plural stem: (a) those with no change, and (b) those having a doubling of the final consonant:
 סוּט sûs sûsîm horse

dām דָד dāmîm blood

(b) פַּם ‘am עַמִּם ‘ammim people

חק hōq haqqîm statute
Note the following particulars:
(1) Nouns with the stem vowels $\hat{u}, \hat{\imath}, \hat{o}$, and usually $\bar{a}$ do not alter the stem before the plural ending.
(2) Nouns with stem vowel $\bar{e}$ behave in one of two ways:
(a) the stem is unchanged, as in ${ }^{-} \bar{e} s-{ }^{-} \bar{e} s i m$
(b) the final stem consonant is doubled and $\bar{e}$ is replaced by $i$, as in hēes-hisṣim.
(3) Nouns with $a$ are similar to the above:
(a) When the final stem consonant is a guttural or $r$, the stem vowel is "lengthened" to $\bar{a}$, as in har-hārim.
(b) Otherwise the final stem consonant is doubled and the stem vowel remains the same, as in 'am - 'ammim.
(4) Nouns with the stem vowel $\bar{o}$ usually follow the pattern of $h \bar{o} q-$ huqqîm. Often, however, $\bar{o}$ is a defective writing for $\hat{o}$, so that care must be taken not to confuse the type $h \bar{o} q$ with that of ${ }^{\prime} \hat{o} t$ in group (a).

Because of irregularities and minor unpredictable deviations, the plurals will be given with the singulars in the vocabularies. The following nouns are irregular in that the plural stems do not conform to the types just enumerated:

| ראש | $r \bar{o}()$ ) ${ }^{\text {ch}}$ | head | plural: רָאשִים | rā(')šı̂m |
| :---: | :---: | :---: | :---: | :---: |
| יום | yôm | day | יִִים | làmîm |
| בִּ | $b \bar{e} n$ | son | בָּנִים | bānı̂m |
| צִיר | 'îr | city | עָרִים | ‘ārîm |
| אישׁ | 'ı̂Ş | man | אֲנִִָּים | 'ănāšîm |

## 35. Participles (cont.).

When the second or third consonant of a verbal root is a guttural ( $\mathcal{X}, \mathbf{\Sigma}^{\prime}$, $\pi h, \pi(h)$ the forms of the participle are slightly modified. When the second consonant is a guttural, we find $\check{a}$ for $a$ in the plural stem:


When the third consonant is an $\Sigma$ " or $\Pi l$, the feminine singular has $a$ instead of $e$ in the last two syllables:

|  | בּרִחִים bōrallimm |
| :---: | :---: |
| ת בּרַחַ bōrallat |  |

When the third consonant is $\boldsymbol{N}$, which is not pronounced when it would close a syllable, the fem. sing. has $\bar{e}$ :

| קרֵא | $q \bar{o} \cdot \stackrel{\rightharpoonup}{e}$ | קררְאִים | qōrà ${ }^{\text {a }}$ m |
| :---: | :---: | :---: | :---: |
| קרֵאת | $q \overline{o r} \mathrm{r}^{( }\left({ }^{( }\right) \underline{t}$ | קרִאוֹת | qơrəôt |

## 36. Vocabulary 6.

mose!
Nouns: קוֹ qôl (pl. -ôtr) voice, sound; haqôl gãdôl: aloud, in a loud voice

Kֹּרֵם kérm (pl. -im) vineyard
$\checkmark$ Verbs: צעֵק




Other: : תan táhat (prep.) under; instead of
כִּ $k \hat{\imath}$ (conj.) because, since, for; that
y רַ rabl (adj.) much, many, numerous (forms in § 22)

## Exercises:

(a) Give the Hebrew for the following orally:

1. The old man is going forth.
2. The woman is planting.
3. The judge is sending.
4. The people is crying out.
5. The servant is going forth.
(b) Pluralize each of the sentences in (a).
(c) Translate:
6. hā’ănāšîm nōṭəîm ‘ēṣim
rabbîm ‘al-hāhār.
7. hanná ${ }^{\text {ar }}$ yōšeb táhat hā Ces
‘ax̌er baggān.
8. godôlîm hā`ẹṣim `ăšer behārîm
mēhā‘ẹṣ̂m ’åšer 'éṣel hannāhār.
9. 'ammîm rabbîm yōšabîm
bā’áreṣ kî hā’áres ṭôbāh mə’ōd.

2

אַשֶׁר צֵצֶּל הַנָהָּר.
| עַמִּם רַבִּים ישִׁבִּם בָּאָרֶץ כִּי הָאָרֶץ
טוֹבַה מִּאֹד.
10. hā‘ām ṣō 'ăqîm bəqôl gādôl
kî qāšāh mə'ōd hā‘abbôdāh.
11. mî yọ̣̄̂e min-hã îr hārā ‘āh?
12. rā îim haddabārîm bơênê hammélek hayyäs̄ār.
13. hā 'iššāh yōṣē(')t mēhabbáyit.
 הָעַבוֹדָדה.


8 דָאשָׁה יצֵּאת מִהַּבּיִּת.
14. hā ‘ảbādî̀m nōṭ’îm kérem
 qāṭōn `éṣel haśsādeh.
(d) Write in Hebrew:
15. The king is sending the messengers to the judge who is in the city.
16. The people are going out f Jerusalem because the famine is very great.
17. Who is crying out in the house?
18. The vineyard and the garden are near the house.
19. He is sitting under a large tree.
20. The men are good, but the servants are bad.
21. The servants are better than the messengers.

## LESSON 7

[Read § 11 of the section "Sounds and Spelling," pp. xxvii-xxviii]

## 37. Predication of Existence.

In order to state that something exists, Hebrew employs the word wי. yēs, commonly translated "there is (are)."

$$
\begin{aligned}
& \text { יִשׁׁ אִשָׁה } \\
& \text { יֵשׁ אְנָשִׁים yés ’ănāšîm There are men. }
\end{aligned}
$$

There is no change in the word for number or gender of the object predicated. The negative expression, for non-existence, is אֵין 'ên:

| אִין | There is no man. |
| :---: | :---: |
| אין אִשָׁה 'ên 'iššāh | There is no woman. |

This sentence type figures largely in expressing possession:

יֵשׁ אִישׁ לָאִשָׁה
In the preceding lessons we dealt with sentences having an adverbial predicate. All of the examples used, both in the lesson and in the exercises, had definite nouns as subjects. When one constructs a similar sentence with an indefinite subject, such as "A man is in the house," we find that this is virtually equivalent to the existential sentence "There is a man in the house."

Thus, the sentences expressing existence and those having adverbial predicates are sometimes identical:
subj. definite subj. indef.

| הָ | báyit |
| :---: | :---: |
| יֶשׁ | yēs 'îs babbáy ${ }^{\text {l }}$ |
| אין איט | ên' i is babb |

The man is...
A man is ...
There is a man...
No man is...
There is no man...

When a personal pronoun is the object of a preposition, it is appended as a suffix directly to the preposition:

| lî | to me | לָּנִ lânû | to us |
| :---: | :---: | :---: | :---: |
| לִ laka | to you (m. s.) | לָכם lâkém | to you (m. pl.) |
|  | to you (f. s.) | [放 lākén | to you (f. pl.)] |
| lô | to him | לָהֶם lâhém | to them (m. pl.) |
| לָ lâh | to her | לָהֶן lāhén | to them (f. pl.) |

Here, as elsewhere in the language, a distinction between genders is made in the second person as well as in the third. There are thus four Hebrew pronouns corresponding to English "you."

The preposition $\underset{y}{ } b \boldsymbol{b}$ with suffixes is exactly like the above. An alternate form דָּ hām for

The pronouns as objects of the verb may occur as suffixes on the object marker, as follows:

| - ${ }^{\circ} \mathrm{olt}$ t̂ | me |  | us |
| :---: | :---: | :---: | :---: |
|  | you (m. s.) | אֶתְכֶם 'etkem | you (m. pl.) |
| ¢ ¢ | you (f. s.) | [אֵֶֶּ 'etken | you (f. pl.)] |
|  | him | ם אָּ 'ōtàm | them (m. pl.) |
| אֹתָּ 'ôtāh | her |  | them (f. pl.) |

The 3rd pers. pl. forms also occur as אתחהֶן 'ethethen and
Some examples of usage:

| הָאִישׁ נֹתן לָנוּ לֶחֶם | hă 1 îs nōotèn lânû léhem |
| :---: | :---: |
| איזן לִי כֵּסף | The man is giving (to) us bread. 'ên lî késép |
|  | I have no silver. |
|  | yēş lāhem mélek |
|  | They have a king. |
|  | hammélek šŏlē'h 'ōtām 'el-há'ir |
|  | The king is sending them to the city. |

## 39. Vocabulary 7.

Nouns: צֹאן sō (')n (no pl.) a collective term for small cattle (sheep and goats)
בּקָ hāqār (no pl.) a collective term for large cattle (bulls, steers, cows, etc.)
gגּמָל gāmāl (pl. irreg. גַמַּלִים gamalîm) camel
לֵּחֵ léhem (no pl.) bread, food
Verbs: ירֵד : יָּ
Adjectives: עשׁיר ‘āŝît rich
דַּ dal poor

אִין

## Exercises:

(a) Give the Hebrew for the following orally:

1. I have a _... (house, garden, field, vineyard)
2. She has no . . (husband, slaves, money, books)
3. We have no .... (king, judge, city, camels)
4. The man has no wife.
5. They (m. pl.) have .... (small-cattle, camels, gold, silver)
6. There are no trees on the mountain.
7. There are many houses in the city.
8. There are many messengers here.
9. He is sending us.
10. He is writing to us.
11. He is giving us bread.
12. He is dwelling in it.
13. She is sending them.
14. She is planting it for them.
(b) Translate:
15. 'ên ‘îš yōšēb̄ ‘al-hakkissē’.
16. yēš séper šām.
17. 'ên šōp̄ẹt yāšār bā‘îr. 3
18. hammal’ākîm yōrədîm mēhāhār 4 kî 'ên lāhem léhem šām.

לֵחֵם שָׁם.
5. hā‘ăšîrîm nōtonîm léhem 5 laddallîm hayyōšəbîm šām.
6. hā ănāšîm yōṣə îm min-hā 'îr wəhōləkîm 'el-hāhār.
7. hannāšîm yōṣə'ôt mēhā îr

6
וִהלִכִים אֶל־הָהָר.
7 הַנָּשִׁים יצְאוֹת מֵהָעִּר וִיִרדוֹת אֶל־הַמָּהָר. wəyōrodôôt `el-hannāhār.
8. yēš lánû báyit gādôl woğan qāṭōn.

9. mî hā'ănāšîm hahōləkîm 'el-hā'îr?

10. haylādîm yōšabîm wo’ōkolîm bakkérem.
11. hû’ ‘ăšîr mo’ōd ; yēš lô késep

11 הוּא צָשִׁיר מְאֹד. .יֶשׁ לוֹ צֶסֶף וְזָהָב. wəzāhāb.
(c) Write in Hebrew:

1. The king has no city and he has no land.
2. Where are the young men sitting and eating?
3. The rich have bread but the poor have no bread.
4. The poor are crying out because they have no food.
5. The judges are sending the books to the king, for there are many good things in them.
6. The king is sending me to the judge because he has a difficult problem ( = thing).
7. There are many camels here.

## lesson 8

## 40. The Demonstrative Adjectives and Pronouns.

| Singular |  |  |  | Plural |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| masc. <br> fem. | זֶז\% | $\begin{aligned} & z e h \\ & z \bar{o}(\cdot) \underline{t} \end{aligned}$ | this this | אֵלֵה | 'élleh | these |
| mas | הוּא | $h \hat{u}$ | that | הֵם | hēm | those |
| fem. |  |  | that | הֵּנְה | hénnāh | those |

These words have a usage parallel to that of the adjective.

| הָאִישׁ הֶַּהּ hā'ı̂s hazzeh | this man |
| :---: | :---: |
|  | this woman |
|  | these men |
|  | these women |
| הָאִישׁ הַהוּאוֹ | that man |
|  | that woman |
|  | those men |
|  | those women |

The demonstrative stands last in a series of adjectives:


The form without the article has the status of a pronoun (compare the use of the predicate adjective):

אֵּלֶה הַדְבָרִים הִּélleh haddabārîm

zech hā $\bar{\imath} \hat{S} \quad$ This is the man.
zō(') th hā’iššāh This is the woman.

Note that agreement in number and gender is present, as with the adjective.

## 41. Participles (cont.).



The final $h$ a $h$ of the form $\begin{gathered}\text { בנֶה } \\ \text { boheh } \\ \text { is a mater lectionis for the final vowel and }\end{gathered}$ is not a third root consonant. The root in this class of verbs must be considered as variable in form, sometimes $B N-$, sometimes $B N Y$. Note that the feminine has two forms in the singular; either may be used, but bon $\hat{l}!\bar{a} h$ is quite rare.

## 42. Vocabulary 8.

Nouns: בִּינָה bināh understanding, perceptiveness
צֶּדֶ sédeq righteousness (cf. șaddîq)
אֵׁ
נָבִיא nābî̀ (pl. -îm) prophet
Verbs: בּנֶּ bōneh building
עלֶֹה
jפֵל nōpel falling

## Exercises:

(a) Give the Hebrew for the following orally:

1. this famine
2. this advice
3. these houses
4. these cities
5. that city
6. these mountains
7. this money
8. those peoples
9. that task
(b) Transform the phrases of (a) into sentences according to the model:

$$
\text { this famine } \rightarrow \text { This is the famine. }
$$

(c) Translate:

1. dal hannāb̄î̀ hazzeh wo'ên

1
lô léhem.
2. hā ănāšîm hā ếlleh oōlîm
'el-hehārîm.
3. hannəbîî̀m hayšārîm hōləkîm

2 הָאֲנָשִׁים הָאֵּלֶה עִלִים אֶל־הֶהָרִים.
3 הַנְּבִיאִים הַיָשׁרִים הלְכִים בְּצֶּדק. bosédeq.
4. bînāh wohokmāh ṭôbôt
5. hā’ēš nōpélet ‘al-habbáyit 'ăšer 'éṣel hahêkāl.

5 הָאֵשׁ ֹפֶּלֶת עַלֹהַבִַּּת אֲשֶׁר אֵצֶל הַהֵיכָל.
6. hā’ănāšîm bōnîm báyit gādôl bā‘îr hahî’.
7. rā'îm hā'ām kî 'ên lāhem bînāh.

7 רָצִּם הָעָם כִּי אִּן לָהֶם בִּינָה.
8. hû šōlēa ḥ lánû nābî̀ ṣaddîq. 8 הוּא שׁלִחַ לָּנוּ נָבִּא צַּדִּיק.
9. 'ên mélek bîrûšăláim.
(d) Write in Hebrew:

1. These camels are mine (lit. to me) and those camels are yours.
2. You have no understanding.
3. He is going up to the cattle which are in the mountains.
4. She is falling.
5. The boys are building a small house near the garden.
6. The people are dwelling in this land because it is great and beautiful.
7. He is placing (lit. giving) fire upon that wicked city.

## $\operatorname{LESSON} 9$

## 43. The Perfect of

There are two full verbal inflections for person, number, and gender for each Hebrew verb. The first, called the perfect, is formed by adding subject suffixes to a relatively fixed stem, as illustrated by

$$
\begin{aligned}
& \text { כָּתב kätab he wrote }
\end{aligned}
$$

The second, called the imperfect, uses a different stem and has person, number, and gender marked by both prefixes and suffixes, as in

Yiktōb he will write
תִּתְּבְּנָה tiktóbnäh they (fem. pl.) will write.
We shall begin our study of the verb with the perfect, the full inflection of which is as follows:

|  | he wrote |  | they wrote |
| :---: | :---: | :---: | :---: |
| כָּתְּ | she wrote qatalaz |  |  |
|  | you (m. s.) wrote | Matabtem | you (m. pl.) wrote |
|  | you (f. s.) wrote |  | you (f. pl.) wrote |
| כָּתַבִת kãtábtî | I wrote |  | we wrote |

The following particulars should be noted:
(1) The traditional arrangement of a verbal paradigm in Hebrew begins with the third person and proceeds to the first.
(2) In the perfect, there is a distinction in form for gender in the second and third persons of the singular and the second person plural. The others, including the first person singular and plural and the third person plural, do not reflect the gender of the subject.
(3) The endings given in the paradigm above are standard for nearly all the verbs in the language. Many variations will be seen to occur in the stems of various verb types, but the endings themselves remain fairly constant. The 2nd pers. masc. sing. also appears with a final mater lectionis:כָּבַבְּתָה kātábtāh.
(4) The stem of the verb katab changes in accordance with the shape of the suffix added:
(a) Before the unstressed endings $-t \bar{a},-t,-t \hat{l}$, and $-m \hat{u}$ the stem remains the same as in the third person masculine singular.
(b) The addition of the endings $-\bar{a} h$ and $-\hat{u}$, both stressed and consisting of a vowel, opens the final syllable of the stem. Before these endings the second stem vowel is regularly replaced by (reduced to) $\Rightarrow$.
(c) The endings -tem and -ten are always stressed. Because they begin with a consonant the second stem syllable remains closed and unchanged. The first stem vowel, if in an open syllable as in the paradigm under study, is reduced to $\bar{j}$.
(5) When the final root consonant is the same as that which begins the suffix, only one letter is written, but with daghesh forte; thus, from כָּרַת (he
 (we settled).

Verbs whose roots contain a guttural consonant, or whose roots have other phonological peculiarities, such as that of boneh, deviate from the paradigm given above and will be dealt with in the following lessons. Verbs whose roots have no phonological peculiarities are sometimes referred to as "sound" or "regular" triliteral verbs.

## 44. The Meaning of the Perfect.

We shall see in the course of this book that the translation value of Hebrew tenses is very largly dependent on the kind of sentence or clause in which the verb is used. In the isolated sentences of the following exercises there are only two or three values possible for the translation of the perfect:
(1) With all verbs, regardless of their meanings, the Hebrew perfect may be translated as the English simple past (I wrote) or the present perfect (I have written).
(2) With verbs signifying perception, or the attitude or disposition of the subject toward an object, rather than a direct action performed on the object, the perfect may be translated by the general present tense:

```
אָּבַבּתִּ 'ahábtî I love (or, as above, I loved, have loved)
יָדָעְתִי yādáa tî I know (or, I knew, have known).
```

(3) With verbs signifying the mental or physical state of the subject, and which consequently do not occur with a direct object, the perfect may be translated by the English present of the verb "to be" + an adjective:

בָּנְתִּת $=$ āqántî I am old (or I have become old, I grew old)
(4) Rarely in prose, but rather frequently in poetry and proverbial expressions, the perfect is used to denote habitual activity with no specific tense value. Such uses are translated by the English general present (I write).

## 45. Word Order in the Verbal Sentence.

The verb usually stands first, then the subject, object, and various adverbial elements in that order.

The man remembered the words.
 The man wrote the word in the book.

It is by no means unusual to find the subject or some other element before the verb, but such sentence order is often conditioned by interclause relationships (taken up below) or by emphasis on the element which is placed first.

The verb agrees in person, number, and gender with its subject. Pronominal subjects are inherent in the verb form itself.

> He remembered the words.
> זוכָרָה אֶת־הַדְּבָרִים zākarāh 'et-haddabārîm
> She remembered the words.
The woman remembered the words.

The particle -אֶ 'etַ- is used before definite objects, as previously explained.

The perfect is negated with $ל l \vec{o}$, , which is always placed immediately before the verb:

> לא זָּנְרִתי צֶת-הַדָּבָר
> I did not remember the word.

The indirect object, always marked by the preposition $l a$-, tends to precede the direct object when the former is pronominal and the latter nominal:

He gave him the woman．
Otherwise，direct object + indirect object may be considered the normal order：

$$
\begin{aligned}
& \text { nātan ’ōtāh lô låiššāh } \\
& \text { He gave her to him as a wife. }
\end{aligned}
$$

$$
\begin{aligned}
& \text { He gave the woman to the man. }
\end{aligned}
$$

46．The Forms of the Conjunction ？トдー．
Like the prepositions ba－，la－，and ka，the conjunction ？wa－（and）differs in form before various word beginnings：
（a）Before a labial consonant $\mathcal{Z} b$ ， $\boldsymbol{2}$ ，or $a m$ ，its form is $\mathfrak{i} \hat{u}$－：

| bávit | a house | וּלַית ubálit | and a house |
| :---: | :---: | :---: | :---: |
| הפ pōh | here | 隹 | nd here |
|  | water | 品 unmávim | and water |

（b）Before a word beginning with ？y－，the conjunction and the first syllable of the word contract to $?$ w $1, \hat{i-}$ ：


（c）Before a word beginning with any consonant（except ，y）$+\partial$ ，the form is,$\hat{u}$－：

שׁׁמוּאֵל
（d）Before a guttural $+\breve{a}, \check{e}$ ，or $\check{o}$ ，the conjunction is respectively $!~ W a-$ ， ？We－，or

| אֲרָצוֹת | ＇ărāsôt | lands | וַאְרָצוֹת | máasas | and lands |
| :---: | :---: | :---: | :---: | :---: | :---: |
| אֵדם | ｀ĕ ${ }^{\text {dōm }}$ | Edom | ראדם | we＇ědōm | nd Edom |
| אָנִ | ＇ŏnı̂ | a fleet | רָאָדִי | ツo＇ŏn | nd a fleet |

## 47．Vocabulary 9.




## Exercises:

(a) Give orally the full paradigm of the perfect for each of the following verbs: זָכַר
(b) Write out the following phrases in Hebrew with special attention to the form of the conjunction "and":
(1) gold and silver
(2) wisdom and understanding
(3) advice and work
(4) small cattle and large cattle
(5) servants and camels; camels and servants
(6) a great and rich man
(7) a poor and unimportant woman
(8) one man and one woman
(c) Translate:

1. yāšab hā’îs bên-hannāhār

1 ûbên-haśs̄ādeh.
2. qābaṣ hannābî' 'et-hā‘ām
'ésel hahêkāl haggādôl.
3. bayyôm hahû' nāpolāh 'ēš min-haššāmáyim.
4. hāləkû hā`ām `el-haššōp̄ēt hayyāšār walō’ hālakû ‘el-hannābî’ hārāšā".
5. mî hannəbî̀îm hahōləkîm 'el-hā'îr?
6. balláylāh hahû' yārədû
 אֶל־הַנָּבִּא הָרָשָׁע.

5 מִי הַנְבִיאִים הַהלְכִים אֶל־הָעִיר.
6 בַבַּלּיְלָה הַהוּא יָרדדוּ הָאֲנָשִׁים מֵהֶהרִים. hā'ănāšîm mēhehārîm.

## INTRODUCTION TO BIBLICAL HEBREW

7. yāšábnû batôk hā'îr walō' hāláknû min-hammāqôm hahû'.
8. yāləd̄āh hā'iššāh yəlādî̀m rabbîm wəyāp̄îm.
9. ləmî qābáș̣tā 'et-hakkésē wo'eț-hazzāhāb?
10. lō' nāp̄al 'ehāād mēhanns‘ārîm.

הַהוּא.

8 זיוּדָה הָאִשָה יְלָדִים רַבִּים וְיָפִים.
9 לְמִי קָבַצְתָּ אֶת־הַכֶּסֶף וְאֶת־הַזָּהָב.
10 לֹא נָפַל אֶחָד מֵהַנְּעָרִים.
(d) Write in Hebrew:

1. He gave wisdom and understanding to the prophets.
2. They sent the gold and the silver to the men in the temple.
3. This work is very hard because we have no understanding.
4. Today the men are building a house in the city.
5. Where did they write those words?
6. I remember that he gave me the book.
7. There is evil in this place.
8. One of the women is leaving the city.

## LESSON 10

## 48. The Perfect of Verbs with Guttural Root Consonants.

The presence of guttural consonants in the root of a verb occasions slight modifications in the inflection of the perfect. All of these are simple and predictable variations, with the exception of roots whose third consonant is $\boldsymbol{x}$ (hereafter designated simply as verbs III-Aleph),* whose inflection will be considered separately from those given here.

| 3 m . s . | עָמַד | 'àmad | בָּחַר | bāhar | שָׁמַע | šāma' |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $3 \mathrm{f} . \mathrm{s}$. | עָּנְדָה | 'āmadāh | בּבּחִרָה | bāhărāh | שָׁמֶעָה | šāmə ${ }^{\text {a }}$ h |
| $2 \mathrm{~m} . \mathrm{s}$. | עַַָּדִתּ | 'àmádtà |  | bạ̄hártà |  | šāmá tà |
| $2 \mathrm{f} . \mathrm{s}$. |  | - $\mathrm{a} m a d t$ | דָּרַרְתִּתִּ | bāhart | שָׁnַעַתִת | (šāma't) |
| 1 s . | עַַָּדְּתִי | 'āmád $t \stackrel{\text { col }}{ }$ | בָּלַרְתִּ | bāhártî |  | šāmá tî |
| 3 pl . | עָמֶדוּ | 'āməd̂\} | בָּחִרִוּ | bāhărû | שָׁמֶעוּ | šāma' $\hat{u}$ |
| $2 \mathrm{~m} . \mathrm{pl}$. | עַמַדְתֶם | 'ămadtem | בְּחַרְתֶם | bohartem | שׁׁמַעְתֶם | šzma'tem |
| 2 f. pl. | צַמַדְתֶּנִ | 'ămadten |  | boharten | שׁׁמְַּתֶּתן | šama'ten |
| 1 pl . | צָמַדִדנוּ | 'āmádnû | בָּלַרְנוּ | bāhárnû | שׁׁמַעְנִוּ | šāmá $n \hat{u}$ |

In verbs I-gutt. (i.e. whose first root consonant is a guttural) the only variation from the standard paradigm is the replacement of $\check{a}$ for $a$ in the 2nd pers. pl. forms. This replacement should by now be familiar to the reader

[^3]from previous examples. The same is true for verbs II-gutt., where we find $\check{a}$ for $\partial$ in the forms bāhărāh and bāhărû.

The only form in the paradigm of šāmá (III-gutt.) that requires comment is meant by the punctators to show an option: we should read either שָׁמַעַת šāmá at , ignoring the daghesh, or

## 49. The Perfect of

This verb has a peculiarity in its inflection: the second $n$ of the stem is always assimilated to the initial consonant of the subject suffixes. Note carefully the following forms; the daghesh is forte, indicating doubling.

| נָתַן | nātan | he gave | נָת | nātz ${ }^{\text {a }}$ | they gave |
| :---: | :---: | :---: | :---: | :---: | :---: |
| נָתנְּנה | nätıənāh | she gave |  |  |  |
| ַָּ | nātáttà | you (m. s.) gave | נִתַתֶּ | ndtattem | you (m. pl.) gave |
| נַתַתִ | nātatt | you (f. s.) gave | נִתַתֶּ | notatten | you (f. pl.) gave |
| נַתַתִּתִ | nātáátî | I gave |  | nāṫánnû | we gave |

## 50. Noun Plurals (continued).

(a) Dissyllabic nouns with the sequence -áyi- show a regular contraction in the plural stem:

 unaccented syllable; this is virtually unique with this word.
(b) There are many nouns of two syllables whose singular and plural stems are identical. These include nouns both of whose syllables are not susceptible to the changes presented in the preceding sections dealing with the noun. Examples are

| אִֶֶ | 'ebyoon | poor | pl. אֶבְיוֹנִים | 'ebyyônim |
| :---: | :---: | :---: | :---: | :---: |
| גִּוֹרוֹר | gibbor | warrior | גִּבּוֹרִים | gibbôrîm |
| צַדִיק | şaddîq | righteous man | צַדִיִיִים | șaddîqîm |
| עַמּוּד | 'ammûd | column | טַמּוּדִים | ' ammu údim |

Note that both syllables of such nouns are either closed or contain an unchangeable long vowel.
(c) A small group of nouns ends in -eh in the singular. Although this is not a suffix, but an integral part of the root word, it does not occur on the plural stem:

> שְדִה śādeh field pl.
> mahăneh camp mahănôt

Nouns originally participles of verbs III-Hé (i.e. whose third root consonant is given as ה) also belong to this class: רעֶה rō ch, pl. רצִּ rō îm, shepherd.

## 51. Vocabulary 10.

Nouns: gà gibbôr (pl. -îm) warrior, hero, valiant man;


מַחֲנֶה mahăneh (pl. -ôtu) camp
milhāmāh battle, war
פְּרִ parî fruit

 chose me.]
הָרַג hārağ to kill, slay
y צדּרַ, yāda to know
לָקָח lāqaḥ to take
עָמַד ‘amad to stand


## Exercises:

(a) Inflect in the perfect:
(b) Give the Hebrew for the following orally:

1. They planted many trees.
2. She stood near the houses.
3. You chose me.
4. They did not choose you.
5. I took the money.
6. They killed the young man.
7. You (f. s.) took the water.
8. You (m. pl.) have eaten the bread.
9. We sent the messengers to the judge.
(c) Translate:
10. nāṭə'û hā’ănāšîm kérem gādôl 'al-haggib"āh.
11. lō' yādá tî kî hû' hārağ 'eț-hannābuî'.
12. 'āmədû hā‘ăbādiêm hārəšā'îm lip̄nê hammélek.

1
2 לֹא וֹדַעְתִּי כִּי הוּא הָרַג אֶת־הַנָּבִיא.
3 עָמְדוּ הָעֲבָדִים הָרְשָׁצִים לִפְנֵי הַלֶּלֶךּ.
4. bāḥártî bokā lomélek 'al-hā‘ām haggādôl hazzeh.
5. nāp̄lû gibbôrîm rabbîm bammilhāmāh hahî’.
6. yēš maḥăneh bêen-hannāhār ûbên-hehārîm.
7. mî šālah 'ōtokā 'el-hammāqôm hazzeh?
8. mî hārağ 'et-hā'ănāšîm hā'élleh ?
9. lāqohāh hā’iššāh mēhappərî wənātonāh 'ōtô lā'îš.
10. bāhărû hā‘ām 'et-Dāwīd lāhem

4 בָּחַרִתִּי בְָּ לְצֶלֶך עַל-הָצָם הַגָּדוֹל הַוֶה. 5 נָפְּלוּ גִּבּוֹרִים רַבִּים בַּמִּלְחָמה הַהִיא. 6 יֵּשׁ מַחֲנֶה בֵין־הַנָּהָר וּבֵין הֶהָרִים.

7 מִי שָׁלַח אֹתְך אֶל-הַמָּקוֹם הַנֶהּ.
8 מִי הָרַג אֶת־השאָנָשִׁים הָאֵּלֶּה. 9 לזקחָָה הָאִשָׁה מֵהַפְּרִי וָנְתָנָה אתוֹ לָאִישׁ. ləmélek.

10 בָּחֲרוּ הָעָם אֶת-דָּוִד לָהֶם לְצֶלֶךּ.
(d) Write in Hebrew:

1. He planted a tree in the midst of this garden.
2. They cried out in a loud voice because of this hard work.
3. They chose for them(selves) a land and dwelt there.
4. The men took the gold and silver from the temple. They also slew the prophets who (were) there.
5. She knew that those words (were) very bad.
6. One of the young men fell in that battle.
7. They gave me bread and water, but I did not give them the money.

## LESSON 11

## 52. The Perfect of Verbs III-Aleph: מָדָא māsā'.

| מָצָא | $m a ̄ s ̣ a ̄(')$ | he found | מָצְאוּ | $m a ̄ s \partial^{\prime} \hat{u}$ | they found |
| :---: | :---: | :---: | :---: | :---: | :---: |
| מִצאה | māşa'āh | she found |  |  |  |
|  | māsáa (') ṫa | you (m. s.) found | מִצָאתֶם | mașā(')tem | you (m. pl.) found |
| מָצָאת | māsáa(')t | you (f. s.) found | מִצָאתֶן | mașā(')ten | you (f. pl.) found |
| טָצָאתִי | $m a ̄ s a ̂ a(') t \underline{l}$ | I found | מָָּאנוּ | $m a ̄ s \bar{a}^{\prime}(') n \hat{u}$ | we found |

In verbs III-Aleph the second syllable of the stem in the perfect has $\bar{a}$ instead of $a$ in those forms to which a suffix beginning with a consonant is added. In other words, whenever $\boldsymbol{x}$ originally closed a syllable, it was lost and the lengthening of the vowel took place as a consequence. The, is preserved when it begins the syllable, as in māṣa'āh and māṣa'û. Remember, however, that the $\boldsymbol{N}$ is always found in the spelling, even when not pronounced. Note too that there is no daghesh lene in the $\Omega$ of the suffixes, since they are now preceded in pronunciation by a vowel instead of a consonant.

## 53. Noun Plurals (continued).

The majority of feminine nouns in $-\bar{a} h$ show no change in the stem before the plural ending:

| שָּנָה | šānāh | year | pl. | שָׁנִים | šānîm |
| :---: | :---: | :---: | :---: | :---: | :---: |
| תוֹרָה | tôrāh | law |  | תוֹרוֹת | tôrôt |
| אַמּהּה | 'ammāh | cubit |  | אַמוֹת | 'ammôt |
| בִּרָּ | borākāh | blessing |  | בּרָּוֹת | borākôt |


| ִבּהִה | bahēmāh | beast | בְּהֵוֹתות | bahēmót |
| :---: | :---: | :---: | :---: | :---: |
| תֶּבוּאָה | tobِû'āh | product | תִבוּאוֹת | tabû'ot |
| תֶּנְלָה | tap̄illāh | prayer | תְּפְלִוֹת | tapillotot |
| מִשְָֻּׂחָה | mišpāhāh | family | מִשִפְפָּתוֹת | mišpāhót |

But nouns of the general pattern CvCCäh.* like מַלְכָּ malkūh (queen), where the two contiguous consonants are different (thus not 'ammäh above), have a different plural stem:

| מַלִכּדה | malkāh | queen | pl. מְלִכוֹת | malākót |
| :---: | :---: | :---: | :---: | :---: |
| גִבְּעָּה | gib'āh | hill | גּבָּוֹת |  |
| חֶרְפָה | herpāh | reproach | ִִרָפוֹת | hărrappot |

 of the root.

## 54. Interrogative ה̣ hă-.

Any sentence may be converted into a question by prefixing a form of the particle $\underset{\rightarrow}{\text { Ị }}$ ă- to the first word:

$$
\begin{aligned}
& \text { חֲטְוֹבָה הָאָרֵ hătôbāh hä'äres Is the land good? }
\end{aligned}
$$

Before gutturals the form is normally $\mathrm{B} h a-$ :
הַצַמד הָאישׁ ha'ōméd häîs $\quad$ Is the man standing?
But if the guttural is followed by $\bar{a}$ or $o$, the form used is $\boldsymbol{T}$ he-:
הֶאָכַלְּדֵ he'ākáltā Have you eaten?
Before non-guttural consonants followed by a the form is also הha-:
הַכְתַבְּםם hak(a)tabtem Did you write?
Rarely one encounters the same doubling of the following consonant that we met in the definite article:

הַכְּתבּתֶם hakkatabtem Did you write?

## 55. More on אֵטִ ’ášer.

We saw above (§32) that אֲשֶׁ 'ăšer indicates that a following phrase modifies as a unit the preceding word. This is true also for clauses, as the following examples show:

[^4]```
הֹכֹהֵן אֲשֶׁר כָּתַב אֶת-הַדָדבר hakkōhēn 'ăšer ka
    the priest who wrote the word
```



```
    the messenger whom the king sent
```


## 56. Vocabulary 11.



Verbs: מָצָא máṣā to find // mete
בָּרָא bārä to create
קרָא $q \bar{a} r \bar{a}{ }^{\prime}$ to call, name; to summon; to declare, read aloud $[+$ 'el: to call unto (someone) $;+l a$ : to summon (someone)] /h wis summon (someone)] 'āmar to say, speak
 saying; it has no translation value in English)

## Exercises:

(a) Form the plurals of the following nouns, as described in $\S 53$ :

צָרָה
צוֹלָה 'ôlāh (-ôt) burnt-offering
מנִחְה minhāh ( $-\hat{O}$ ôt $)$ gift, offering
'ēglāh ( $-\hat{o} \underline{t}$ ) heifer
קְלָלָה: qalālāh (-ôt) curse
מִסְלִה masillāh (-ôt) highway
מַמְלָכָה mamlākāh (-ôt) kingdom

עיצָה ‘êsāh $(-\hat{O} t)$ counsel

שִׁמְלָה simläh (-ôt) cloak
שְׁרָהָה ‘ărābāh (-ôt) desert, steppe
בְּתוּלָה botûūāh (-ôt) virgin
בִגְלָה mağillāh $(-\hat{\partial} t)$ scroll
(b) Give the Hebrew for the following orally. Then convert each into a question by prefixing the appropriate form of hă-:

1. He stood before the king.
2. They slew the warriors in the battle.
3. You (m. pl.) knew that the city (was) on a hill.
4. I took the fruit.
5. You chose us.
6. We have no water.
7. The rich man has large cattle and camels.
8. You went down to the river.
9. You (m. sing.) ate the bread.
(c) Translate:

(d) Write in Hebrew:
10. He created the sun, the moon, and the stars.
11. Did you find the book in the house?
12. Did he say to them that ( $k \hat{l}$ ) the law is just?
13. This blessing is for us and for those who dwell in the midst of this people.
14. The cloud stood over the earth.
15. Where did he find the small cattle?
16. The king summoned the prophet, but the prophet did not go to the palace.
17. Have you (m. pl.) remembered this law and the words which I have written in it for you?

# LESSON 12 

## 57．The Perfect of Verbs III－Hē：בדָּנָה bānāh．

בָּנָה bānāh he built
בִבנָּ

בָּנִית bānị
בָּנִיתִית bānîtit̂ I built

בּנָ bānû they built

בּבִּיתֶם banîtem you（m．pl．）built
בִּנִיתן banîten you（f．pl．）built
בדּנִינוּ bānînû we built

Note that the stem vowel in the first syllable behaves quite normally．The stem itself is variable（bānāh，bānдt⿱亠䒑－，bānî－，bənî－，bān－），and we must again point out that the $ה$ of the 3 rd masc．sing．is not a real root consonant but a mater lectionis for the final vowel．It is convenient，however，to follow traditional grammar and to speak of this class of verbs as III－He．

When a verb III－Hé is also I－gutt．，the regular substitution of $\check{a}$ for $a$ is found in the 2 nd pers．pl．forms：

$$
\begin{aligned}
& \text { 'ălititem you (m. pl.) went up } \\
& \text { עֲלִיתן } \text { 'ălîtien you (f. pl.) went up }
\end{aligned}
$$

The verb הָיָה hāyāh（to be）is inflected regularly as a member of this class； only the 2 nd pers．pl．shows a slight peculiarity，with $\check{e}$ for $\breve{a}$ ：

> הֵיִּתֶם hĕyittem you (m. pl.) were

## 58．Directive $\boldsymbol{i}_{\bar{\tau}}$－āh．

The suffix－āh added to a noun indicates motion toward．It occurs on both proper nouns and common nouns，the latter with or without the article．

This ending is never stressed and may thus be distinguished from the feminine ending -āh. Because directive $-\bar{a} h$ cannot be added to all nouns, each form is best learned individually, without a lengthy analysis of the minor changes that take place in the stem. The following list contains the most important of the words using this suffix:

| אֶרֶ | 'éres | land, earth | אַרְצָה | 'árṣāh to the earth, to the land, onto the ground |
| :---: | :---: | :---: | :---: | :---: |
| בַּיִת | báyit | house | הַבַּיָתה | habbáytāh , to the house, home |
|  |  |  | בַַּּתָּ | bávtāa |
| הַר | har | mountain | הָהָרָה | hāhárāh ; to the mountain, ${ }^{\times 13}$ |
|  |  |  | הֶרָה | hérāh 1 mountainward |
| מִדִבדּר | midd $b a ̄ r$ | wilderness | מִדְלָּרָה | middbárāh toward the wilderness |
| עִיר | 'îr | city | הָצִּרָה | $h a ̄ ' i ̂ r a ̄ h ~ t o w a r d ~ t h e ~ c i t y ~$ |
| שָׁpַּם | šāmáyim | heaven | הַשָּמַּיַּלָה | haššāmáymāh heavenward |
| מִצְרַיִם | mişráyim | Egypt | מִצְרְיַּמָה | misráymāh toward Egypt |
| ירוּשָּלִֵים | yarûšālá $(y)$ im | Jerusalem |  | yarûšālá $(y) m a \bar{h}$ toward |



گֶּגָּהּה nég$b a ̄ h$ toward the Negev, southward
 of the dead)

Note especially its use on the directional adverbs:

שֶָּׁמּה
הֵנָּה hénnāh hither, to this place (contrast פָה )
Similarly on the terms for the directions:

| צָפוֹן | ṣāpôn | north | צָפוֹנָה | șāpônāh | northward |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | qédem | east | קִּדְדָה | qédmāh | eastward |
| תֻימָ | têmān | south | תֵּיָָּנָה | têmánāh | southward |
| י | $y \bar{a} m$ | sea, west |  | yámmāh | seaward, westward |

## 59. Vocabulary 12.

Special Note: The two most frequent designations of God in the OT are יהוה יהּים Yhwh.
(1) אֲלהִים is a plural word, generally construed as a singular. It may mean "gods" when used as a plural and "God" when used as a singular or a plural, with or without the article.
(2) יהוה was the name of God. For pious or superstitious reasons יהוה was
read as אֲדָנָי 'ädōnāy (lit. my lords, my Lord). Just when this practice began is not certain, but it may predate the Christian Era. The Masoretes indicated this substitution by applying the vowel points of 'ädōnāy, slightly modified, to יהוה, hence יְוֹהו. The literal interpretation of this latter form as Yдhōwäh= Jehovah dates from modern times.

Both of these words behave erratically after the prefixed prepositions: the initial $\boldsymbol{x}$ is lost in pronunciation:

| בֵּאלדִ | bē(')lōhîm | בַּיהוה | ba(')dōnāy |
| :---: | :---: | :---: | :---: |
| לֵאלהדים | lē(')lōhîm | לַיהוה | la(')d̄ōnay |
| כַאלהִים | kē(')lōhîm | כַּיהוה | ka(')dōnāy |

Those who wish to read יהוה as Yahweh, the most likely original pronunciation, must remember to repoint these prepositions as bo Yahweh, la Yahweh, etc.

 'ădōnāy.

Nouns: בְּרְית borît covenant, treaty (f.)
חֵן hēn grace, favor
?

Verbs: עָשָּ 'āśāh to do, make, act, perform, bring about

+ רָאָ rä’āh to see
res

נָסַע nāsa‘ to set out, travel, journey
Prepositions: צִם 'im with, together with כ ko like, as, according to


מָָא דָּוִד חֵן בְּצֵּנֵי הַפְּלֶך David found favor with the king. (or, The king became fond of David.)


## Exercises:

(a) Give the Hebrew for the following orally:

1. On that day he made a treaty with the king.
(2.) The prophet grew fond of the boy.
2. A great sound ascended heavenward.
3. They went up toward-the-city with the people.
4. They built a house in that place.
5. Who did this evil thing?
6. Did you act according to the words which are there?
7. The woman fell to-the-ground.
8. They traveled from the midst of the city toward-the-mountain.
9. Those men also did not remember.
(b) Translate:

(c) Write in Hebrew:
10. Who said to you that the camp is near the river?
11. The man is a just judge.
12. Did you see the moon and the stars?
13. God did not find a righteous man in the evil city.
14. These are the words which we saw in the law.
15. Great and good is the earth which the Lord created.
16. The people came forth from that land in that year.
17. The king was pleased with the woman (lit. the woman found favor etc.).

## LESSON 13

## 60. Sentences with a Nominal Predicate.

One of the simplest of all sentence types in Hebrew is that in which two nouns (or noun phrases) are juxtaposed to indicate a predication:

$$
\begin{array}{ll}
\text { Dāwid mélek tôb } \underline{a} \text { דָּ לֶלֶך טוֹב } & \\
& \text { David is a good king. }
\end{array}
$$

The demonstrative pronouns היא hîu', and their plurals are often used in sentences of this type in the following way:

Dāwid hû mélek tọob (2)

Although it is probable that the use of the demonstrative pronoun places a greater emphasis on one or another of the sentence elements, it is impossible for us to determine this nuance with any accuracy, since there are no informants available who speak Biblical Hebrew. It is likely that (2) answers the question "Who is a good king?" and that (3) answers "What is David?", while the first type (1) is a neutral statement of fact without a question in mind.

## 61. The Verb הָיָה hāyāh (to be).

In the preceding lessons we have studied four types of non-verbal sentences:


(3) with existential predicate: יִשׁ אִישׁ
(4) with nominal predicate: דָּוִד לֶלֶך טוֹב Dāwid mélek ṭôb

None of these has any specific tense value, which must rather depend on the context in which the sentence occurs. All of these sentences, however, may be converted into verbal sentences by using the verb $\underset{T}{\text { הָיָה }}$ hāh, which in the perfect has the normal tense values of that form:
(1) הָהּה הָאֵישׁ טוֹב

(3) Thà Tāh késép There was silver.
(4)(4) Dānilid hạlāh mélck toob David was a good king.
 negative existential sentence like אֵין כֶּסֶף becomes לֹא הֶיָה לֶסֶף .

In sentences of the type

## 

* the preposition adds the nuance of "becoming" to the verb of being. Although such a sentence equates two nominal elements, it is nevertheless of type (2).

Note the following use of ? :

which may be translated "Sarah became Abraham's wife" or "Sarah became a wife of Abraham's" or "Sarah was Abraham’s wife." If we replace ל? with the idea is that of "acting in the place or capacity of, but not actually being":

הָיָה הָאִישׁ לַגַּעַר כְּאָב $h a ̄ y a ̄ h ~ h a ̄ ' i ̂ s ̌ ~ l a n n a ́ ~ a r ~ k a ' a ̄ b ~$
The man was like a father to the youth, or
The man became the youth's father, as it were.
Of course הָיָה לְ, יֵש ל , as the past tense of bay be to translate possession in past time:

הָיָה צֹאן לְאַבְרָהָם hāyāh ṣō(')n la'Abrrāhām Abraham possessed cattle.
Sentences with a participial predicate, such as הָאִישׁ פּתֵב, the man is (was) writing, are seldom converted with הָיָה . Why this is so will become clearer when we have taken up the syntax of Hebrew narrative below.

## 62. Noun Plurals (concluded).

Feminine nouns ending in -et, -at , - $\bar{a} \underline{t},-\hat{i} \underline{t},-\hat{t} \underline{t}$, or $-\hat{u} \underline{t}$ show much variety in the plural. The words given below are a sufficient sampling of this group,
whose forms must be learned singly as they occur. None of these words represents a frequent type.

| בַ | bat | daughter | pl. בָּנוֹ | bānôt |
| :---: | :---: | :---: | :---: | :---: |
| צֵת | 'ēt | time | צִתִּם | 'ittîm |
| דרִלת | délet | door | דִדלֹתוֹת | dolātôt |
| מִשְׁמֵרת | mišméret | office | מִשְׁמָּרוֹת | mišmārôt |
| חַטָּתת | hatțāt | sin | חַטָאוֹת | hattiă ${ }_{\text {a }}^{\underline{t}}$ |
| חִנִנִת | hănit | spear | חֲנִיתִים | hănîtitim |
| מַלכוּת | malkut | kingdom | מַלְכוּיוֹת | malkûyot |

## 63. Vocabulary 13.



בַּת batِ(pl. בָּנוֹת) daughter
אֵימָה

אָמָה 'āmāh (pl. irreg. 'ămāhôtr אֲמָה ) maidservant, female slave
Verbs: הָהדה hāyāh to be, become ( + ? )
חָטָ hātac to sin (against:?)
חָלָם hālam to dream
לָכַד lākad to capture, take captive

## Exercises:

(a) Give the Hebrew for the following sentences orally:

1. Samuel is a just judge.
2. Jerusalem is a great city.
3. This servant is a righteous man.
4. The sun and moon are in the heavens.
5. The blessing which he spoke is good.
6. The cloud is very large.
7. There are many stars in the sky.
8. He has many daughters.
9. The warriors are in the camp.
(b) Transform the sentences of (a) into past tense with the appropriate form of the verb הָיָה.
(c) Translate:

> 1 2 בַּלַּלְיָה חָאַמְתִּי חֲלוֹם וְחֶה הַחְלוֹם אֲשֶׁר חָאַּמְתִּי.

$$
\begin{aligned}
& 4
\end{aligned}
$$

```
                        5
                            6
```




(d) Write in Hebrew:

1. We made no treaty with these people.
2. There was no joy in the city that day.
3. We did not find favor in the eyes of the prophet.
4. Where did they find you?
5. These words are a great blessing for the people.
6. The king is a just and righteous man.

## LESSON 14

## 

 of root not mentioned previously. These verbs have essentially biconsonantal roots so far as their verbal inflections are concerned, but because there are sometimes associated with them nouns exhibiting a second form of the same root with Waw or Yodh in the middle, these roots are classified as II-Waw or II-Yodh in traditional grammar. They are also spoken of as Hollow Verbs. In the standard lexicon of Biblical Hebrew and are listed under the roots and בוא respectively. The distinction between roots II-Waw and II-Yodh will become clear only when certain forms are taken up later; for the present the distinction is immaterial. קp will be taken as the norm of this class:

| ${ }^{\text {P }}$ | qām | he arose | קז | qám ${ }^{\text {a }}$ | they arose |
| :---: | :---: | :---: | :---: | :---: | :---: |
| קיקָ | qámāh | she arose |  |  |  |
| קַמְתָּ | qámtā | you (m. s.) arose | קַמְתֶם | qamtém | you (m. pl.) arose |
| קַמְתּת | qámt | you (f. s.) arose | קַקְתֶן | qamtén | you (f. pl.) arose |
| קַמִתִּ | qámtî | $I$ arose | ֶַמְנוּ | qámnû | we arose |

Jote that the stem vowel is short in all persons other than the 3rd. The ength of the stem vowel is almost completely dependent on whether or not the stem syllable is open or closed. Unlike verbs previously learned, the accent remains on the stem in the forms of the 3rd fem. sing. and the 3rd common plural.

Because has $\boldsymbol{x}$ as its final root consonant, we find the same kind of deviation here as with מָָּ. The full paradigm of this important verb is

| אַּ | $b a ̈$ | he came | צָּאוּ | bá' $\hat{u}$ | they came |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Țָ | báa ${ }^{\text {a }}$ h | she came |  |  |  |
| תָּ | bá (') $\mathrm{t}^{\text {a }}$ | you (m. s.) came | בָּאתֶם | $b \bar{a}($ ')tem | you (m. pl.) came |
| בָּאת | báa')t | you (f. s.) came | בָּאתֶ | bä(')ten | you (f. pl.) came |
| דָּתִתי | $b a ́ a(') \underline{t}$ î | I came | בָּ | báa ' ${ }^{\text {) }}$ nû | we came |

The stem of the participle in these verbs is the same as that of the 3rd masc. sing. perfect:
Singular Plural

|  | $\square_{\text {a }}^{\text {P }}$ qām | קר |
| :---: | :---: | :---: |
| fem. | קָּt qāmāh | P |

Stress is normal in these forms, being on the ultima (final syllable). Note that the fem. sing. part. is distinguished from the 3rd fem. sing. perf. only
 Given a sentence such as

## הָאישׁ קם hā̀î̀ qām,

we may, unless we have the context in which the sentence occurs, translate "the man arose" (perfect) or "the man is arising" (participle). The only criterion that can be applied to an isolated sentence is that the perfect more frequently precedes its subject, while the participle follows it. The above sentence, then, without further information, is more probably participial.

## 65. The Prepositions بִן min and כְ̣ kə with pronominal suffixes.


מִמְּך mimməkૂā from you (m. s.) מִכְּ mikkem from you (m. pl.)
מִּקַּ mimmēk from you (f. s.) miken from you (f. pl.)
מִaçan mimménnû from him mēhem from them (m.pl.)
מִּקֶּנּ mimménnäh from her from them (f. pl.)

| דָּמוֹנִ | kāmônî | like me | כָּמֹוֹנוּ | kāmônû | like us |
| :---: | :---: | :---: | :---: | :---: | :---: |
| כָּ | kāmôkā | like you (m. s.) | כָּכֶם | kākem | like you (m. pl.) |
| כָּמוֹד | kāmôk | like you (f. s.) | כָּכֶן | kāken | like you (f. pl.) |
| דָּמֹוֹהו | kāmôhû | like him | כָּדֶם | kähem | like them (m. pl.) |
|  | kāmôhā | like her | כָּדֶן | kāhen | like them (f. pl.) |

The forms of the suffixed pronouns with these two prepositions are somewhat different from those already studied. Although a comparison is helpful, it is best to learn these forms as a new paradigm.

The forms kāmônî etc. may be used in a quasi-pronominal sense "anyone like me" etc.

אֵין כָּמֹוֹהוּ בָאָרץ $\quad$ 'ên kāmôhû buā'áres
There is no one like him in the land, or There is not his like (or equal) in the land.

## 66. כֹל kōl.

The word כֹּ $k \bar{o} l$ in one form or another corresponds variously to English "each, every, all, the whole." The uninflected form precedes the noun it modifies and may be joined with maqq $\bar{e} \bar{p}$ as as כֹל kōl. The following examples represent typical usage. Note carefully the constructions translated with "each, every," as opposed to "all."

| כָּל-יוֹם | kol-yôm | each day, every day |
| :---: | :---: | :---: |
| כָּלֹהַיוֹם | kol-hayyôm | all the day, the whole day, all day |
| כָּלֹהַיָּיִים | kol-hayyāmîm | all the days |
| כָּלֹדיריר | kol-itr | each city, every city |
| כָּלֹתָּרִיר | kol-hā ${ }^{\text {itr }}$ | all the city, the whole city |
| כָּלֹתֶעָּרִים | kol-he'ārîm | all the cities. |

The expression כָּלֹאַשֵׁר kol-"ăšer is used as a compound relative "everything which (or that)." As the object of a verb it is preceded by 'et-:

נָתַן לוֹ אֶת-כָּל-אֲשֶׁר קנָה nātan lô 'etַ-kol-'ăšèr qānāh
He gave him everything that he had acquired.
With an adjective כָּל has an indefinite pronominal sense:
כָּלֹחָדָׁ $\quad$ anything new

## 67. Vocabulary 14.

Nouns: כְּלִי kalî (pl. irreg. כְּלִים ) vessel, utensil
צֶרב 'éreb evening
שׁׁלְחָן sulhān (pl. -ôt ) table
בּקֹ bóqer morning raise
VERBS: $\downarrow$ קד qām to arise, it to $e$
שָׁa sām to put, set, place
בָּא $b \vec{a}$ ' to come, enter (may be followed by a noun of place without a preposition)
צָ șām to fast
רגָ $\quad$ gār to sojourn
שָׁתָה šātāh to drink
OTher: $\times \underset{\text { צַ }}{ }$ 'ad (Prep.) to, as far as, by, until
כֹל kōl all, each, every

## Exercises:

(a) Give the Hebrew for the following orally:

1. He is better than I.
2. There is none like us.
3. He took the money from us.
4. Have you seen a woman like her?
5. in the whole land which is before the people
6. every(joy) and every deliverance which I have given to you
7. all the sins which you have sinned
8. each treaty which I have made with the people
9. all the gold and all the silver
10. everything I own (lit. everything which is to me).
(b) Translate:

(c) Write in Hebrew:
11. She did not see the men who were coming on the road toward the city.
12. The righteous are fasting day and night.
13. God has given us a great victory today.
14. He set out for Jerusalem in the evening.
15. The Lord is God, and there is none like Him in the earth and in the heavens.
16. They set a large table before the king.
17. They sat there all that night until morning.
18. Many and great are the sins that we have committed.

## LESSON 15

## 68. The Perfect of סָבַב sābab.

The root of this verbal type is peculiar in having identical second and third root consonants. The Perfect is as follows:

סָבַב סָבָּ
סָבַבָה sābăbāāh she went around
sabbôta a you (m. s.) " סַּבּוֹתָ
סַסּבּוֹת sabbôt you (f. s.) " סַבּוֹתֶן sabbôten you (f. pl.) "

Here we find a new feature: before all suffixes beginning with a consonant the stem is sabbob-. Otherwise the forms are relatively normal, but note $a ̆$ for $\partial$, in accordance with § 11 (2).

When the last two root consonants are a guttural or $r$, the forms where we should expect doubling are replaced with ones showing compensatory lengthening.

| Nָ | 'ārar | he cursed | אָרִרוּ | 'ārărû | they cursed |
| :---: | :---: | :---: | :---: | :---: | :---: |
| אָרֶרָה | 'ārărāh | she cursed |  |  |  |
| אָּוֹתָ | 'ārôtā | you (m. s.) cursed | אָרוֹתֶם | 'ārôtem | you (m. pl.) cursed |
| אָרוֹת | 'ārôt | you (f. s.) cursed | אָרוֹתֶן | 'ārôten | you (f. pl.) cursed |
| אָרוֹתִי | 'ārôtı | I cursed | אָרוֹנוּ | 'ārônû | we cursed |

## 69. The Prepositions צִם 'im and -אֶם 'et with Pronominal Suffixes.

| צִמִּ | 'immi with me | עְִּּנוּ | 'immánû | with us |
| :---: | :---: | :---: | :---: | :---: |
| צִמִּךָ | 'immakā with you (m. s.) | צִמָּכֶם | 'immākem | with you (m. pl.) |
| צִמָּ7 | 'immāk with you (f. s.) | עִֵּכֶן | 'immāken | with you (f. pl.) |
| צִּמוֹ | 'immó with him | צִּמָם | 'immām | with them (m. pl.) |
| צִמָּהּ | 'immāh with her | צִּמָן | 'immān | with them (f. pl.) |

An equally common variant of the lst pers. sing. is עִּמִדי 'immád $\hat{\imath}$, with me: and of بִּמָּם 'immām: צִמָהם 'immāhem, with them.

| אִתֵּיר | 'ittı̂ | with me | אִתָּנוּ | 'ittânû | with us |
| :---: | :---: | :---: | :---: | :---: | :---: |
| אִתִּךָ | 'ittzkā | with you (m.s.) | אִתִּתֶם | 'ittakém | with you (m. pl.) |
| [אתִדך | 'ittāk | with you (f. s.)] | אִתְכֶן [ | 'ittakén | with you (f. pl.)] |
| אֵתוּ | 'ittô | with him | אִתָּם | 'ittām | with them (m. pl.) |
| אתּתהּ | 'ittāh | with her | [אֵתָן | 'ittān | with them (f. pl.)] |

Note the curious contrast between עִמָּכֶם with $\bar{a}$ and whath $\partial$.

## 70. Final Remarks on אֲשֶׁר.

Since אֲשֶׁר is not normally governed by a preposition in Hebrew, the counterparts of English "to whom," "for whom," and the like must be expressed differently. This is accomplished by using a resumptive pronoun within the relative clause itself, as the following examples will make clear:
the man to whom I gave the silver $\rightarrow$ the man who I gave the silver to him
 the city from which they came $\rightarrow$ the city which they came from it הָעִיר אֲשֶׁר יָצְאוּ מִצֶּנָּה hā îr 'ăšer yāşd'û mimménnāh the man with whom they sat $\rightarrow$ the man who they sat with him


If appropriate, the adverbs שָׁ $\underset{\sim}{\text { שׁׂמּמּה }}$ may be used instead of a pronoun:

> the city in which he dwelt $\rightarrow$ the city which he dwelt there
> הָצִּר אֲשֶׁר יָשַׁב שָׁם $\quad h a ̄ ' i ̂ r ~ ' a ̆ s ̌ e r ~ y a ̄ s ̆ a b ~ s ̌ a ̄ m ~$
> the city to which he went $\rightarrow$ the city which he went thither
> הָצִיר אֲשֶׁר הָלַךך שְָּׁׁה

The resumptive pronoun is optional when $\underset{\sim}{\text { refen }}$ refers to the direct object of the verb:

$$
\begin{aligned}
& \text { the man whom I sent } \rightarrow \text { the man who I sent him }
\end{aligned}
$$

or simply (and normally)
הָאִישׁ אֲשֶׁר שָׁצַחְּתִי

In this and previous paragraphs ( $\$ \$ 32,55$ ) we have outlined the more or less normative uses of אַשׁׁר as a close correspondent of the English relative pronouns. Many instances of אֲשְׁר are met, however, which do not tally with the simple treatment given here. Most of these uses can be dealt with as they are met if two general tendencies are kept in mind:
(1) אֲׁשׁר tends to take on a compound relative meaning "that which." As such, it may stand as a conjunction at the head of a clause with the force "the fact that..." and further may require the translation value of "since, because," or some other English subordinating conjunction. The exhaustive classification of all these independent pronominal and quasi-conjunctional uses is beyond the scope of an elementary grammar.
(2) Because אֲשׁר acquires an independent pronominal status ("that which"), it may occasionally be found with a preceding preposition, quite contrary to common usage.

Resulting from these tendencies and in regular use as conjunctions are


Finally, although most relative clauses are signalled with אֲשְׁר, it is possible to use a clause to modify a preceding noun with no formal mark of the relationship whatever (the term asyndetic is used to describe this):

Gen. 15:13 בְּאֶרץ לֹא לָהֶם in a a land (which is) not theirs
I Sam. 6:9 בִקְרֶה הוּא הָיה לָּנוּ It was a chance thing (that) happened to us.

This type of relative clause in more frequent in poetry than in prose, and more frequent after an indefinite antecedent than a definite one

## 71. Vocabulary 15.

Nouns: מִצְוָה miṣwāh (pl. -ōṭ) commandment
אוֹר ’or (pl. -îm) light
חֹשֶּ hóơsek darkness
איֵּ
Verbs: סָבַב sābab to surround, go around
אָרַר 'ārar to curse
צָזַב ‘a $\bar{a} z a b$ to abandon
< עָבּר ‘ābar to cross (a place); to transgress
(a commandment)

שָׁכַּ sākah to forget


## Exercises:

(a) Give the Hebrew for the following orally:

1. the vessel in which there is water
2. the man whom the king summoned
3. the house in which we found a table
4. the evening in which we ate and drank
5. the people with whom he is sojourning
6. the day during (lit. in) which we fasted
7. the cloud from which fire came forth
8. the year in which many fell in battle
9. the law in which there are blessings and wisdom
10. the heavens in which he created the sun, moon, and stars
(b) Translate:

(c) Write in Hebrew:
11. Light is better than darkness.
12. Have you forgotten the words which I wrote for you in the book?
13. I have transgressed all the laws and all the commandments which you gave to me.
14. The Lord cursed the evil city and all the wicked people who were in it.
15. There are no enemies in this land.
16. The old man gave me good advice, for he knew that I had not done those evil things.

## LESSON 16

## 72. The Construct Chain.

There is in BH no preposition having the same range of meaning expressed by English "of." The of-relationship, the genitive case of the classical languages, has its correspondent in the construct chain:

מֶּלֶך הָאָּרֶץ méleǩ hä'áreṣ the king of the land
As these examples show, the simple juxtaposition of two nouns serves to mark a modifying relationship. The first noun in such a chain is said to be in the construct state. In more modern terminology, the first noun occurs in a bound form as opposed to the normal or free form (absolute) used elsewhere.

The construct or bound form of a noun is frequently different from the absolute. This difference has arisen mainly because of the stress situation involved: the first noun loses its primary stress and becomes proclitic to the second noun. Loss of stress may be complete, as commonly with (note the maqqép $)$ :
ben-hammélek the son of the king but more commonly the first noun retains its stress:
mélek hä'áreṣ the king of the land

More important than stress difference, however, is the change in vocalization found in many words:
dobar hammélek the word of the king
This will be taken up below.
Only the final noun in a construct chain may have the definite article. The definiteness of the entire expression depends on the second noun: if it is made definite with the article or is a proper name, the first noun is also definite:

קוֹל הַנָּבִיא קוֹל שְׁמוּאֵל qôl šamû'el the voice of Samuel
as contrasted with

$$
\text { קוֹל נָבִיא } q o \hat{l} \text { nāābî̀ } \quad a \text { voice of } a \text { prophet }
$$

Thus, the nouns of a construct chain will correspond generally to English "the $\ldots$ of the ..." or "a... of a..." In order to express explicitly "a... of the ..."’ the preposition ? form of the noun:



Either noun of a construct chain may be pluralized. The special forms of the plural construct will be dealt with in Lesson 18. For the present note that דִבְרֵי dibrê is the construct form of

Any adjective modifying either noun must follow the entire chain. Some ambiguity may occur here, but agreement in number and gender or the general context is usually a sufficient guide. Be sure all of the following
 respectively):

| נָא הרע | word of the evil prophet <br> , the evil word of the prophet |
| :---: | :---: |
| דִבְרֵי הַנִּבִיא הָּרָׁים | e evil words of the prophet |
|  | e word of the evil prophets |
|  | e wife of the good man |
|  | e good wife of the man |
|  | beautiful wives of the man |
|  | wives of the handsome men |

The use of two adjectives, one modifying each noun, is avoided. But two adjectives may modify either noun, as in



The construct chain may be extended to three or more nouns, but examples of four or more are very rare:

## אֵשׁׁת בֶּן־הַנָבִיא

The same rules for definiteness and adjectival modification apply.
Occasionally, and usually with fixed expressions, the first or second noun of a construct chain may be replaced by a longer phrase. The following types are considered anomalous and should not be used in the exercises:

| צֶלֶך | the king of heaven and earth (second noun replaced by noun + noun) |
| :---: | :---: |
| דִבְרֵי וּמַעֲֵֵּי הַגְּלך | the words and deeds of the king (first noun replaced by noun + noun) |
| שִׁמְתַת בַּקִִִיר | the joy of (or in) the harvest (preposition used with second noun; possibly a contamination with the verbal idiom $\dot{s} a \bar{m} \bar{e}^{a}{ }^{a}$ b ba to rejoice in) |

Active participles may be construed with a following object (1) as verbs
הַשׁמֵר אֶת־הַתּוֹרָה
or (2) in a construct relationship as nouns
שׁׂמר הַתוֹרָה
As indicated, there is frequently a difference in meaning: as a verb, the reference is real and particular; as a noun, general and non-particular.

The precise meaning of the construct chain is difficult to define. While a rough translation using "of" or the possessive, as in "the king's son," will pa" often suffice, there are many instances where an adjective or prepositional phrase is better:

> ל לוּחַ אֶבֶן a stone tablet
> לוּחַ הָאֶבֶן
> a holy mountain
> כִּלִי מִַּּם a vessel for water

The student should keep in mind the fact that in a construct chain the second noun modifies or restricts the first in some way; from this general rule he may proceed to a correct translation as demanded by the context and by
proper English usage. Slavish adherence to a single translation pattern should be avoided.

## 73. The Form of the Construct Singular.

The construct form of a singular noun (exclusive of feminines in -äh and a few others) may be derived from the absolute by the application of the following rules:
(1) Unstressed $\bar{e}$ and $\bar{a}$ are replaced by $\partial$.
(2) $\bar{a}$ in a final closed syllable is replaced by $a$.
(3) $\bar{e}$ in a final closed syllable usually remains unchanged, but in a small group of words is replaced by $a$.

Below are listed examples of the most frequent noun types:

| Absolute |  | Construct |  | Rule applied |
| :---: | :---: | :---: | :---: | :---: |
| T | yād | די | yad | 2 |
| מֶקוֹם | māqôm | מִקוֹם | тәчóm | 1 |
| נָבִיא | $n a ̄ b \hat{l}$ | נִבִיאׁ | $n \partial h \hat{i}$ | 1 |
| כוֹכַ | kôkāb | כוֹכַׁ | kokab | 2 |
| הֵיכָּ | hêkāl | הֵיכַל | hêkal | 2 |
| מִשְׁפָּט | mişpāt | מִשְּפַט | mišpat | 2 |
| גַגָּ | gannäb | גַנַּ | gannab | 2 |
| דָּרָ | dāāar | דִבַר | dabar | 1 and 2 |
| Tipion | zāqēn | ! | zaqan | 1 and 3 (with change) |
| שֶּט | šōpet | טivo | šō̄̄èt | 3 (without change) |
| לֵבָב | lēbāb | לִבַב | labab | 1 and 2 |
|  | mélek | ¢ֶּלֶך | mélek | none |
| סֵפֶר | séper | סֵפֶר | séper | none (the $\bar{e}$ is stressed) |
| צַxַר | náar | צַַַר | näar | none |

## 74. Vocabulary 16.

Nouns: $\quad$ צֶּ 'ében (pl. -îm) stone (f.)
गדָ dāg (pl. -im) fish [The fem. $d \bar{a} \bar{g} \bar{a} h$ is used as a collective term.]
hַuacsî̀ (no. pl.) half
ים yām (pl. yammîm) sea; note wán wámmāh seaward, westward.
luna ${ }^{a}$ (pl. oot ) tablet lrass.,
מְלָאכָה malā(')kāh occupation, work $\rightarrow$
צוֹף 'óp (coll., no pl.) birds, fowl -

צֶֶ sélem (pl. -im) image, likeness

Verbs: שָׁבַּר saabar to break, smash
 obey.
שָׁ šăbat to cease, rest
 לָ לָָamáh is preferred.]

## Exercises:

(a) Form the construct singular of the following nouns (all according to rule):

| איֵּ | אוֹר | אֶרץ | אִישׁ |
| :---: | :---: | :---: | :---: |
| גִּבּוֹר | גָּמָ | 1גַ | בּ |
| הַר | הֵיכָל | דָּרָ | דֶרֶד |
| חִלוֹם | חן | זָּדָ |  |
| דֶּסֶף | כִּסֵֵ | יוֹם | לֶלִד |
| לֵּחֶם | כִּלִי | כּוֹכָב | כֶּרֶם |
| נָהר | טֶקוֹם | מַלִלָּ7 | טֶלֶךד |
| צִיר | צֶֶּד | סֵֶֶר | נָבִיא |
| צֶרֶב | עָ | צֵץ | עַם |
| קוֹל | פְּרִי | צאן | צֶדֶ |
|  | שֶׁלְחָּ | שּׁפט | רָעָב |

(b) Give orally the Hebrew for the following:

1. a vessel of silver
2. the mountain of the Lord
3. the man's camel
4. the woman's garden
5. the temple of the city
6. the boy's dream
7. the men's silver
8. the servant's voice
9. the light of the stars
10. the child's bread
11. the river of that land
(c) Translate:

| הָיֶץ |
| :---: |
| (2) (2) |
|  |
| (4) צ(4) |
|  |
| שׂפֵט הָעָם |

(7) קוֹל הַנָּבִיא
(8) צֶצֶד הַפַּלֶּדּ הַטוֹב

(10) (רְעַב הַדַּלִּם

(12) וְהַב הַהּכָל הַיָּקר
(d) Translate:

$$
\begin{aligned}
& \text { (4) (4בִּיר הָרָעָה רָאִּינוּ צֶּלֶם גָדוֹל וְלֹא יָּדְצנוּ מִי הוּא. }
\end{aligned}
$$

עוֹף הַשָׁמַּיִּם יָפֶה מִאד.
(e) Write in Hebrew:

1. He crossed the road of the city.
2. Why have you abandoned me to the enemy?
3. Who broke this vessel?
4. He cursed us because we forgot the word of the law.
5. The wicked king took captive the people of Jerusalem.
6. He abandoned me because I sinned against him and did not listen to him.
7. They did not rest until the evening.

## LESSON17

## 75. The Construct Singular: Minor Types.

(a) The two words אָה show a suffixed $-\hat{\imath}$ in the construct, with

(b) All nouns of the patterns and ind show a regular contraction in the construct ( $a y i \rightarrow \hat{e}$ and $\bar{a} w e \rightarrow \hat{o}$ ):

$$
\begin{aligned}
& \text { מָּת máwet môt }
\end{aligned}
$$

(c) The construct form of is commonly proclitic to the following word as ${ }^{-}$בֶּ (with e). A similar form occurs for שֵׁם but is much less frequent.
(d) A few nouns outwardly identical to the type (constr. zaqun) have an unusual construct form; these include

(e) Nouns ending in -eh have construct forms in $-\bar{e} h$. Other changes are in accordance with the rules given:


```
 mahăaneh mahănēh
```

There are quite a few other apparent exceptions to the basic rules given in

Lesson 16. None of these, however, is frequent enough to represent a type; such individual deviations will be noted in the vocabularies when necessary.

## 76. The Construct Singular of Feminine Nouns in -āh.

After the replacement of the ending - $\bar{h} h$ by -at , these nouns normally conform to the rules given in the preceding lesson.

| שָׁנֶה | šănăh | year | constr. | שִׁנַת | šznat | Rule 1 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| עֵצָה | 'ésāh | advice |  | עַצַת | 'ăşat | Rule 1 |
| מַלְכָּה | malkāh | queen |  | ַַלִכַּת | malkat | No further change |
| תֶבוּאָה | tabûāh | produce |  | תֶבוּנַת | tabûat | , |
| תִּפְּלָה | tapillāh | prayer |  | תֶּפְּתַת | $t$ ¢ $\overline{\text { illlat }}$ | , |
| בְּרָּדָה | brāakāh | blessing |  | בִּרִכַת | birkat | Rule 1 and the Rule of Shewa (§5)* |
| נְבֵלָה | nabeèlāh | corpse |  | נִבְלַת | niblat | As above. |

These last two examples should be clear: the reduction of $a$ to $a$ by Rule 1 would have led to *harakat., which, by the Rule of Shewa, becomes birkat.

Two types of variations from the norm are common:
(1) Most trisyllabic nouns beginning with a closed syllable have penultimately stressed construct forms:

(2) Sometimes the expected reduction of $\bar{e}$ or $\bar{a}$ to $\partial$ does not take place. This is by and large unpredictable and will require special note.


Most feminine nouns ending in -at., -et, $-\hat{u} \underline{t}$, -itt , etc., in the absolute are not susceptible to further change in the construct form. Those that are follow the rules. The construct form of אִשָׁה is quite irregular: אֵשֶׁת 'ééset.

## 77. Vocabulary 17.

 barrier by the cosmographers of Genesis)
יַּבָּשָּ labbāsaāh dry ground
אָב 'āb (pl. -ôto father
אָח (pl. irreg. אַחִים 'ahîm) brother

[^5] מַלְכָּה malkāh (pl. -ôt) queen

שֵׁם šēm (pl. -ôt $\underline{t}$ ) name
AdJectives: רִאשׂוֹן rišôn first (fem. רִשׁׂנוֹה rišônāh)




OTHER: シַּלֹפְּנֵי 'al-pəne (prep.) on the surface of, up against //
כֵּ kēn (adv.) thus, so (referring to what has been mentioned)

## Exercises:

(a) Translate:

|  |
| :---: |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |


(b) Give orally the Hebrew for the following:

1. The rich man's field
2. the father of the king
3. the third battle of the year
4. the youngest $(=$ small $)$ brother of the prophet
5. the fifth word of the law
6. the blessing of the Lord
7. the wisdom of the king
8. the first house of the city
9. the firmament of the heavens
10. the image of God
(c) Reading: The Creation
[N.B. Genuine BH narrative requires the use of a verb form we shall not study until Lesson 22. The reading selections of Lessons 17 to 22 should therefore be regarded as simply sequences of isolated sentences, related in meaning but not in syntax.]

 אֶלחֶים בַּיוֹם הָרִאשׁוֹן.




(d) Write in Hebrew:
11. The house of stone did not fall.
12. The joy of the people is in the law of the Lord.
13. Half of the young men fell in the battle that day.
14. I drank the water from a stone vessel and I ate the food which was on a wooden table.
15. I sojourned with the people of that land (for) many years.
16. In the morning he set out toward-the-west.
17. The name of this king is David.
[^6]
## LESSON 18

## 78. The Construct Forms of Plural Nouns in -îm.

In the construct form of nouns having plurals in -îm, this ending is replaced by $-\hat{e}$. Vowel reductions take place as usual in accordance with the rules given in $\S 73$.

Absolute

| ִיִִים | vămîm |
| :---: | :---: |
| בָּנִ | bānîm |
| חִצִ | hisssîm |
| עַמִּם | - ammîm |
| סוּסִים | sûsîm |
| זיתִים | zêtim |
| בִּכוֹרִים | bakôrîm |
| גֶבוּלִים | gabûlîm |
| גְּמַּלִים | gzmallim |
| דִדָּרִים | dobārîm |
| אֲנָשִׁים | 'ănāšîm |
| ְיקִִֵים | zaqēnîm |
| כַּלִים | kēlîm |
| כּוֹכָּים | kôkābiom |
| היכָּלִים | hêkálîm |
| מִשְׂפָּטִים | špāṭîm |
|  | ōhăn |

Construct
Rules applied
1
1
בִּנִּ bənê

חצּי hissê
עַמִּי 'ammê
סוּסֵי sûsê
סִיתּ zêtê
בּכוֹרֶ bokôrê
גּבּוּלִי gabûlê
גְמַלִּי gəmallê
דִדברֵי dibre 1 and rule of a
אַנִשֵׁי
יקִֵי ziqnê 1 and rule of a
כִּלֵי kalê 1
כּוֹכְבֵי kôkabِê 1
הֵיכְלִי hêkalê 1
מִשְְְּׁטי $m i s ̌ p \partial t ̣ e ̂ ~ 1 ~$
כֹדְנֵי kōhănê

Dissyllabic nouns with penultimate stress (the general type mélek) must be singled out for particular attention. Although all these nouns have a common absolute plural pattern, the construct form cannot be obtained by normal rules:
(a) Nouns like construct. The correct vowel must be learned with each word. Following is a list of all words of this group that have been introduced to this point. Hereafter the characteristic vowel of each word will be noted in the vocabularies.

| מִלָכִים | מַלִכיֵ | malke |
| :---: | :---: | :---: |
| טַַרָדים | ַַּבִדִי | 'abdê |
| כִּרִָּים | כַּרַמִי | karmê |
| ילִידים | ַיִיִירי | valdê |
| דִדרָּים | דַדרִכיר | darke |
| אֲבָנִים | אַבְנִירִיר | 'abne |
| נִצָרִים | נַעֵרי | na'ărê |

(b) Nouns like סֵפֶר (with $\hat{e}$ ) have $i$ (sometimes $e$ ):

| סֵפֶר | סְפָּרִים | סִפְרֵי | $s i \bar{p} r e \hat{e}$ |
| :---: | :---: | :---: | :---: |
| שֶׁבֶט | שִׁרָטִים | שִׁבְטי | šibtê |
| צֻדר | עַדַרִים | צדרי | 'edrê |




There are several nouns with irregularities in the plural construct which should be noted here:

| רָאשִים | rāşîm | רָאשֵיֵי | $r a ̄ s \hat{S}^{\text {en }}$ | No reduction |
| :---: | :---: | :---: | :---: | :---: |
| עָרִים | 'ārîm | עָרֵי | 'ārê | No reduction |
| הָרים | hārîm | הָרי | hārê | No reduction |



## 79. The Construct Form of Plural Nouns in -ôt.

The ending -ôt remains in the construct form, which is subject to the same rule (1) of reduction already cited. Here again, if nouns of the types mélek, séper, šôreš (or náar, zéra', 'óraḥ) have plurals in -ôt, the stem vowel cannot be predicted on the basis of rules.

|  | שֵׁם | שֵׁמוֹת | שִׁמוֹת | šzmôt | Rule 1 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| arove: | ליֶ | לִבּוֹת | לִבּוֹת | libbôt |  |
|  | צֶפֶט | נִפָּשוֹת | נַפְּשוֹת | $n a \bar{p} s{ }_{\text {ont }}$ | Unpredictable |
|  | חֶרֵ | חִרָבוֹת | חַרִבוֹת | harbôt | " |


| א\% | אֲרָצוֹת | אַרְצוֹת | 'arsôt | " |
| :---: | :---: | :---: | :---: | :---: |
| אֹרַח |  | אָרְחוֹת | 'orhôt |  |
| מָקוֹם | מִקוֹוֹתוֹת | מִקוֹמוֹת | maqômôt |  |
| בְּרָכָה | בְּרָכוֹת | בִּרְכוֹת | birkôt | 1 and rule of $a$ |
| שָּדֶה | שָׁדוֹת | שִׁדוֹת | ṡodot $\underline{t}$ | 1 |

 vowel as the singular: מַּבְכוֹת but מְבוֹת

## 80. Vocabulary 18.

Nouns: אָדָם 'ādām (1) the proper name Adam; (2) a collective term (no pl.) mankind; (3) a singular noun (no pl.) a man ['ādām characterizes a man as opposed to what is not human, while ' $\hat{l} \check{S}$ is man as opposed to woman or child.]
אֲדָמָה 'ădāmāh earth, ground, soil, landed property [sometimes synonymous with 'éres, which retains more of a geographical or political rather than agricultural sense]
בְּהֵמֶה bzhēmāh (constr. בֶּהַמה behat) (pl. -ôt) beast, animal, often used collectively
רֶמֶש rémes (no pl.) a collective term for all creeping things
זָכָר zākār (pl. -îm) a male
נְקָבָה naqēb̄āh a female
שַׁבָּת

שׁׁבִיצִי
 'ăḥērîm, f. pl. אֲחֵרוֹת 'ăhērôt)
VERBS: יָּר $y$ yāsar to form, fashion $X$
Note: Three words often confused are
(1) חַ hay, an adjective whose forms are given in §22; "alive, living"

+ (2) חַיָּה hayyāh, a noun (pl. -oot), used as a general term for any "living thing or animal."
(3) hayyim, a noun used only in the plural form but with the singular meaning "life, lifetime."


## Exercises:

(a) Translate the following phrases. Make sure that all construct forms are clearly understood.

| (1) | (3) |
| :---: | :---: |
| (2) | (4) בָּתֵּ הָּנִיר |


| (5) |  |
| :---: | :---: |
| (6) | (18) (18) בְּנוֹת הָּרם |
|  |  |
|  | (20) |
| (9) (9) |  |
| (10) |  |
| (11) |  |
|  |  |
| (13) (12) |  |
| (14) (13) |  |
| (15) דִגֵי הַיָּם |  |
| (16) לרוּחוֹת הַתוֹרָה |  |

(b) Give first the plural of each noun; then use the construct plural form in the given phrase.
(1) place, the places of the land
(2) camp, the camps of the enemy
(3) commandment, the commandments of the Lord
(4) river, the rivers of the land
(5) prophet, the prophets of that city
(6) book, the books of the prophets
(7) servant, the servants of the king
(8) city, the cities of the land
(9) tree, the trees of the garden
(10) judge, the judges of the people
(11) father, the fathers of the children
(12) son, the sons of the elders
(c) Reading: The Creation (concluded).








(d) Write in Hebrew:

1. These are the names of the children of the people who came to Jerusalem.
2. He slew the evil sons of the prophet because they had transgressed the laws of the Lord.
3. He gave money to the first woman, but to the other he gave nothing.
4. Have you seen the stars of the heaven which God placed in the firmament?
5. Where are the tablets of stone which the prophet smashed?

6 . The Lord is the salvation of all peoples.

## LESSON 19

## 81. The Independent (Subject) Form of the Personal Pronoun.

| אַנִי | 'ăn | I | אַנַחִנוּ | 'ănáḥnû | we |
| :---: | :---: | :---: | :---: | :---: | :---: |
| אָנִי | 'ānōkַı̂ | I |  |  |  |
| אֵתָּ | 'attāh | you (m. s.) | אֵתֶם | 'attem | you (m. pl.) |
| אַתִ | 'att | you (f. s.) |  | 'atten, 'atténnāh | you (f. pl.) |
| הוּא | $h \hat{u}{ }^{\prime}$ | he, it (m. s.) | הֵם הֵּלָה | hēm, hémmāh | they (m. pl.) |
| הִיא | $h \hat{\imath}$ | she, it (f. s.) | הֵנִּה | hênnāh | they (f. pl.) |

Remarks: Both forms of the 1st pers. sing. pronoun are very frequent, with no clear difference in meaning or range. A rare alternate of the 2 nd
 of אֲאֲחַחְנו. The 2 nd pers. fem. pl. forms are too infrequent to determine preferences; fem. sing. is spelled הִוא, i.e. the masculine form is written but the feminine form is read; the reason for this is obscure. הֵ and are both frequent, but show slightly different distributions: הیם dominates in the Pentateuch, while הֵּמָּה is commoner in Samuel and several of the poetic books.

The independent forms of the personal pronoun are used mainly as the subjects of sentences, and mostly of non-verbal sentences:

$$
\begin{aligned}
& \text { אֲנִי טוֹב I am good. } \\
& \text { אֲנִי הלֵך I I am walking. } \\
& \text { אֲנִי אִישׁ I am a man. } \\
& \text { אֲנִי בַַֹּית I I am in the house. }
\end{aligned}
$$

They may be used in a variety of disjunctive ways and may stand before the verb in a verbal sentence to give emphasis to the subject. This emphasis need not be strong; it may be merely that the discourse has had a shift in subject, which would not entail any special emphasis in the English translation.

## 82. The Interrogative Pronouns.

(a) mî who? Not inflected for number or gender.

מי עָּשָה אֶת-הַדָדבר הַמֶּה Who did this thing?
מִי אַת Who are you?
Whose daughter are you?
To whom did you give the money?
(b) מַּ mah what? Not inflected for number or gender.

The form of this word depends on the beginning of the following word, but in a less consistent way than was the case with the definite article or the conjunction wa-. The following simplified rule will cover most instances met:
(1) Before use māh.
(2) Before עֶ עֶ meh.
(3) Elsewhere, before non-guttural consonants, use mah plus the doubling of the first consonant of the following word.

Any of these forms may be followed by maqqép.
Both מִי and are sometimes followed by a demonstrative pronoun, better left untranslated, as in

What have you done?
מִי זֶה הוּא Who is he?
83. The Prepositions wַ with Pronominal Suffixes.

These four prepositions, among others, take a set of pronominal endings quite different from those already studied.

| $1 \mathrm{c} . \mathrm{s}$. | אֵ 'ēlay | עָ ‘ālay |
| :---: | :---: | :---: |
| 2 m . s. | ארליך 'ēlệka |  |
| $2 \mathrm{f.s}$. | אֵלִידך 'ēláyik |  |
| 3 m . s. | אֵליו 'ēlâw | עָלִיו 'ālâw |
| 3 f . s. | אֵֵ̌יָ 'ēlẹhā |  |
| $1 \mathrm{c} . \mathrm{pl}$. | אֵֵיֵּנוּ 'ēlênû | צָּלָינוּ 'ālênu |
| $2 \mathrm{~m} . \mathrm{pl}$. | אֵליכֵם 'ălêkַem | פַלִיכֵם 'ălêkem |
| $2 \mathrm{f.pl}$. | אֲלִיכֶן 'ălêken | עֲלִיכֶן 'ălêken |
| $3 \mathrm{~m} . \mathrm{pl}$. | אֲלִיהֶם 'ălêhem |  |
| $3 \mathrm{f} . \mathrm{pl}$. | אֲליהֶן | עֲלֵיהֶן 'ălêhen |


| c. s. | תַחתּתֵּ | tahtay | אַחֲרֵר | 'ahăray |
| :---: | :---: | :---: | :---: | :---: |
| 2 m . s. |  | tahtệk $\bar{a}$ | אַחְרִיךָּ | 'ahărệka |
| 2 f . s. | תַּתְּתִּדּ | tahtáyik | אַחְרַיִּך | 'ahăráyik |
| $3 \mathrm{~m} . \mathrm{s}$. | תַּתְתִּתִּ | tahtâw | אַחֲרִרִיוּ | 'ahărâw |
| 3 f . s. | תַחֲתֶּתָּהָּ | tahtệhā | אַחְרֶיָה | 'ahărệhā |
| $1 \mathrm{c} . \mathrm{pl}$. | תַחתּתֵּנוּ | tahtênû | אַחְרֵיֹינוּ | 'ahărênû |
| $2 \mathrm{~m} . \mathrm{pl}$. |  | tahtêkem | אַחֲרִריכֶם | 'ahărêkem |
| $2 \mathrm{f} . \mathrm{pl}$. | תַחִּתֵּכֶן | tahtêken | אַחְרֵיכֶן | 'ahărêken |
| 3 m . pl. |  | tahtêhem | אַחַרִריהֶם | 'aḥărêhem |
| $3 \mathrm{f} . \mathrm{pl}$. |  | tahtêhen | אַחֲרִיהֶן | 'ahărêhen |

## 84. Vocabulary 19.

Nouns: נָָָּש nāhāš (pl. -îm) snake, serpent
צֵּ 'ézer help, assistance
 irregular: צֶּ ṣéla‘
שִׁיר ṣ̂̀r (pl. -îm) song

min máwet death
Adjectives: אָרוּר 'ārûr accursed
נֶחֶמְד neḥmād pleasant
חָּם hākām wise; as noun: a wise man, 60
Verbs: שָׁר

 אַחַר 'ahar

## Exercises:

(a) Translate:

| (1) אַנַחִנוּ הלִִִים הָצִּירָה <br>  לָמָה אַתָה צֵֵּק <br> (4) מָה אַתְ שׁׂתָה וּמָה אַתּתְ אֹכֶלֶת <br>  |
| :---: |
|  |  |
|  |  |
|  |  |
|  |  |


(b) Give orally the Hebrew for the following:

1. What is the name of this man?
2. Who is the son of the rich woman?
3. What did he do on the sixth day?
4. What did he call the dry ground?
5. What did you do yesterday?
6. Did you see him yesterday?
(c) Translate:

$$
\begin{aligned}
& \text { (10) מָה הַמְּשָאכָּיז אֲשֶׁר עֲשִׁיחֶם אֶתְמוֹל. }
\end{aligned}
$$

(d) Write in Hebrew:

1. God made woman from the rib of the man.
2. Who are the enemies of this people?
3. These are the words concerning the life of the great king.
4. He made the fish of the seas and the birds of the heavens.
5. In whose image (lit. in the image of whom) did God fashion man?
6. What did he place in the firmament of the heavens on the fourth day?
(e) Reading: In the Garden of Eden








 Notes to Reading:
7. "suitable for him"
2.3 ... בָּנָה in the sense "to build or make something into something else"
8. "crafty, shrewd"
9. Note the frequent partitive use of מִ: "some of the fruit"

## Lesson 20

## 85. The Noun with Pronominal Suffixes.

Pronominal possession, such as "my book," "his king," etc., is indicated in Hebrew by suffixation of the pronominal element. The forms of the pronoun attached to the singular noun are more or less the same as those used with the prepositions already studied. The major difficulty lies, as usual, in the alterations of the nominal stem rather than in the endings. Here is the paradigm of 0 (horse), the stem of which remains unchanged throughout:

| סוּסִי | sûsî | my horse | סוּלֵנוּ | sûsénû | our horse |
| :---: | :---: | :---: | :---: | :---: | :---: |
| סוּסְדָ | sûszkıā | your (m. s.) horse | סוּסְכֶם | sûszzem | your (m. pl.) horse |
| סוּסֵךך | sûsēk | your (f. s.) horse | סוּסְכן | sûsoken | your (f. pl.) horse |
| סוּטוֹ | sûsô | his horse | סוּסָם | sûsām | their (m. pl.) horse |
| סוּסָה | sûsāh | her horse | סוּסָן | sûsān | their (f. pl.) horse |

Special note should be made of the following points:
(1) The 2 nd pers. fem. sing. and the 1 st pers. com. pl. always have $-\bar{e}-$. Recall that the prepositions are mixed in this regard, with $\bar{a}$ in some cases (bāk, lāk, 'immāk) and $\bar{e}$ in others (mimmēk).
(2) The $\partial$ of of ôsaka should be thought of as properly part of the suffix (ŝ̂s $+\partial_{k} \bar{a}$ ) and not part of the noun stem. On the contrary, the $\partial$ of סוּסְכֶם sûsakem and סוּסְכֶן sûszken should be taken as part of the noun stem (sûsa + kem). The reason for this apparently arbitrary distinction will become clear below.

Let us next look at these same suffixes on a noun like דָּרָ:

| : | dobāari | דִדָרֵנִי | dabārénû |
| :---: | :---: | :---: | :---: |
| דּבָרֶד | dıbārəzāa | דִדבַרֶךְ | dobarkem |
| דִּבָרֵך |  | דִדבַרְּנְ | dobarken |
|  | dabāró | דִבָרָם | dobārām |
| דְבָרָה | dдbārrāh | דִדָרָ | dabāarān |

The shift of the stress from the noun stem to the suffix has produced the same kind of reduction we encountered in the plural and construct forms, namely, $\bar{a}$ and $\bar{e}$ in propretonic (two before the main stress) open syllables are replaced by $\partial$. The 2 nd pers. forms are the only ones that require comment. As suggested above, the $\partial$ of $-\partial k a$ is taken as part of the suffix; this leaves the final stem syllable open ( $\left.d_{\partial}-\underline{b} \bar{a}-r a-k \bar{a}\right)$, and the noun stem before this suffix will accordingly have in most cases the same form as the 1st pers. sing. The endings of the 2 nd pers. pl., however, are -kem and -ken (without a); the final syllable of the noun stem is closed (dz-bar-kem) and the vowel, if possible, is shortened. The noun stem before these two suffixes is most often identical to the construct form. To understand the stem changes, then, the suffixes must be considered as of two kinds: (1) those beginning with a consonant, often called "heavy" (-kem and -ken), and (2) those beginning with a vowel (all the rest), often called "light."

Feminine nouns in - $\bar{a} h$ have $-\bar{a} \underline{t}$ before the light suffixes and -at before the heavy suffixes:

| 8 | tôrātıî my law etc. |
| :---: | :---: |
| תורֶדֵ | tôrātaka |
| תוֹרָתרד | tôrätēk |
| תוּרָּתוֹתוּ | tôrāto |
| תוֹרָתָה | tôrātāh |


| תוֹרָתֵּנו | $n u \hat{1}$ |
| :---: | :---: |
| תוֹרַתִּתֶם | tôratkem |
| תוֹרַתִּתִּ | tôratken |
| תוֹרָּם | tôrātām |
| תוֹרָת | tôrātān |

Nouns with penultimate stress, like mélek and náar, and certain other irregular types will be treated separately in later lessons. The following table includes most of the remaining common types of singular nouns illustrated with light and heavy suffixes. Be sure that the phonetic changes noted in the comments are clear.

Sing. Abs. w. suff. 1 s. w. suff. 2 pl. Comments

1. Monosyllabic nouns:

| Tי | $y \bar{a} d$ | יִידי | $y a ̄ d i ̀$ | ידֶדם | yedkem | Irregular; we expect yadkem. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Vַם | 'am | עִִַּי | 'ammî | עַמְּם | 'ammakem | Cf. pl. stem in 'ammîm. |
| אֵ | 'ēm | ¢ִִֵֵי | 'immı̂ | אִמְּם | 'immakem | Cf. pl. stem in 'immôt. |
| שִׁיר | šîr | שִירִי | $\check{s h i r} \hat{r}$ | שִׁירְםם | širrokem |  |


| אִישׁ | ' l Š | אִישִׁי | 'îšl̂ | אִישׁכְם | 'îšakem |
| :---: | :---: | :---: | :---: | :---: | :---: |
| צִיר | ' $\hat{l} \mathrm{r}$ | צִירי | 'îrî | צִירךם | 'îrakem |
| קוֹל | qôl | קוֹלי | qôlî | קוֹלְּ | qôlakem |
| יוֹם | yom | יוִִֹי | yômî | יוֹמְכם | yômakem |
| רֹש | $r \bar{O}(\bigcirc) \check{S}$ | רֹאשִׁי | $r o ̄(') \check{s} \hat{l}$ | רֹאשֶׁׁם | rō(')šakem |
| סוּס | sûs | סוּסִי | sûsî | סוּסִכם | sûsakem |

2. Nouns with -áyi- and -áwe-:

| báyit | בֵּית | bêtı ${ }^{\text {a }}$ | בֵּתִכֶם | bêtakem | Note -áyi- $\rightarrow$ - ${ }_{\text {el }}$. |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | מוֹתִי | môtı ${ }^{\text {l }}$ | מוֹתִּ | môtzkem | Note -áwe- $\rightarrow$-ô- |

3. Dissyllabic nouns:

|  | 号rakûûŝl | רִכוּשְׁכֶם | rakûšzkem |  |
| :---: | :---: | :---: | :---: | :---: |
|  |  | חִלוֹמְכֶם | hălômakem |  |
| דָּרָ dāāar | don dobārı̂ |  | dobarkem | Propretonic reduction. |
| זָּק zāqēn | ְְקִִִי zaqēn̂̂ | ְיָנְכֶם | zaqankem | Propretonic reduction. |
| נָבִיא $n$ nabbli' | נִבְיאִי $n$ noblîl | נִבִיאִכֶם | nobî'ăk̇em | Propr. red.; ă after gutt. |
| טָקוֹם māqôm | מְקוֹמִי maqômi | מְקוֹמְכֶם | maqômakem | Propr. red. |
| כֹּוֹכָ kôkāb | כֹּוֹכָּ kôkābû |  | kôkabkem | \&rab |
| מִשְפָּט mišpāt | מִשְֶּׁטִי mišpāțî | מִשְַַׁטְכִם | mišpaţkem |  |
| איבֵ | אֹיִבִי | אֹיִבְּקם | 'oyiblkem |  |
| צַדִיק saddîq | צַּדִיִיִי ṣaddîqı̂ | צַדִיקְדֶם | şaddîqokem |  |

4. Feminine nouns in $-\bar{a} h$ :

| שָׁנָה | šānāh | שִׁנָתִי | šənātı | שִׁנַתְכֶם | šanatkem | Propretonic reduction. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| עֵצָה | 'ēṣāh | עֲצָתִי | 'ăṣātı 1 | שָצַתְכם | ‘ăṣatkem | Propretonic reduction. |
| תּוֹרָה | tôrāh | תּוֹרָתִי | tôrātı | תוֹרַתְּם | tôratkem |  |
| בִּינָה | bînāh | בִּינָּתִי | bînātı | בִּנַּנְכֶם | bînatkem |  |
| חֻקָה | ḥuqqāh | חתְּקִי | huqqātıı̂ | חֲקַּתֶּתֶּ | huqqatkem |  |
| גִּבְעָה | gib' ${ }^{\text {c }}$ ¢ $h$ | גִּבְעָּתִי | $g i \underline{b}$ 'at ${ }_{\underline{t} \hat{l}}$ | גּבְּבַתַּתֶם | gib́attkem |  |
| אֲדָהד | 'ăd̄àmāh | אַדְמָתי | 'admàtıî | אַדְמַכְתם | 'admatkem | Propretonic reduction and Rule of Shewa. |
| בּבָּרָה | b $\quad$ āāāh | בִּרְכִיִי | birkātı | ִּרִכַתְכם | birkatkem | Propretonic reduction and Rule of Shewa. |
| עֲבַוֹדָה | ‘ăbôdāh | צַבוֹדָדתִי | 'ăbôdātı ${ }^{\text {a }}$ | עֲבוֹדַתְּם | ‘ăboodatkem |  |
| תִּפְלָה | tapillāh | תִּפְלָּתִית | tapillātı $\hat{\imath}$ |  | tapillatkem |  |

The suffixes attached to the plural noun have the forms given in the preceding lesson for אֶל and When a noun plural ends in -îm, these suffixes replace the plural ending. They should thus be thought of as a fusion of the plural ending and the pronominal element:

| סוּסַי | sûsay | my horses etc. | סוּסֵינוּ | sûsênû |
| :---: | :---: | :---: | :---: | :---: |
| סוּסֶּךָּ | sûsêka |  | סוּסֵיכֶם | sûsêkem |
| סוּסַיִּךָ | sûsáyik |  | סוּסֵיכֶן | sûsêken |
| סוּסָיו | sûsâw |  | סוּסיהֶם | sûsêhem |
| סוּטֶּהָ | sûsệhà |  | סוּסיהֶן | sûsêhen |
| דִבָרֵי | dabāray |  | דִדַרֵינוּ | dobārênu |
| דִדָּרֶיךָ | dobārệka |  | דִדִדִריכֶם | dibrêkem |
| דִבָרַּדִדּ | dдbāaráyik |  | דִבְרֵיכן | dibrêken |
| דִבָרָיוֹ | dobārrâw |  | דִדבִרִיהֶם | dibrêhem |
| דִדָּרֶיהָ | dəb̄ārệhā |  | דִבְרֵיהֶן | dibrêhen |

Note the stress difference when the endings of the 2 nd pers. and 3 rd pers. pl. are added. Here a noun with two changeable vowels will undergo the double reduction met in the plural construct form.

Nouns with plurals in -ôt add these same suffixes, but directly to the plural ending without replacement.

| תוֹרוֹתַתי | tôrôtay my laws etc. | תוֹרוֹתֵתִּנוּ | tôrôtênû |
| :---: | :---: | :---: | :---: |
|  | tôrôtệka | תוֹרוֹתֵיכֶם | tôrôtêkem |
|  | tôrotáayik | תוֹרוֹתֵיכֶן | tôrôtêken |
| תוֹרוֹתָיוּתיד | tôrôtâa | תוֹרוֹתֵיהֶּתֶּ | tôrôtêhem |
| תוֹרוֹתֶּתָּ | tôrôtẹhā | תוֹרוֹתיתֶּתֶן | tôrôtêhen |
| בִּרִכוֹתַּ | birkotay | בִּרְכוֹתֹתִינוּ | birkototênu |
| בִּרְכוֹתֶּךָּ | birkotêt ${ }^{\text {a }}$ a etc. | בִּרְכוֹתֵּתֶּתוּ | birkôtêkem etc. |

The suffix -êhem is occasionally replaced by -ām, as in אֲבְוֹתֵיהֶם for their fathers.

A complete list of noun types, under which all nouns used in this book are classified, will be found in Appendix A. When in doubt about the behavior of a noun stem before the pronominal suffixes the reader should locate the noun in the glossary and refer to the number indicated for the reference list.

The following selection of the most frequent plural types should prove adequate for most purposes:
abs. pl. w. suff. $1 \mathrm{~s} . \quad$ w. suff: $2 \mathrm{~m} . \mathrm{pl}$.

| דָּמִים | dāmîm | דִּמַי | dāmay | דִּמִיכֶם | dдmêkem | blood |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| בָּנִים | bānîm | בָּנַי | bānay | בְּנֵיכֶּ | banêkem | sons |
| ִִָים | yāmîm | ִימַי | yāmay | יִמִיכֶּ | yomêkem | days |
| שָׁנִים | šānîm | שָׁנַי | şānay | שִׁנֵיכֶם | šznêkem | years |


| נָשִׁים | nāşîm | נָשַׁי | nāšay | נְשֵׁיכֶם | našêkem | wives |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| טִַּּם | - ammim | ֵַַַּּ | 'ammay | עַמִּכֶּם | 'ammêkem | peoples |
| חִִִּם | hicsṣim | חִצִּירִי | hisssay | חִצֵּיכֶם | hisssêkem | arrows |
| שִׁירִים | šîrîm | שִׁירַי | šîray | שִׁירֵיכֶם | širrêkem | songs |
| סוּסִים | sûsîm | סוּסַי | sûsay | סוּסֵיכֵּ | sûsêkem | horses |
| עָרִים | 'ārîm | צָּרַי | ‘āray | עָריכֶם | 'ārêkem | cities |
| בֶּתִּם | bāttîm | בָּתּ | bāttay | בָּתֵּרֶם | bāttêklem | houses |
| דִבָּרִים |  | דִבְרַי | dabāray | דִבְרֵיכֶם | dibrêkem | words |
| אֲנָּשִים | 'ănāšîm | אֲנָּשַי | 'ănāšay | אַנְֵׁיכֶּ | 'anšêkem | men |
| ְיקִִִים | zaqénîm | ְזקֵנַי | zaqēnay | וְקִנִיכֶם | ziqnêkem | elders |
| נִבְיאִים | nablîìm | נִבִיאַי | nabî'ay | נִבִיאֵיכֶם | nabî'ékem | prophets |
| מִשְׁפָּטִים | mišpātîm | מִשְָּׂטָי | mišpātay |  | mišpoṭêkem | judgements |
| אִיִִים | 'ōyabim | אֹיְבַי | 'oyabay | אֹיְבֵיכֶם | 'ōyabêkem | enemies |
| בָּנוֹת | bānôt | בִּנוֹתַי | banôtay | בִּנוֹתֵיכֶם | banottêkem | daughters |
| תוֹרוֹת | tôrôt | תוֹרוֹתוֹתִי | tôrôtay | תוֹרוֹתֵיכֵּ | tôrôtêkem | laws |
| מִלְכוֹתוֹת | malākôt | מַלְכוֹתוּתַי | malkotay | מַלְכוֹתֵיכֶּ | malkottêkem | queens |
| גְּבָעוֹת | $g д \underline{b} a{ }^{\text {a }}$ ôt |  | gib'ôtay | גִּבְעוֹתֵיכֶם | gib'ototekem | hills |
| מְִִות | miswoot | ִִצְוֹתַּ | mişwotay | ִִצְוֹתֵיכֶם | miswwôêkem | commandments |
| בְּרָכוֹת | barākôt | בִּרְכוֹתַי | birkotay | בִּרְכוֹתֵיכֶם | birkototêkem | blessings |

Note that -ott plurals have the same stem as the construct plural before all the suffixes, while -im plurals have the construct plural stem only before -kem, -ken, -hem, and -hen.

A noun with a pronominal suffix is definite. Therefore
(1) a modifying adjective has the definite article:

> my strong horse
(2) when it is the direct object of a verb, the preposed ' $e \underline{t}$ is required:

רָאִּתִי אֶת-סוּסוֹ I saw his horse.
But when the noun refers to a part of the body ' $e t$ is frequently omitted:

He put forth (lit. sent) his hand.

## 86. Vocabulary 20.

 outside, outwards; מחחוּץ ? milhûs la- on the outside of
 in the phrase גִּבוֹר a warrior, fighter
מִסְפָּר mispār number, enumeration; צאין מִסְפָּ ל (are) without
number, innumerable; from this idiom מִסְפָּ comes to be used alone in the sense of "numerable," i.e. "few" - e.g. אַנְשֵׁי מִסְפָּ a few men (lit. men of number)
merkābāh (pl. מֶרְכָּבָה ) chariot
סוּס sûs (pl. -im) horse

צָבָא sāābā (constr. צְבָא ; pl. -ôtu) army, host (of soldiers, angels, celestial bodies). Also in the frequent desig-

rinu $\hat{u}^{a} h(p l .-\hat{o} \underline{t})$ breath, wind, spirit (f.)
צוּר $\operatorname{sinu} r$ (pl. -îm) rock, cliff; fig. support, defence
quāhāl assembly, congregation
קִ. qîr (pl. -ôt) wall
Adjectives: חָדָש h hādāš new
חָָּּ hāzāq strong, firm, hard
VERBS: רָכַב rākab to ride, waut

## Exercises:

(a) Translate. Be sure you understand why the stems appear as they do.

|  | 1 |
| :---: | :---: |
|  | 2 |
|  |  |
|  | 4 |
|  | 5 כִּסְאִי כִּסְאוֹר |
| 14 מוֹתִי מוֹתוֹ | 6 |
|  | 7 אוֹרוֹ אוֹרָיו |
|  | 8 אַדְמַתְּם אַדְּתָּם |

(b) Give the Hebrew for the following orally:

1. your (m. s.) people, your tree, your birds
2. your (m. pl.) song, your advice, your (small) cattle
3. my places, my camps, my hunger, my commandments
4. my voice, my law, my messengers, my prophet
5. his firmament, his tablet, his throne, his palace
6. his words, his fish (pl.), his camels, his blessings
7. their (f. pl.) enemies, their warriors, their death
(c) Translate:

> (1) אֵין מִסְפָּר לְחֵיל הָאיֵּב. יֵּשׁ לָהֶם גִּבּוֹרִים כְּמְסְפַּר כּוֹכְבֵי הַשָׁמַיִם. (2) אֵין כָּלֹחָדָשׁ תַּחַת הַשֶׁמֶשׁ.

(d) Write in Hebrew:

1. He took a rib from the man and from it he made a woman.
2. The song which they sang was pleasant and good.
3. The enemy is too strong for our warriors.
4. They slew the beast and ate (from) its flesh.
5. This is a new song about horsemen, chariots, and war.

6 . There is no help for our congregation.
7. The wall of their great city fell.

## LESSON 21

## 87. Stative Verbs.

In addition to verbs like those already studied there is a much smaller group with $\bar{e}$ or $\bar{o}$ in the final stem syllable of the perfect. The majority of these verbs are stative, i.e. they denote the state of the subject rather than describing an action, and are translated in English mainly by adjectives:

כָּבֵד kābēed he is heavy, was heavy, has become heavy
in zāqēn he is old, was old, has become old
There are other verbs of the regular $a$-perfect type which belong to this category on the basis of their meaning and which, to judge from other inflectional forms they exhibit, originally belonged to the stative inflectional category as well, but in the course of time have been assimilated to the dominant $a$-perfect type because their meaning shifted from a purely stative one to an action, such as

קרַT qārab he is (was, has become) near; he approached.
Then too, there are verbs with perfects in $\bar{e}$ which are treated as transitive active, with a direct object, such as

שָׁנֵא śānē he hated.
Formally, there are $\bar{e}$-verbs in the uncomplicated triliteral class (כָּבֵד kābēed), in the class III-Aleph ( ָָלָ māle’ to be full), and in the class of Hollow Verbs (מֵת mét he died); there are $\bar{o}$-verbs in the uncomplicated triliteral class
and in the hollow class ( $u$ ב $b \bar{s} \check{\text { g }}$ he was ashamed). The inflection of these verbs is given below in parallel columns to facilitate comparison. The most frequent type, that of $k \bar{a} b \bar{e} e d$, is given in full as a model. The others are given with conjectured forms in parentheses since not all the forms are attested in BH .


Because of their non-action meaning stative verbs rarely appear in a participial form like כֹתב. There is often an adjective associated with each of these verbs, frequently identical in stem form to the 3rd pers. masc. sing. of the perfect, with which it can be easily confused.

Verb
כָּבֵ käbeed to be heavy
Tָּ zāqēn to be old
רָעֵב $r a \bar{a} \bar{e} \underline{b}$ to be hungry
טָהֵר tāhēr to be pure
קרקר $q a \bar{r} a \underline{b}$ to be near

## Adjective

kāābēd heavy
্ָָ zāqēn old
רֵֵָ $r a ̄ a b$ heangry
טָהר tāhôr pure
קרָּ $q$ qārēb approaching; $q$ ārôb near


Only in the masc. sing. is there any formal ambiguity. An isolated sentence such as

## זָקָן הָאִישׁ

may be translated verbally, "The man grew old (was old, has become old)," or adjectivally, "The man (is.) old." But when the subject is feminine or plural, the distinction is clear:

$$
\begin{aligned}
& \text { (יֶקנִים הָאָנָׁטִּם (adjectival) The men are old. }
\end{aligned}
$$

There is no ambiguity, of course, when the verbal and adjectival stems are different in form.

Both verbs and adjectives may, because of their meaning, be construed with $\boldsymbol{\text { phen }}$ in a comparative sense:

The man became more important than I.
Stative verbs from geminate roots (cf. §68) are inflected as follows in the third person:

| 0 |
| :---: |
|  |  |

The remainder of the inflection is like that of סָבָ.

## 88. The Nouns

These three nouns are similar in having $-\hat{\imath}$ in the construct singular and before suffixes. Note also the variant form of the suffixes:

| $\begin{array}{lr} \text { אָּבִי } & \text { abs. } \\ \text { constr. } \end{array}$ | 'āb 'ab $b \hat{l}$ | אָחִי | $\begin{aligned} & \text { 'āh b } \\ & \text { 'alhîl } \end{aligned}$ | פֶַּּה | peh <br> $p \hat{\imath}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| אָבִי | 'ābû | אָחִי | 'āĥ̀ | פִִי | $p \hat{\imath}$ |
|  | 'ābîka | אָּרִיָּ | 'āhîk̄a | פִּךָ | pîkà |
| אָּדּך | 'ābik | אִָֹידּ | 'āhîk | פִּךָ | pîk |
| אָּנִיהוּ | 'ābîhu | אָּזֵיהוּ | 'āhîhû | ¢ִִּהוּ | pîhû |
| אָּדֵיו | 'ābiow | אָחִיו | 'ăhîw | פִּיו | pîw |
| אַָּּדָ | 'äbîhà | אָּזִיָּ | 'āhîhā | פִּדָ | pîhā |
| אִִָּינוּ | 'äbînu | אָזִינוּ | 'āhînû | פִּינוּ | pînû |


| אֲבִיכֶם | 'ăbiľkem | אֲחִיכֶם | 'ăhîkem | פִּּכֶם | pîkem |
| :---: | :---: | :---: | :---: | :---: | :---: |
| אֲבִיכֶן | 'ăbîken | אֲחִיכֶן | 'ăhîken | פִּיכֶן | pîken |
| אֲבִיהֶם | 'ăbîhem | אֲחִיהֶם | 'ăhîhem | פּיֶֶם | pîhem |
| אֲבִיהֵן | 'ăbîhen | אֲחִיהֶן | 'ăhîhen | פִּיהֶן | pîhen |

The plural forms of $\underset{\sim}{\text { אTe }}$ are noteworthy:

| abs. constr | אַחִים | 'ahim | אַחֵ | 'ahay | אֵחֵינוּ | 'ahênû |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | אֲחֵי | 'ăhê | אַחֵּךָּ | 'ahệka | אֲחֵיכֶם | 'ăhêkem |
|  |  |  |  | 'aháyik | אֲחֵיכֶן | 'ăhêken |
|  |  |  | אֶחָיוּ | 'ehâw | אֲחֵיהֶם | 'ăhêhem |
|  |  |  | אַחֵּדָ | 'ahệhā | אֲחֵיהֶן | 'ăhêhen |

## 89. Vocabulary 21.

Nouns: פֶּה peh (pl. rare) mouth. Note the prepositional phrases
 to, according to." These may be used as conjunctions with שֶּ שֶּ "unanimity"
יָּ $y$ יָה
דָד $\operatorname{T}$ dām (pl. -îm) blood
כָּבוֹד kābôod glory, honor, wealth מִנְחָה $m$ כְה
מכּרֶ kābed to be heavy, impor


## Exercises:

(a) Translate and identify each of the following sentences as verbal or nonverbal. Which are ambiguous?

| (1) (1) | (7) |
| :---: | :---: |
|  |  |
|  | (9) |
| (4) |  |
| (5) (5) |  |
| (6) |  |
| (1) | (5) |
|  |  |
| (3) |  |
|  | (8) (8) |

(c) Give the Hebrew for the following orally:

1. the law of our fathers
2. the year of the death of our brother
3. The sky is full of clouds.
4. The field was full of chariots and horsemen.
5. The new vessel is full of water.
6. They were ashamed.
7. The heavens are in his hand.
(d) Write in Hebrew:
8. They served the just king many years.
9. The shepherd became angry because the men had killed his brother.
10. We have observed the law which you gave to our fathers and we have not transgressed the commandments which are therein.
11. The man's hand was full of blood.
12. The army sat outside the city, and inside the city the people cried out: "We are (as) dead (men)."
13. This matter is too serious for us.
(e) Reading: Cain and Abel.








אָמַר קַיִן אֶל יהוה: עֲוֹנִיז גָדוֹל מִלִִֶּּי.

Notes to the Reading.
1 in a sexual sense
2 "(he) brought"
3 supply "as"
4 "from the first-born of"
5 pl. by attraction to דָּמֵיל ; the real subject is.
6 repetition for emphasis: "and as for you, you are cursed (or banned)" 7 "my guilt"

## LESSON 22

## 90. The Imperfect.

We come now to the second main inflection of the Hebrew verb, the imperfect. The imperfect, in contrast to the perfect, is primarily a prefixal conjugation, although suffixal elements are also present.


Note that the reduction of the stem vowel from $\bar{o}$ to $\partial$ is regular before a suffixal element consisting of a vowel. In the plural there is a formal difference in the 3 rd pers. pl. (contrast the perfect) between the two genders, but the fem. pl. of the 3 rd and 2 nd persons are formally the same.

We shall see that in the study of the imperfect it is necessary to make

[^7]more subdivisions among the root types than was necessary with the perfect. For example, verbs with $\boldsymbol{J}, \boldsymbol{\kappa}$, or ${ }^{\text {• in first root position have forms which }}$ diverge considerably from those just given for the sound triliteral verb. Verbs introduced thus far in the vocabularies and inflected exactly like כַתבּ are the following:

|  | yizkor. | to remember |  | yilkōd to capture |
| :---: | :---: | :---: | :---: | :---: |
| יִכְרת כָּרַת | yikrōt | to cut |  | yiqbōṣ to gather |
| ישׁׁבּרֹרֹר שָּרַר | yisshōr | to break | יִשִּבּת שָּבֵת | yišhōt to cease |
|  | yišmōr | to observe | יִכְּב כָּתַב | liktōb to write |

## 91. The Meaning of the Imperfect.

(a) Future: יִכְתּב he will write
(b) Habitual or customary action: יִּתּב he writes (as a matter of custom), he used to write (as a matter of custom), or he will write (idem). In this usage tense is not explicit and must be gained from the context in which the verb occurs.
(c) Modal: the imperfect must frequently be translated in one of several modally modified ways, using the English equivalents "may, might, would, could, can, should." Precise directions for this translation are virtually impossible to give, since it is conditioned by the entire syntactic structure in which the verb is imbedded (conditional clause, final clause, etc.). The most important of these syntactic patterns will be considered in later lessons. In an isolated sentence the future or habitual translation is more appropriate.

With the exception of the future usage, where the action described may be quite specific, the imperfect is otherwise used to described action conceived by the speaker as general, non-specific, habitual, potential, or to some degree probable. It is not entirely accurate, however, to describe such action as incomplete or unfinished, as is often done (hence the name imperfect for the form).

The imperfect is negated with לז :
לֹא יִכְּתב he will not write, does not write, was not accustomed to write, wouldn't write etc.

In poetry the negative אַלֹ is also found: אַל יִכְּב.

## 92. The Dual.

Nouns denoting objects which naturally occur in pairs are frequently used in a dual form, the endings of which are -áyim, constr. - $\hat{e}$. When suffixes are added to the dual, the resulting form is the same as that of the -im plurals: e.g. in the dual, with a sampling of suffixed forms.

Sing.
Dual Abs. Constr. With Suffixes:

| T | דָדיִם |  |  | hand (f.) |
| :---: | :---: | :---: | :---: | :---: |
| רֶגֶל | רַגְלִיִים | רַגִלִיִי | רַגְלִיכֶם רַגְלֶךָ רַגְּלִי | foot (f.) |
| ] | מִתֵנַּם | מֶתְנִי |  | loins (m.) |
| צָּיֶן | צֵינַיִם | צֵינֵי | עֵינָיו | eye (f.) |
| - | אָזָּנִים | אָּנְנִ | אָאָנָיו | ear (f.) |
| כָּנָך | כִּנְלַּם | כַּנְפִי |  | wing (f.) |
| קֶרֶן |  | קִרְנֵ | קִרָניי/ קרְנָיו | horn (f.) |
| שֵׁ | שִׁנַּ10ם | שִׁנִי |  | teeth (f.) (two rows) |

Also the following expressions of time and measurement:

| יוֹxַx | two days (יום) |  |
| :---: | :---: | :---: |
| שִינָּתַּם | two years (שָינָה) |  |
|  |  |  |
| פַyַx | twice ( |  |

Adjectives modifying the dual are found in the plural:
(two) strong hands (rem. דָּדָּם חִזְקוֹת

## 93. Vocabulary 22.

Nouns: אָאָּ
בְּרַגְלֵי
"belonging to, in the following of"
קֹבֶר qéber (pl. -îm) grave, sepulchre


מצִרְִׂם miṣráyim Egypt; מִצְרַיְמָה miṣráymāh to Egypt.

מַכַר mākar (imperf.יִמְּרֹ) to sell
שָׁרַף sàrap̄ (imperf. יָשׁרף) to burn



## Exercise:

(a) Translate:

|  | (6) |
| :---: | :---: |
|  |  |
|  |  |
| (4) (3) | (9) (9) |
|  | (10) יִשְרֹף אֹתָה |

(b) Give the Hebrew for the following orally:

1. My (two) ears have heard.
2. Your (m. s.) (two) eyes have seen.
3. He put forth ( $=$ sent) his (two) hands.
4. Her (two) eyes are beautiful.
5. I placed them under my (two) feet.
6. The people who belong to him (lit. are in his feet) are standing.
(c) Translate:
(d) Write in Hebrew:
7. He will break them like a vessel.
8. I shall remember your (m. s.) commandments all the days of my life.
9. They will bury their father in the grave of his fathers.
10. What do my brothers require of $(=$ from $)$ me?
11. The evil sons did not (customarily) remember the words of their old father.
12. Will our enemies capture the city and its people?

## LESSON 23

## 94. Imperfect in a.

 consonant in second or third root position, have $a$ instead of $\bar{o}$ in the stem of the imperfect.

| יִכְבַּד | yikbad | רישְַׁע | yišma* | יִבְּרַר | yibhar |
| :---: | :---: | :---: | :---: | :---: | :---: |
| תִּכִבַּד | tikbad | תִּשִׁמַע | tišma | תִּבִּרַר | tibhar |
| תִּתְבַּד | tikbad | תִּשִׁמַע | tišma' | תִּבְּרֵר | tibhar |
|  | tikbodil | תִּשְׁמִִִי | tišma'î | תִּבְּחִרִיר | tibuhărı̂ |
| אכֶבְּד | 'ekbad | אֶשְמַע | 'ešma' | אֶבְחֵר | 'ebhar |
| יִבְּבְדּ | yikbodu | יִשְׁמְעִוּ | yišma' $\hat{u}$ | יִבְחִרִוּ | yibhărû |
| תִּבְַּּדִדָּ | tikbádnāh |  | tišmá nāh | תִבְחֵרַנְתָּ | tibhhárnāh |
| תִּתְּבְּדוּ | tikb $\partial$ du | תִּשְׁמִוֹתוּ | tišma' $\hat{u}$ |  | tibhăru |
| תִּרְַּּדִדָּ | tikbádnāh |  | tišmá nāh | תִּתְּרַרַנָה | tibhạárnāh |
| נִכְבֵּד | nikbad | ִִשִׁמַע | nišma' | נִבְחֵר | nibhar |

A small group of verbs, exactly like $\underset{\text { פָתַב in the perfect, and which are neither }}{\text { in }}$ stative nor with guttural root consonants, are nevertheless inflected with $a$ in the imperfect. The most important of these are:

| + | saăkab | יִשׁכַּב | yiškab | to lie down |
| :---: | :---: | :---: | :---: | :---: |
| לָמַד | lāmad | יִילֵּד | yilmad | to learn |
| רָכַב | rākab | ירִכַּביִ | yirkab | to ride |

## 95. Verbs III-Aleph: the Imperfect.

As in the perfect, the quiescence of $\boldsymbol{x}$ at the end of a syllable has led to the lengthening of the stem vowel:

| יִיקרא | viqrä | יִיקרִאוּ | yiqra' $\hat{u}$ |
| :---: | :---: | :---: | :---: |
| תִּקִקרא | tiqrä | תִּקְרֶארדה | tiqré(')nāh |
| תִּקִקרא | tiqrä | תִּקְתִאוּ | tiqra' $\hat{u}$ |
| תִּקְרִיאי | tiqra'î | תִּקְרֵאנה | tiqré(')nāh |
| אֶקרָא | 'eqrā' | נִקִרָא | niqrä' |

## 96. The Nouns and añ and

These two nouns are similar in the singular before suffixes in that the stem vowel is reduced to $\partial$ :

| בְּנִי | bonı̂ |  | banénû | שִׁמִי | šzmı̂ | שִׁמֵנוּ | šzménû |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| בִּנְךָ | binka | בִּנְכֶם] | binkem] | שִׁקְךָ | šimkā | שִׁמְכֶם | šimkem |
| בּנִּדּ | banek | בִּנְכֶן [ | binken] | שִׁמֵךך | šzmēk | שִׁמִכן | šimken] |
| בּנִוֹ | banó | בִּנְם] | hənām] | שׁׁמוֹ | šamô | שְמָם | šamām |
| בְּנָּ | bənāh | [בְּנָ | bənān] | שִׁמָה | šzmāh | [שִׁמָּ | šamān] |

Remember that the plural of בָּנִים is and that of שָּמוֹת is in שֵּם . There is no irregularity in these plural forms before the pronominal suffixes.
97. Vocabulary 23.

Nouns: רִכוּשוּש rakûšs moveable property
שכּנַנְנִי kəna'ănı Canaanite (adj. or noun)






Adverbs: $\underset{\sim}{\text { אָ }}$ ' $\bar{a} z$ then, at that time
מִשָׁם $m i s ̌ s ̌ a ̄ m=$ שִׁם
אָאָּ 'ánāh whither? to what place?
מֵאֵין méáyin from where? whence?
Proper Names in the Reading:

[^8]Téraḥ the father of Abraham

חָרָ Härān (1) a son of Terah
(2) a city in northern Mesopotamia

שָּרַי Śäray an alternate form of $\dot{\text { שָׁרָה }}$ Sārāah, the wife of Abraham
Lot Abram's nephew
כְּנַעַן Kənáan Canaan, a designation of the area later comprising Palestine and Phoenicia.
 Bêtréēl Bethel, a city about 15 m . north of Jerusalem

## Exercises:

(a) Translate:

| (1) (1) |  |
| :---: | :---: |
|  |  |
|  |  |
| (4) (4) | (9) (9) |
| (5) יִבְחִרוּ לָהֶם בֶּלְּלֶך |  |

(b) Give the Hebrew for the following orally:

1. our sons and our daughters
2. our little brother
3. our names
4. our father and our brother
5. our army and our horsemen
6. our congregation and our people
7. our blood
8. our offering; our offerings
(c) Translate:

$$
\begin{aligned}
& \text { (3) טוֹב הָאִישׁ אֲשֶׁר יִבְטַח בְּשֵּשֵּם יהוה. }
\end{aligned}
$$

$$
\begin{aligned}
& \text { (10) אֶבְחַר מִכֶּם אִּשׁׁ לִי לְנָבִיא. }
\end{aligned}
$$

(d) Write in Hebrew:

1. His enemies will not find him in Egypt.
2. He will create a new heaven (m. pl.) and a new earth.
3. We have seen that his hands are strong and we know that our deliverance is in him.
4. His brothers went in-the-following-of the wicked king.
5. Our eyes have seen the glory of the Lord.
6. The stars of heaven were without number.
7. The heavens were filled with a great light.
(e) Reading: Abraham







Notes to the Reading:
8. "to go"
9. The directive $-\bar{a} h$ may, as here, appear on the first member of a construct chain: "toward the land of Canaan."
10. "your progeny"
11. See $\S 58$
12. קרָא "to call on the name of"

## $\operatorname{LESSON} 24$

## 98. The Narrative Sequences.

Peculiar to Hebrew among the Semitic languages, the narrative sequences, as we shall call them, involve a complementary use of the two verbal conjugations, the perfect and the imperfect. The translation values given for the perfect ( $\$ 44$ ) and imperfect ( $\$ 91$ ) are in no way altered by the following discussion as long as the verb in question does not stand in one of the sequences we shall describe.
(a) The Perfect + Imperfect sequence is used mainly for past tense narration and is extremely common throughout the OT. The mark of this sequence is a special form of the conjunction, $w a+$ doubling, joining the verbs in the sequence. Such sequences may continue for dozens of clauses, each of which, if it is a part of the main narrative, begins with the verb in the imperfect with the conjunction prefixed:
.... The man arose and sought...
... עָמַד ויֵּקורָ He stood and called...
The subject need not be the same in each clause:
He sat down near the temple and the people ַַיְשַׁמַע אֶל־קוֹלָם... called to him and he hearkened unto their voice...

The form of the conjunction is illustrated by


All past tense narrative in which each verb is temporally or logically consequent upon the preceding verb employs this sequence. The imperfects so used take on the tense value of the perfect and are said to be converted. The "perfect" value of the form $w a+$ imperfect became so commonplace that it may be employed even without a perfect to begin the sequence:

וַיִכְתּב הָאִישׁ אֶת־הַדְבָרִים (And) The man wrote the words.
The conjunction used in the narrative sequences is called the waw-conversive or the waw-consecutive, after its function.

Because every Hebrew narrative, then, contains a series of clauses beginning with "and" plus a verb, it is obviously impossible to translate literally and have acceptable English. The student should make generous use of subordinating constructions, such as adverbial clauses and participial modifiers, in his English translation, taking care only to preserve the proper logical or temporal sequence of the Hebrew.
(b) The Imperfect + Perfect sequence is used with all the meanings of the imperfect, whether future or habitual/durative. The conjunction before the perfect is normal and pointed according to the regular rules given in $\S 46$.

יִמְצָא אֹתוֹ וְנָתַן לוֹ אֶת־הבּכֶּסֶףף He will find him and give him the money.
 אֶת-הָָּם

If the first imperfect is used in the habitual sense, this is carried through the sequence:

יֶקרָא אֶל-הַנָּבִיא וְאָמַר: He used to call to the prophet and say:
Note that when a negative clause is inserted in the sequence, the verb is no longer first. The verb of the negative clause is then in its normal, nonconverted form:

הָּלְכוּ וַיְקרְאוּ אֵלָיו וְלא שָׁמַע They went and called to him but he did not hear. After such an interruption the original sequence may be resumed by reverting to the converted forms. This and other complications will be dealt with below.

In the converted perfect the stress is usually shifted to the final syllable in the 1 st pers. sing. and the 2 nd pers. masc. sing.:

| וְכָתָּ | wakátabat | and I shall write |
| :---: | :---: | :---: |
| וֹכָתַבְּתָּ | wakātabláá | and you shall write |

Pointing (vocalization) is unaffected by this shift in stress, which does not take place in all instances, especially the corresponding forms of verbs III-Aleph and III-Hé.

## 99. The Segholates.

Nouns with penultimate stress, like ֶֶּ because of the presence of the vowel seghol $(e)$ in one or both syllables. These nouns revert to an original one-syllable stem in the singular when a suffix is added: מַלְכִּ malkî my king. The vowel of the suffixal form, in this instance $a$, is the characteristic vowel of the word and also occurs in the construct plural. The four main types of segholate nouns are represented by
Absolute Construct w. suff. pl. Abs./Constr. Pl. w. suff.

| (a) (a) | ¢ֶּלֶדּ | מַלִּכּי | מְלָכים | מְלְכַּ | king |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | מַלִּכְּדָ | מַלִכי | מַלְֵֵּהֶם |  |
|  |  | מַּלִכְּכּם |  |  |  |
| (b) קֶּרֶ | שֶּרֶ |  | קִבָּרים |  | grave |
|  |  | קִבְרִד |  | קִבְרֵּכֶם |  |
|  |  | קִקִדִרֶם |  |  |  |
| (c) | סֵפֶר | סִסְרִירִ | סְפָּרִים | סְספְרַי | book |
|  |  | סִפִרְךָ | סִפְרֵ | סִפְרירֶם |  |
|  |  | סִסְִִכְם |  |  |  |
| (d) | קדֶׁט |  | קִדישׁים |  | holiness |
|  |  | קדְדשְד |  | זידְשֵיכֶם |  |
|  |  | קָדִשְֶׁם |  |  |  |

Nouns with $\bar{e}$ have a characteristic $i$; those in $\bar{o}$ have $o$. But those with $e$ may have either $a$ or $i$, which must accordingly be learned with each noun. Of the nouns of this type which have occurred thus far all have a characteristic $a$
 which have $i$ (צִדְקי ,קִדְרִיר).

## 100. Remarks on Some Prepositions.

(a) The noun פָּנִים (face), found only in the plural (with sing. meaning) forms a part of several important prepositions:

| לִפְנֵ | lip̄ne | in the presence of, before |
| :---: | :---: | :---: |
| מִפְּנִי | mippənê | from the presence of, from before, because of |
| ִִלִלְּנִי | millip̄ne ${ }^{\text {' }}$ |  |
| עַל־ַפְּנִי | 'al-pənê | on the surface of, up against |

When suffixes are added the noun behaves normally (cf. the plural with suffixes):


(b) Many prepositions, like the preceding, are compounded from a simple preposition plus a noun. Suffixes are attached according to the rule applying to the noun type in question, e.g.

(c) Even the simple prepositions may be compounded with one another for greater clarity. Most of these are self-explanatory:


## 101. Vocabulary 24.

 within
חֶסֶד hésed (w. suff. חַסְדִד ; pl. -îm) kindness; a proper act
מִדְבָּר midbār (no pl.) wilderness, desert; land for grazing, not necessarily uninhabited, but away from the larger urban centers
פָּנִים pānîm (pl. only) face
מַרְאֶה mar'eh appearance
מִצְרִית
מִקְנֶה miqneh cattle, property
חֲמוֹר hămôr (pl. -îm) donkey, he-ass
אָתוֹן 'ātôn (pl. -oot) donkey, she-ass (f.)
מַגַּפָה maggép $\bar{a} h(\mathrm{pl} .-\hat{t} \underline{t})$ stroke, plague, affliction
הַ\{ֶּגבָּה ; négeb the Negev, the southern part of Palestine toward the Negev
אָחוֹת 'āhôol (pl. abs. not attested) sister
כֹּהֵ kōhēn (pl. -îm) priest
VErbs: נָגָ $\quad n \bar{a} \bar{g} a \bar{p}$ to strike, plague, afflict // Ni, to be diall
OTHER: לְצַּעַּ lamáan (conj.) so that, in order that ( + the imperfect)
בַּשַבּוּר ba ăbûur (prep.) for the sake of, because of
עַלֹדְבַר 'al-dabar (prep.) for the sake of, because of
<<27 biğlal (perp.) becaure of

## Exercises:

(a) Translate:



```
    (5)
```



```
                                    (7)
```



```
(9) (9)
```




```
                                    (12)(12)
    (13)(13)
```


(b) Give the Hebrew for the following orally:

1. his book, his books
2. his money, his gold
3. his ear, his foot
4. his way, his ways
5. his enemy, his judges

Repeat the preceding with "her" for "his."
(c) Translate:

|  |
| :---: |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

(d) Write in Hebrew:

1. She became angry and smashed all the vessels which were in the house.
2. He went outside the city to the fields and sought his brothers there and he found them near the river.
3. You have not observed the treaty which you made with us.
4. We are fasting that God may hear our words and give (seq. with "hear") us deliverance from the enemy.
5. He will capture the nations with a strong hand and the wise men of the earth will come in order to hear his words.
(e) Reading: Abraham in Egypt








 כָּבֵד מְאֹד בַּמְּקְנֶה בַּנֶּסֶףף וּבַָּּהָב.

Notes to the Reading:

1. Note the adj. in construct with a specifying noun: "beautiful in appearance."
2. "They will see". Note the beginning of an imperfect sequence.
3. "Say" (imperative)
4. "it will go well for me"
5. Note the use, very frequent in Semitic, of a cognate object, "to strike a striking." It is best to translate: "struck the Pharaoh with great plagues"
6. "and he expelled"

## LESSON 25

## 102. The Imperative.

The basic stem of the Imperative is always closely related to that of the imperfect and can be deduced from it.

Imperfect Imperative

| יִכְּ | $y i \underline{k} t \overline{\underline{b}}$ | כִּתֹב | $k a t \bar{o} \underline{b}$ | oag, totub |
| :---: | :---: | :---: | :---: | :---: |
| יִשִׁכַּב | yiškab | שׁׁכַב | šzkab |  |
| יִשְׁמַ | yišma' | שׁׁמַע | šəma' |  |
| יִבְרַר, | yibhar | בְּרַר | bohar |  |
| יִיקרא, | yiqra' | קרָא | $q a r a \bar{~}$ |  |

The endings of the imperative are the same as those on the second person forms of the imperfect:

SING. PLURAL

| masc. | - | $-\hat{u}$ |
| :--- | :--- | :--- |
| fem. | $-\hat{\imath}$ | $-n \bar{a} h$ |

But when $-\hat{\imath}$ and $-\hat{u}$ are added to the stem, it is altered as follows:

| $k 刀 t \bar{o} b \underline{b}$ | כִּתְבִי | kitub $\hat{\imath}$ | כִּתְבוּ | $k i \underline{t} \underline{\underline{u}}$ | כִּתֹבְנָה | kgtóóbnāh |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | שִׁכְִִּי | šikbbi | שִׁכְּ1 | šik $\underline{1} \hat{u}$ | שׁׁכַּבְנָּ | šakábnāh |
|  | שִׁמִִִי | šim' ${ }^{\text {l }}$ | שִׁמִעוּ | šim' $\hat{u}$ | שַַׁׁעִנָּ | šzmá nāh |
| בְּחֲר bohar | בַּחִרִר | bahărî(!) | בַּחִרִוּ | bahăr $\hat{u}(!)$ | בְּלַרְנָּ | bohárnāh |
| קִרָא, qarā' | קִרְֵי | qir' ${ }^{\text {l }}$ | קִרֵאוּ | qir' $\hat{u}$ | קררֶאנָה | qaré(')nāh(!) |

The suffix -āh occurs frequently on the masc. sing. imperative with no striking modification of meaning. The stem usually appears with $o$ before this suffix:
כָּתְבָה kotgāāh write! (m. s.)
but verbs with $a$-imperfects often have $i$, as in שִׁכְבָה lie down; שְִלחה ; The negative of the imperative is
(a) $\boldsymbol{\sim}$ + imperfect: for immediate, specific commands, such as "Don't go!" "Don't wait!" etc.
(b) + imperfect: for durative, non-specific: "you shall not do such-and-such (ever)."

The particle may follow any imperative form, as in
קְרָא נָא שִׁמְצִי נָא שְׁלַח נָא

It is frequently joined with maqq $\bar{e} \bar{p}$, which means that the verb surrenders its primary stress to the particle. The pattern of שְׁמֹר נָא with maqqe $\bar{p} \bar{p}$ is

$$
\text { שְׁמָר־נָא } \text { šamor-nā’ }
$$

נָא may also be added to the negative imperative:

> אַל־נָא תִשְלַח Do not send!

This particle may be translated as "please", "I pray," or the like, but is most often best ignored.

## 103. Verbs I-guttural: Imperfect and Imperative.

The two basic types of imperfect for this class are represented by


Verbs with $\bar{o}$-imperfects have $a$ in the prefixal element (except in lst pers. sing.); those with $a$-imperfects have $e$. The imperfect in each of these main types has developed a secondary vowel after (under) the guttural root consonant. In inflection the Rule of Shewa must apply: thus, expected יצְמְדוּ ya'ămadu becomes יַַמְדוּ ya'amd̂u (note retention of $\underline{d}$ ), and similarly elsewhere:

| יַּעְמד | ya'ămōd | יַV1 | ya'amdu | ? | ehězaq | יֶ | a |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| תַעַ | ămōd | תַתְמַֹדְנָה | ta'ămódna | תֶחֶוּ | hĕzaq |  | tehĕzáqnāh |
| תַּעַמֹד | ōd | תַַַּּמְדוּ | ' amdû | תֶּתֶּ | tehězaq | תֶחֶזְקוּ | tehezqu |
| תַ | ta amdil | תַתְמַּדְנָה | 'ămốdn | תֶּחֶזְיִי | tehezqı̂ |  | tehězáqn |
| אֶעֵמֶד | 'e'ĕmōol | נַנְמַד | na'ămōd | אֶחֵקִ | 'ehězaq |  | nehězaq |

The inflection of the imperative offers no special problems:

| シַ | ‘ăb | עִ | ＇ibdâ | עִ | ＇ib | עַּבדִנָה | 析 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| חַTR | hăzaq |  | hizqı̂ | חִוְקוּ | hizqû | חַוֹקְקָה | ḥăzáqnāh |

There are several verbs where no secondary vowel is present．The inflection， except for the vowel of the preformative，follows the regular pattern of יכְּב or יִכְבַּד E．g．

יַחְשׂב yaḥšōb he will reckon tehdar you will honor יַחִשִׁבוּ yaȟ̌̌дb $\hat{u}$ they will reckon

The verb חָָא，both I－gutt．and III－Aleph，combines the features of each type：

| יֵ： | yeheet ${ }_{\text {a }}{ }^{\text {a }}$ | יֶחֶטאוּ yehett＇$\hat{u}$ |
| :---: | :---: | :---: |
| תֶחֵטאֵ | tehĕṭa＇ | תֶחֶטֶאנָה tehĕtéé＇）nāh |
| תחטֵא | tehět ${ }^{\text {a }}$ | תֵתחטֵוֹ |
| תֶחֶטְאִי | tehe：${ }^{\text {ch }}$ | 的 tehẹṭé（＇）nāh |
| אֵטֵא | ＇ehèțà＇ | נֵחטֵא nehehță ${ }^{\prime}$ |

## 104．The Segholates（cont．）

The main types of segholates are slightly modified when gutturals occur in the root．
（a）Guttural in first position：only the type סֵפֶר is affected；the characteristic vowel is $e$ instead of $i$ ：

| צֵּדֶר | צֵּדֶר | צֶדְרִי | עֲדָדִים | עֲדָדרי |
| :---: | :---: | :---: | :---: | :---: |
|  |  | צֶדְרִד | עֶדרִי |  |
|  |  | צֶדרְרֶם |  |  |

（b）Guttural in second root position：

| צַעַר | נַעַר | נַעֲרִי | נִעָרִים | young man |
| :---: | :---: | :---: | :---: | :---: |
|  |  | נַעַרִךָ | צַּרֶם נַעְרֵי |  |
| － |  | נַעַרֶּם |  | form |
|  | \％ | תָּאָרִירי | no pl．attested |  |
|  |  | תָּאָרֶך |  |  |
|  |  | תָּאָרֶרֶם |  |  |

Note especially the forms before the heavy suffixes and $-k \bar{a}$ ．
（c）Guttural in third root position：

| ¢ָרַע | זֶרֶע | İרַעִי | ְירָצִים | ְיָרעַי | seed |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | ַַרְעֲךָ | וֹרְצֵי | ַזרִצֵירֶם |  |
|  |  | וַרַעְכֶם |  |  | sacrifice |
| ¢ֹבֵח | וֹבַח | וֹבְחִיִי | וְבָחִים |  |  |
|  |  | וִבְחִךָּ | וִבְחֵי | ְִבְחֵיֶם |  |
|  |  | וִבִחְכֶם |  |  |  |


| אֹרֵח | אֹֹרֵח | אָרְחִי | אָרחוֹת | אָרְחוֹתַּ | way (f.) |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | אָרְחִךָּ | אָרִוֹת | אָרִוֹתֵיכֵּתֶּ |  |
|  |  | אָרִחִ |  |  |  |

## 105. Vocabulary 25.

Nouns: צָרָה sārāh (pl. -ôt $)$ distress, trouble, [The first vowel is not reduced; constr. צָרַת [ $2,5 s^{\circ}>$ qall wh up
gaxhéret (pl. not attested) mistress, lady [With suff. גֶּרֶת
צֵּר 'éder (pl. -îm) flock, herd
低 zéra' (pl. -îm) seed, offspring, progeny, descendants
 object construction)


הָרָה hārāh to conceive, become pregnant
OTHER: אֵי־מִּתָה 'ê-mizzeh (adv.) from what place? from where? [May also be used adjectivally: אֵי־מְֶה צִּר from what city?]
תֶּ pen- (conj.) lest, so that not [followed by imperfect]

+ כַּיוֹם kayom today, this day
נָּ $n \bar{a}(`)$ particle used after imperatives, cohortatives, and jussives; see $\S \S 102,136$.


## Exercises:

(a) Translate:

|  ְִכְדוּ אֶת־עָרֵי איבֵּכֶם קִבר אֹתָם שָׁם |  |
| :---: | :---: |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |




(10) לֹא תַעַבְרוּ אֶת־מִּשְּוֹת יהוה
(11) אַל־תַתַמְִִִי שָׁם
(12) שְׁאַחְנָה אֶת־הָאָתוֹן אֵלֵי
(b) Give the Hebrew for the following orally:

1. Where is your sister?
2. Do not sin against the Lord.
3. Do not kill those men.
4. Send me my books.
5. Gather the priests and the prophets.
6. Do not cross over toward the Negev.
7. Sell these vessels.
8. Redeem your servant.
9. Send your maidservants to me.
10. Abandon your sinful ways.
(c) Translate:

$$
\begin{aligned}
& \text { (7) לֹא תֶחֵטְאוּ לַיהוה אֵלהֵיכֵם. }
\end{aligned}
$$

(d) Write in Hebrew:

1. I shall abandon my flock and return to the city.
2. They will serve the Lord all the days of their life.
3. I shall ride to the city on my donkey so that I may sell this property.
4. Because of you they will kill me and take my possessions for them (selves).
5. His sister is beautiful in appearance.
6. At that time the Canaanite dwelt east of this place up to the desert.
7. He is an old man and has no offspring.
8. I am afraid of you and your men.
(e) Reading: Sarah and Hagar
 הַמִצְרִית לְאַבְרָהָם אִישָׁה לוֹ לְאִשָׁה.





 הָגר ישְׁמָעֵאל

Notes to the Reading:

1. Note the series of non-verbal (thus non-consecutive) clauses taking their tense value from the general context.
2. The לו is superfluous in translation, since it simply reinforces לְשַברָהָם. It could, however, be retained thus: "...(to act) as a wife for him."
 intercourse.
3. The definite article frequently appears where the narrator has a specific object in mind even though it has not been previously mentioned.
4. "return" (imperative)

## uesson 26

## 106. The Jussive and Cohortative.

The imperfect, with or without slight modifications, may be used in an indirect imperative sense in all persons. For example,

> he will send or let him send
> תּשְׁלַח $y$ you will send or may you send
> אֶשְׁלַח I shall send or let me send

The third person forms, singular and plural, so used are called jussives. In the verbs we have studied thus far these are identical in form to the imperfect. The first person indirect imperative, called the cohortative, is usually marked with a suffix $-\bar{a} h$ on the imperfect:

| אֶשְׁלַח | ešlah | I shall send | ִִּשְלֵח | nišlah | we shall send |
| :---: | :---: | :---: | :---: | :---: | :---: |
| אֵשִלחלחה | 'ešlọhāh | let me send | נִשִׁלחה | nišlahāh | let us send |

Note that the vowel of the imperfect is regularly reduced to a before this suffix. The cohortative form may replace the normal imperfect in a perfect + imperfect narrative sequence with no apparent change in meaning.

## 107. Sequences involving the Imperative, Jussive, and Cohortative.

In meaning these three form a single paradigm : jussive $=3$ rd pers., imperative $=2$ nd pers., cohortative $=1$ st person. The sequences involving one are
usually similar to or the same as sequences involving the others. The following three sequences are the most frequently met:
(a) Imperative + Imperative. Imperatives may be simply listed one after the other and joined by the required regular form of the conjunction:

Verbs joined in this way may or may not be consequent on one another.
(b) Imperative + Perfect. Explicit consecution is expressed by this sequence, which is the analog of the imperfect + perfect narrative sequence:

(c) Imperative $\quad$ Imperfect $\alpha$

Jussive
This important sequence
Cohortative Cohortative
cooshution siont., - So mu
354 (3)
usually has a special translation value, which should be carefully noted. The second clause expresses a purpose or result (Eng. "so that"):

|  | Hear . . . so that I may send |
| :---: | :---: |
| y | Write . . . so that I may hear |
|  | Let us go ... so that he may |

Note that the conjunction wa- has its normal, non-converting form here.

## 108. Verbs I-Aleph: Imperfect and Related Forms.

Verbs I-Aleph fall into two groups in the imperfect:
(a) Five verbs regularly have $\bar{o}$ in the preformative, with quiescence of the x :

| אַכַל | al | אֹאַ | $y \bar{o}\left({ }^{\prime}\right) \mathrm{kal}$ | to eat |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| N | 'ämar | איאַר | yō(')mar | to say |  |
| א | 'ābad | יאבֵד | $y \bar{o}($ ' $)$ bad | to perish |  |

The other two, אָפָּ (to bake) and אָבָה (to be willing), will be treated under verbs III-He . The inflection of the imperfect is otherwise normal:

| יאכֵל | yōkal |  | yōkolû |
| :---: | :---: | :---: | :---: |
| תתּתֵּ | tōkal | תתֹכֵלִלִנה | tōkálnāh |
|  | tōkal | תאֹכִלוּ | tōkalû |
| תאכליל | tōkalı̂ | תתֹכֵלִנֶה | tōkàlnāh |
| אכֹל | 'ôkal | j | nōkal |

Note that only one x is written in the 1 st pers. sing.
When preceded by waw-conversive the forms מאמַמר, יאמַר are replaced by forms with $e$, with a retraction of the stress:

| וַּאּאר | wayyómer | and he said |
| :---: | :---: | :---: |
| וַתֹאמֶרךר | wattómer | and she (or you, m. s.) said |
| וַַּאמֶר | wannômer | and we said |

But when these stand at the end of a clause, immediately preceding what is said, the regular form with $a$ may be used. Contrast:


```
    וַיְאמַר: שְׁמַע And he said: "Hear."
```

(b) Other verbs I-Aleph resemble the class of I-guttural verbs, e.g.
but with $e$ in the preformative regardless of the stem vowel. In the inflection the $e$ is replaced by $a$ when the Rule of Shewa is applied. This is in contrast to verbs I-guttural with $e$ :


A few verbs show conflicting forms due to mixing. Among the most frequently
 $\bar{e}$ ), and אָהָב (to love), whose attested forms are


All regular verbs I-Aleph, whether of type (a) or (b), have the same forms in the imperative:

109. Vocabulary 26.

שַַׁׁ šáar (pl. -îm) gate (of a city or large building); also refers to the space inside the city gate used by officials for public meetings.
אָדִיר 'āsîr (pl. -îm) prisoner be lor
VERBS: אָּאַד


+ אָטר 'āsar (יאֵסר) (יֵֶר) to bind, fetter, take prisoner







## Exercises:

(a) Translate:

| (1) (1) אֶשְׁכְּבָה | (6) פֶּתַח . . . |
| :---: | :---: |
| (2) |  |
| (3) | (8) (8) |
|  | (9) |
| (5) (5שֶׁבּתְּתה | (10) צִדְדוּ . . . וְתִשְׁמְּוּ |

(b) Give the Hebrew for the following orally:

1. Let us)make a treaty.
2. Let him eat the fish.
3. Let us seize their property.
4. Let him smash the tablets of stone.
5. Let us chose a king for ourselves ( $=$ us).
6. May his name become great throughout ( $=\mathrm{in}$ ) the entire land.
7. May they hear our words and know that we are good men.
8. Let me hear the words which the prophet spoke.
(c) Translate:












(d) Write in Hebrew:
9. Let us close the gates and remain ( $=$ dwell) in the city until morning.
10. Why did he break the tablets and say that we had sinned against the Lord?

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3. Remember (m. pl.) these words lest you sin.
4. He loved the woman because she was beautiful in appearance.
5. They will tear their garments on that day, for the enemy will bind them and they will go with the other prisoners to another country and dwell there (for) many years.

## LESSON 27

## 110. Temporal Clauses and Phrases.

Within a narrative sequence temporal modifiers are very frequently placed before the clause they modify and are introduced by waw-conversive + a form of the verb .הָהָ. In the past tense narrative this is uniformly wayh is the imperfect form of הָהָה) and in the future (or habitual/durative) narrative it is וְְָיָה wahāyäh. The temporal clause is then followed by the expected sequential form of the main narrative. Study the following examples carefully (all are to be taken as though imbedded in a narrative):

and after these things he heard a voice ..
 and whenever you hear these words you ...ם shall remember...

Note that either a clause or prepositional phrase may occur in this position. The most frequently met conjunctions are כַּאְשֶׁ (when, as), and כִּי (when, whenever). Time words such as צֵת , שָּנָה ,יוֹם (time) are common with the preposition בְּ; also מקִק (at the end of, after). Rarely a participial clause occurs, requiring the English conjunction "while":

ַוְיְהִי הֵם עמְדִים שָׁם וַיְשְׁמְעוּ... and while they were standing there they heard...

## 111. Feminine Nouns Ending in -et and -at.

These behave much like the segholates in the singular before suffixes:




Also to this group belong those nouns with penultimately stressed construct forms:


The noun בַּת has the stem bun bitt before the suffixes: בִּת my daughter. אִשׁׁה

The attachment of suffixes to the plural stems of these nouns offers no special problems.

## 112. Nouns of the Type פְּרִי

It is difficult to formulate rules for this small class of nouns other than to note the replacement of the final long vowel by a consonantal $y$ before the light suffixes in the singular. There is, however, much inconsistency, especially in the formation of the plural. The following sampling of attested forms should enable the student to identify nouns of this class when encountered:

113. Vocabulary 27.

Nouns: iְקוּנִים zaqûnîm (pl. only in sing. sense) old age

צָּנִי ‘ŏnî (see §112) affliction
VERbS: פָּקָד pāqad (יפְקד) , to keep one's promise or commitment toward; to pay attention to; to visit ; to appoint ; to pass in review, muster alel to 130s)
רַ ra' to be bad (cf.
תָּעָה täāh to wander about lost
כָּלָה kālāh to be depleted, finished, at an end

Adverb אַחֲרֵי כֵּ 'ahărê keen afterwards, after this
Note the idiom: מַה־לִּ What is the matter with you?

## Exercises:

(a) Translate:

$$
\begin{aligned}
& \text { (10) וַיְהִי בַיּוֹם הַשְׁבִיעִי וַיִשְׁבּת אֶלדִים מִמְּלַאכְתוֹו. }
\end{aligned}
$$

(b) Translate:

| (1) | (6) דִבְּרי גְיִרְתִי |
| :---: | :---: |
| (2) (2) |  |
| (3) | (8) (8) |
|  |  |
|  | (10) (10) |

(c) Write in Hebrew:

1. When they saw him they called to him.
2. When his life came to an end, they buried him in the grave of his fathers.
3. When you cross the river you will see the land which I am about to give (use participle) to you.
4. Afterward they sent men to Egypt, for there was a famine in the land.
5. On that day you will see him standing before you.
6. When she found the tree she ate some of (lit. from) its fruit.
7. In the evening you shall go out of the city and flee toward the mountain.
(d) Reading: Sarah and Hagar (cont.)








 אֶלהִים אֶת־קוֹל הַנַּצַּר.
 בַּמִּדְדָּר צִם אִּמוֹ.

Notes to the Reading:

1. "drive away" (imperative)
2. "your descendants will be named"
3. "I shall make him into a great nation (gôy)"
4. "expelled"
5. "and wept"
6. "fear not!"

## LESSON

## 114. The Infinitive Construct.

Each Hebrew verb has two forms to which the name infinitive is given. One of these, the infinitive absolute, functions more as an adverb and will be dealt with in a later lesson. The other, the infinitive construct, corresponds more closely to the traditional view of an infinitive. The form of the infinitive construct is more or less uniform for those verb classes whose imperfects we have studied up to this lesson. The vowel of the first syllable is a (or with gutturals $\check{a}$ or $\check{e}$ ) and that of the second is $\bar{o}$. The infinitive is frequently used with pronominal suffixes, before which the stem is variable.

Perfect Imperfect Imperative Inf. Construct w. suff.

| Sound trilit. | כַּתַב | יִבְּתֹבי | כִּתב | כְּתב | כָּתִבִי |
| :---: | :---: | :---: | :---: | :---: | :---: |
| I-guttural | עָמַד | יַעְמִד | עַמֹד | טַּמֹד | ָָמִִִי |
| II-guttural | בדּחֵר | יִבְחֵר | בִּּחַר | בִּחֹרֹר | דָּחָּרִי |
| III-guttural | שַַָׁע | יִשְַַׁע | שַַׁׁע | שׁׁמֹעַ | שָׁמִצִי |
| I-Aleph | אָכַל | יאכֵל | אֵל丶 | אֵלֹל | אָכִלִי |
| III-Aleph | מֶָָ | יִמְצָּ | מִצָא | מֶצֹא | מָצְאִיִי |

Some inconsistency is found among those verbs which have $a$-imperfects but which are neither II/III-guttural; this includes stative verbs like כָּדָּ and the small group represented by יִשְכַּב שָׁכַב . These are poorly attested for the infinitive construct, but they usually follow the pattern given above. Occasionally there is a form with $a$, such as שְשַב (to lie down), but even here, before


## 115. Some Uses of the Infinitive Construct.

The infinitive is by definition a form having both nominal and verbal functions. In the latter role it may have subjects and objects as well as other typically verbal adjuncts. The infinitive, together with its adjuncts, then occupies a nominal function in the total clause. When pronouns form the subject of an infinitive, they are suffixed:

|  | כָּתְבִי | kotbl | my writing | כָּתְֵּּנוּ | kotbén |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | דָּתְבְּ | kotbakal | your | כָּתְבְּרֶם | kotbakem |  |
|  |  | katobka | your (m. s.) writing |  | kotbaken | U 2 |
|  | דָּתְּרֶך | kotbēk | etc. | כָּתְבָּ | kotbām |  |
| (ruer $166{ }^{6}$ ) | ָּתְּוֹוֹ | kotblbo |  | כָּתְבָּ | kotrbān |  |
| +id | ָּתְּדָה | kotbāh |  |  |  |  |

When the infinitive construct stands before a following noun, that noun may be either the subject or object of the infinitive, although the former is more likely:

$$
\begin{array}{cc}
\text { the man's writing (i.e. act of writing) } \\
\text { כְּתֹב הָאִשׁׁשׁׁ } & \text { killing a man } \\
\text { (or) a man's killing }
\end{array}
$$

The ambiguity of the second example is grammatical as well as semantic. The infinitive is in construct (hence its name) with its subject, as in the first example, but in the second the word $\boldsymbol{k}$ should probably be regarded as an object noun (not construct) when it is the object, especially since it requires אֶ when made definite:

> הֲרג אִישׁׁ
> הְרֹג אֶת-הָאִישׁ

When pronouns are involved with the infinitive construct, the arrangement of subject and object is a little more complicated, but the following examples should make the situation clear:

| הָרִגִי אֶת | my killing the man |
| :---: | :---: |
|  | the man's killing me |
| שָׁמְרִי אֶת תֶּתַּוֹרָה | my observing the law |
| שָׁמְרִי אֹתוֹ | my observing him |
| שָׁמְרֹרוֹ אֹתִי | his observing me |
| כְּתב דָּבָר | to write a word |
|  | to write the word |
|  | your writing the wo |

As a unit the infinitival phrase may be
sentence subject: טוֹב שְׁמָרְך אֶת־הַתוֹרָה your observing the law is good or it is good that you observe the law
object of a prep.: עַד מָצְצְּ אֲתוֹ until you find him object of verb: לֹא יָֹלְתִּי שְׁמעַ

But the most frequent use of the infinitive construct is with the prepositions ב, ב, ב, $\boldsymbol{\text { a }}$ :
(a) With $ב$ and $כ$ the infinitive is the equivalent of an adverbial (mostly temporal) clause in English:
whenen he heard the word
בּעָּמְדִי לְפָנָיו
Both prepositions are common in this usage, but with certain verbs, especially
 in the aspectual nature of these verbs, which govern this choice, but a catalog of uses would serve no purpose in an elementary grammar of this sort.

The infinitive with $\underset{ְ}{\text { a }}$ or is very frequent in the construction treated in $\S 110$ :
and when Abraham heard...

(b) With ? the inf. construct occurs in a wide variety of complementary and explanatory uses, often with the meaning of purpose, goal, or result:
.... They came . . . to hear... .
לֹא יָכְלוּ לִלְלֹּד .. They could not capture . . .
You shall observe the way of the Lord

(1) (1) "to be about to" or (b) "to be compelled to": הָיָה הַשַׁשַׁר לִסְגר The gate was about to close.
(2) עַ + noun or pron. + + Inf. expresses obligation or responsibility: עָלַי לִמְצא אֹתו I must find him.
(3) (3 + ? Entering is forbidden.

The infinitive construct is negated with בִּלְתִּ:


## 116. Final Remarks on Some Noun Types.

The only important group of nouns not included in our previous discussions is that comprising nouns ending in -eh. Most of these are derived from roots found in verbs III-He and which in an earlier stage of the language were either III- Yodh or III-WaII. Subsequent contractions and loss have obscured the origins of these forms, and certain coincidental developments within the
language have led to some formal confusion between singular and plural. In the singular these nouns:
(1) may follow regular inflection with complete loss of the -eh:

(2) may exhibit a partially distinct set of suffixes, especially $-\bar{e} h \hat{u}$ in the 3rd pers. sing.

| מַעִשֶּה | deed | מַעַּטָּ |
| :---: | :---: | :---: |
| מִקִנֵה | cattle | מִקְئֵהּ |

(3) or may have suffixal forms like the -im plurals:

מִקְנַּ my cattle מַעֲשַׁי my deed
 such forms as שָׁדָדַי and plurals is suspect. Although these may be listed as plurals in concordances and grammars, many such forms are more likely singulars.

## 117. Vocabulary 28.

Verbs: יָذל yākōl to be able; ( + ? $)$ to prevail over
 + inf.)
 + inf.)
) $\operatorname{tam}$ (see §87) to finish, be at an end; to finish (doing something: + inf.)
אָסָ 'āsap (יָאֶּ) to gather
Nouns: - מֶּרֵ tô'ar form, appearance
מִשְֶּׁה mišteh banquet
אַהְבָה 'ahăbāh love [used as the inf. constr. of אָהַב ]

Prepositions frequently used before the infinitive construct:


## Exercises:

(a) Translate:

|  |  |
| :---: | :---: |
|  |  |
| (5) בְּכָרְתֵנוּ בְרִית |  |
|  |  |
|  |  |
| (8) (8) |  |
| (9) (93) |  |

(b) Give the Hebrew for the following orally:

1. when you forget this law
2. while I stood there
3. after we gathered them
4. when they buried him
5. until they bind us
6. after they lie down
7. not to ride on the horse
8. until you call to us
9. until I break the tablets
10. while he was eating
11. so that he send you to us
12. so that you observe them
(c) Translate:

(d) Write in Hebrew:
13. When they killed the prisoners we fled from there and crossed over hither.
14. You have sinned in not loving your father and your mother.
15. They sat in her house until the men opened the gate.
16. We wish to remember both the living and the dead.
17. It is not permitted to eat the flesh of these animals.

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6. When he saw (use perf.) the dry ground, he rejoiced, for he knew that the waters had ceased from the face of the earth.
7. We were not able to write, nor were we able to read.

## LESSON 29

## 118. Verbs I-Nun: Imperfect and Related Forms.

The following two verbs are the most typical of this class:

Perfect Imperfect Imperative Inf. Constr. w. suff.

| ō-imperf. נָפַל | ? | נְפֹל | נִפְ | נָפְ? |
| :---: | :---: | :---: | :---: | :---: |
| a-imperf. נָסַע | บִיִ | סַע | נִסֶַ | נָסְעִי |

In the imperfect of both types the nûn is assimilated to the second root consonant throughout the inflection, which is otherwise quite regular:

| ? | yippōl | ִיפְּלוּ | yippal ${ }^{\text {u }}$ |
| :---: | :---: | :---: | :---: |
| תִּ | tippōl |  | tippólnāh |
| תִּפּלֹל | tippōl | תִּתִּתְּוּ | tippalu |
| תִּפְּלִליִ | tippalî |  | tippólnāh |
| אֶפּל | 'eppōl | נִפּל | nippōl |

Verbs with $a$-imperfects have a short imperative, inflected as follows:

| טַַ $s a^{\text {a }}$ | סִצִי sa' | סְעוּ | sa' $\hat{u}$ | סַצִנָה | sá $n a ̄ h$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| סטעָה sa'āh |  |  |  |  |  |

The infinitive construct of verbs with $a$-imperfects may be of two different types, both of which occur for most of these verbs: (1) a regular form,


Perfect Imperfect Imperative Inf. Construct w. suff.

| נָגַע | ִ1גִ | บגַ | 10x | - | to strike |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | נִגַע | נָגִִֶי |  |
| נָט | יטַט ע | טַ | טַַַת | - | to plant |
|  |  |  | נִטֵַֹ |  |  |
|  | Wִ. | 2גַ |  | בִּשְׁתִּ | to approach |

Special Remarks:
(a) Note that
(b) The forms of בָשָׁא (to raise up), which is also III-Aleph, are

(c) The verb נָת has an imperfect etc. with $\bar{e}$ :

(d) The verb לקָ behaves as though I-Nun in the imperfect etc.:
לָקיחה

R
קַחְתִי קָחת
(e) The doubling of the second root consonant of the imperfect is given up in some verbs when followed by $a$ :

Below are the full paradigms of נָתַן . נָשָׁא , נָסַע , and לָקח.

| Imperfect : | יִֵַ, | יֶשׁ\% | 18. | ?יִי' |
| :---: | :---: | :---: | :---: | :---: |
|  | \% |  | תחת |  |
|  | עתִּ | תִּתִּ | ¢ | תֶקִקד |
|  | תִּסְִִּי |  |  |  |
|  | אֵֶַ | אֶשָׁא | אֶתֵ | אֵקִח |
|  | יִסְעוּ | יִשְׁאוּ | ִיתְּ1וּ | יקִחוּ |
|  | תִּסַַלְנָּ |  | תִּתִּנִּ |  |
|  | תִּסִעִוּ | תִשְׁאוּ | תחתּנוּ | תֶקִתוּתות |
|  |  |  | תִּתִּנִּ |  |
|  | ִִסַע | נִשָׁא | נִתֵּ | נִקֵח |
| Imperative: | סַע | שָׁ | 88 | קַ |
|  | סְצִי | שְֹׁאִי | תִתִי | קִִיֶי |
|  | סְעוּ | שְׁוֹאוּ | תִנְוּ | קחוּ |
|  | סַעִנְהָ | שֶאנָה | תֵּ1ֵ | קַחִנָה |

The preposition $ל$ appears as $\underset{\tau}{ }$ before the infinitives with a stressed first syllable unless the infinitive is in construct with a following noun. E.g.

## 119. Vocabulary 29.

Nouns: מגוּרִים mağûrîm (pl. only) the place where one sojourns, residence

Kutốnetํ
 תוּלְדוֹת tôladot history, genealogy (pl. only)
Verbs: יַגּשׁ נָדר nādar (יָּר) to vow
gā

הַ hab A defective verb found only in the imperative forms: הֹהוּ הָגְּי הָבָה הַב give! come now... let's...!
בשָׁא nāsā́' (יָׁא
Adjective: צָּצִיר sãâir small, young

a sitáyim (fem.) two; constr.
The absolute form of the number "two" may stand before or after the noun it modifies, which is in the plural:


The construct form is used only before the noun:

## 

Proper Names: רָחל Rähēl Rachel
לֵָה
Lָהָן Läbān Laban
Yáăqōb Jacob

## Exercises:

(a) Translate:

| (1) |  |
| :---: | :---: |
| (2) (2) |  |
|  |  |
|  |  |
|  |  |
| (6) |  |
|  |  |

(b) Give the Hebrew for the following orally:

1. Give (m. pl.) us your help.
2. Kill (m. pl.) the snake.
3. Do not eat (m. pl.) its flesh.
4. Take (m. s.) two stones.
5. Plant (m. s.) the tree here.
6. Approach (f. s.) him.
7. and he struck him
8. and they gave him their sons
9. and I fell to the ground
10. and he traveled toward the wilderness
11. we shall give them food
12. we shall set out in the morning
(c) Translate:



```
                                    (4)(4) (4)
```



```
                                    (6)(6)
```



```
            (8)(8)
                (0) (10) (10)
```




```
(12)(1)
```


(d) Write in Hebrew:

1. When he approached us, we called to our servants.
2. And he set out and crossed over as far as the river.
3. And hie raised his hands heavenward and cried out in a loud voice.
4. Take (f.s.) your sons and go forth (perf.) from this place.
5. We could not bear ( = carry) the affliction which he set upon us.
6. His song is pleasant and his words are good in our ears.
7. And afterward they set out each ( = a man) to his land.
(e) Reading: Jacob and Rachel











Notes to the Reading:

1. "seven"
2. There are three idiomatic uses of $¥$ in this selection:

עָבַד בְּ to serve someone for a reward or compensation


בָּעֲבוֹדָּה in exchange for the labor
3. The pl. of אֶחָד has the sense of "several, a few"
4. "and he prepared"
5. "have you deceived me?"
6. "first-born" hence "eldest" (feminine)

## LESSON 30

## 120. Verbs I-Yodh: Imperfect, Imperative, and Infinitive Construct.

Just as in the class of verbs I-Nun there are two distinct types of verbs I-Yodh depending on the stem vowel of the imperfect:

Perfect Imperfect Imperative Inf. Constr. w. suff.
$\bar{e}$-imperfects: יֵּשׁב

Verbs with $\bar{e}$-imperfects have $\bar{e}$ in the preformative and have short imperative and infinitive stems. Exactly like שָׁטֵ are

| יָּידיד | יילד | לִ | לתדת |  | bear |
| :---: | :---: | :---: | :---: | :---: | :---: |
| יָּדיד | ירוד | רֵ | רֶדת |  |  |

The verb יָדָ belongs to this group, even though it has an $a$-imperfect due to the final root guttural:

| ודיצ | ידע | דַּ | דֶּעת | דִִַּּתִ know |
| :---: | :---: | :---: | :---: | :---: |

The verb
יָּ
יצֵא
צֵx
צֵאת
צֵאחי go forth

The verb $\begin{gathered}\text { הַָר } \\ \text { is irregular in also belonging here: }\end{gathered}$
הרלּדּ
יירֶּ
לִּ
צֶכֶת
לֶכְתּ go

To the second group, represented by

| יָרַשׁ |  | רַ | רֶשֶת | רִשְחתּ | inherit |
| :---: | :---: | :---: | :---: | :---: | :---: |
| יָּקִ |  | - |  | - | advise |
| יָיֶקי | Yי". | - |  | - | ake up |
| יֵָּּ | יִיבֵׁי | - | יבֹשׁׁ) | - | dry up |

and the III-Aleph verb
[Note: the noun יִשְהָ (fear) is normally used as the inf. construct for this verb.] The imperatives and inf. constructs of this group are poorly attested in BH but show the same mixture of the two possible types which we encountered with verbs I-Nun.

The verb $ָ \boldsymbol{\tau}$, has irregular forms with $\hat{u}$ in the preformative of the imperfect:
תוּכַל תוּכְּלְיִ etc.

In the class of verbs I-Yodh and in those classes to be treated in the following lessons there is frequently a difference in the imperfect form used with waw-conversive, particularly in the 3rd pers. sing. masc. and fem., the 2nd pers. sing. masc., and the 1st pers. pl. In general the accent on these forms is retracted to an open preformative syllable; $\bar{e}$ in the stem is replaced
 inconsistencies:
(a) The change is regular for $\bar{e}$-imperfects other than יيצא:

|  | ַַתֵּלֶד | וַּרִדרד | וֹיִּלִ7 | but | ריֵיצא |
| :---: | :---: | :---: | :---: | :---: | :---: |
| וַתֵּשֶׁב |  | וַתֵּרד | וַתֵּלִד |  | ַַתֵּאֵ |
|  |  | וֵַּרֵד |  |  | וַנִצֵא |

(b) It is not found with the $a$-imperfects other than יָּע:

Several verbs have imperfects formed on the analogy of roots I-Nun:

| to fashion | imperf. יצּר (but also, irregularly, וִיִּיצִ) |
| :---: | :---: |
| יָּק | יציק: |
| יצָ to kindle | יצֵת |

Given below are the full paradigms of the most frequent types of the class

| I-Yodh: | יֵּשֵׁ | יֵירֶ7 | יֵיֵא, | יִדי. |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | תֵּטֵּ | תֵתלך | תֶצֵ | תתדַע | תִירַשׁ |
|  | תֵֵּּׁ | תֵתלּ7\% | תֶצֵא | תֶדַע | תִירַשׁ |
|  |  | תֵתִּכִי | תֵתִצִּ | תֵדִִִי | תִירְשִי |


| אֵֵֵּב | אֵלֵך | אֵצֵא | אֵדִע | אִירַשׁ |
| :---: | :---: | :---: | :---: | :---: |
| יִשְׁבוּ | יִילכוּ | יִצִאוּ | יִדעוּ | ִיִירשּׁ |
| תֵּשַׁבְנָה | תֵתִלֵלִכָּה | תֶּצֶאנָּ | תֵּרַעְנָה | תִּרַשְׁנָּ |
| תִּשׁׁבוּ | תִּלִכוּ |  | תִדִדוּ | תִּירשׁׁוּ |
|  |  |  | תֶּרַעִנָּה | תִּרַשִׁרָּ |
| נֵשֵׁב | נֵרך | נֵצֵ | נדֵַ | נִירַׁ |
| ֵֵׁב | לִ7 | צֵא | Tַ | רַׁ |
| שְִִׁי | ְלִִי | צִִֵׁי | דִִִִי | רִשִׁי |
| שִׁבּוּ | לִל | צְאוּ | דִדּ1ד | רְשוּ |
| שֶׁבִנְה | ֵֵּכְנָה | צִאֶנֶה | ַַּעִנְה | רַשְׁנָה |

## 121. Vocabulary 30.

Nouns: שָׁלוֹa sālôm peace, well-being; state of one's health. Note the idiom: שָׁאֵל לִשָׁלוֹם ? to inquire about the health of
 לַַּ bácal (pl. -îm) lord, master, owner, husband. Frequent in idioms as "one invested with, endowed with," as as members (pl.) of a guild or profession, as בַּעַלִי הַפָּרָשִׁם professional horsemen. Also a proper name or epithet of a Canaanite deity, rarely applied to God.

Adjectives: - רָחוֹק rāhôq distant, far; at a distance, from afar קרזוֹב
 ( + (
?
שָׁach a person מן . ל. אֶת)
צָנָה (änāh to answer (a person: \%ֶ); + בְּ to testify against
 followed by the imperfect, regardless of the tense required in English: שֶׁרֶם יִשְׁכּב before he had lain down, or he not yet having lain down.


## Exercises:

(a) Translate:

|  | (8) (7) |
| :---: | :---: |
| (2) | (8) (8) רֵד הָּרצירָה |
| (3) (3) | (9) |
|  | (10) (10) |
|  |  |
| (6) לֹא תוּכַל לִיטֹאן |  |

(b) Give the Hebrew for the following orally:

1. Go forth (m. s.) today.
2. and when we knew
3. She will bear a son.
4. We shall not inherit this land.
5. He will fashion a new vessel.
6. We shall not be afraid of them.
7. and as he went forth
8. Do you know all these things?
9. Let us go down to the Negev.
10. And they went to their country.
11. Let us sit down and eat.
12. And he slept the whole night.
(c) Translate:











(12) מַה־תִּשְׁאַל מִּלֶּנִּי.

(d) Write in Hebrew:
13. Who is the husband of that beautiful woman standing near the gate?
14. They came to the city from afar to inquire after the health of the king.
15. The owner of the field came and told us to go to our (own) house(s).
16. They set out and traveled many days until they found a large and pleasant valley in which they might dwell in peace.
17. Let us hear his words so that we might know the place from which he has come.
(e) Reading: Joseph and His Brothers (1)





 אֶחָיו שָׁנְאוּ אתוֹ וְאָבִיו שָׁמַר אֶת־הַדָ בָר.
Notes to the Reading:
18. "seventeen"
19. meaning unknown. Perhaps "a full garment with long sleeves."
20. "to speak to him"
21. "(they) would bow down"
22. "and he told"
23. "Shall we indeed come"
24. "to bow down"

## LESSON 31

## 122. Verbs III-Hē: Imperfect, Imperative, and Infinitive Construct.

This class of verbs is quite uniform in its inflection. The imperfect ends in -eh except where this is replaced by an inflectional ending; the imperative ends in -éh; and the inf. constr. in -ôt. Below are the paradigms of may be taken as a norm of this class, and several verbs which have other peculiarities in addition to being III-Hé: עָלָה, also I-guttural: הָגָה , also I-guttural but differing in the preformative vowel from בָטָה שָָדה, alsoI-Nun; and the slightly irregular verb הָיָה .
to build to ascend to meditate to extend to be

| Imperfect: | יבִנֶה | יַעְלֵה | ִיהְגֶהּ | יטֶה | יִיֶּיֶה |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | תּבִבְּתֶּ | תַעַלֶה | תֶּדְגֶה | - |  |
|  | תִבִנְה | תַּעַלֶה | תֶּתְגֶה | תִּטֶּ | תִּתִיֶּה |
|  | תִּבְנִיִיֵ | תַּנַּלִי | תֶהְגִּ | תִּ |  |
|  | אבֶנְה | אעֶֶֶה | אֶהֶגֶה | אֶטֶה | אֶהֶּהּה |
|  | יִבְנוּ | יַעִלִוּ | ִיהֶּ1ּ | ? |  |
|  | תִבְבֶינְּנָ |  |  |  |  |
|  | תֶבְנוּ | תתּתַּלוּ | תתּתְגּ | ¢ | תִּתִּיֶּוּ |
|  |  |  | תֶהֶהְּינֶה | תִשֶׁינָה |  |
|  | נִבְנֶה | ַַנְלֶה | נֶהֶגֶה | נִטֶה | נִִִּיֶּה |
| Imperative: | בּנֵה | עֲלֵה | הִגֵה | נְטֵה | היהֵה |


|  | בְּנִיֹי | עֲלִי | הִגִי | נִטִי | הִיִיוּ |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | בִּנוּ | עֲלִוּוּ | הֲגַוּ | נִטִּנִּ | הִיִיוּ |
|  | בְּנֶּנִּ | עֲלֶינָּ | הִגֶגְינֶה | נִטֶינָה |  |
| Inf. Constr. | בְּנוֹת | טַלֹוֹת | וַגוֹת | נְטות | הֵיות |

The verb חָיָה (to live) is inflected like הָיָה , except that the inf. constr. is vocalized with $\check{a}$ in the first syllable:
 and יאבֶה, following the I-Aleph patterning in conjunction with the III-He.

There is a distinct form for the jussive in the singular. It may be thought of as a shortened (or apocopated) form of the imperfect, without the final -eh, but the development of a secondary vowel to resolve the resulting final consonant cluster has produced inconsistencies. Here, for reference, is a list of the most important verbs III-H $\bar{e}$ with their attested short forms:

> Perfect Imperfect Jussive


## Anomalous:

| be | היָה | יִיֶיֶה | ִיִִי | תֶחִי | אֶדִי | נְהִי |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| live | חיה | יחיה | יחי |  |  |  |

The importance of these forms lies not so much in their use as jussives but rather in the fact that these short forms are used regularly with wawconversive in the past narrative sequence:

> וַֹּּפַש and he made
> וַגִּדְּד

The short forms of the 3 rd and 2 nd persons are nearly always used; in the first person there is an option between the short and normal forms:

$$
\text { וָאֶבֶכֶּה } \text { or וָאֲבְךְ and I wept }
$$

Note the sequence form (and he saw), which differs from the jussive יַּרְא (anc There are no cohortatives in -āh for verbs III-Hée. The stem of the inf. construct undergoes no changes with the addition of the pronominal suffixes:

בְּוֹתִי my building
בּנְוֹתְּד $y$ your building etc.

## 123. Vocabulary 31.



บַ $r e^{a c}$ ( pl . -îm) friend, companion [the stem vowel is not changeable: pl. constr. רֵیֵ; the singular with the 3rd pers. masc. sing. suffix is רצצֵהו]
שִׁמְלָה śimlāh (pl. -ôt) outer garment, cloak


-


OTHER: צַתָּה 'attāh (adv.) now, and so then, then
y רֵיק rêq (adj.) empty, worthless, idle
Proper Names: דּדוֹתָ $\operatorname{T}$ דotāān Dothan, a city about 13 m . north of Shechemı
Ra'ûbַēn Reuben, first-born son of Jacob (by Leah)
Idioms: (1) A plural verb followed by is to be taken distributively or reciprocally:

הָּלְכוּ אִישׁ אֶל-בֵּיתוֹ Each man went to his (own) house.
וַיֹאמְרוּ אִישׁ אֶל-רֵצֵּהוּ And they said to one another.
(2) The imperative of הדלךך is frequently used before another imperative or cohortative in a sense difficult to translate. It is more or less an
invitation or inciting to action, like English "Come on, let's..." It may therefore be omitted often from translation.

Come on, let's kill him.
(3) An imperative, especially of $\underset{T}{\boldsymbol{T}}$ and other verbs of motion, may be followed by the dative pronoun which has no translation value in English:
לִך לְ Go! שֶוּ לָכֶם Travel!

## Exercises:

(a) Translate:

| (1) יִבְנוּ צִיר חִדְשָׁה |  |
| :---: | :---: |
| (2) |  |
|  |  |
|  |  |
| (5) |  |
|  |  |
| (7) |  |
| (8) |  |
| (1) (9) | (19) (19) |
| (10) |  |
|  |  |

(b) Give the Hebrew for the following orally:

1. Don't pour the water.
2. Why are you crying?
3. You ask and he will answer.
4. before he created the earth
5. They were afraid to approach.
6. Remember the history of your people.
7. His house is close to the city.
8. I slept the whole night.
9. Her husband left her.
10. The place is too far away for us to see.
(c) Translate:


```
    (2)(1)
```






 אִישׁ מִּמְקוֹמוֹ.
(d) Write in Hebrew:

1. The men of the city rebuked him because he had not heeded the words of the elders.
2. They are evil men because they have shed blood and sinned against the Lord.
3. And he raised his eyes and saw two men standing near the well.
4. And when she heard these words, she fell to the ground and wept.
5. You shall see and you shall know that the Lord is with us.
6. Heaven and earth are full (of) your (m. s.) glory.
7. Eat and drink for in the morning we shall go forth to battle.
(e) Reading: Joseph and his Brothers (2)

 חֶבְרוֹן וָיָּאֹא שְׁכֶמָה.




 רֵיק אֵּן בּוֹ

Notes to the Reading:

1. "and he came"
2. שִׁכֵם with directive -āh
3. "and they threw"
4. Note the asyndetic clause beginning with אין.

## lessov 32

124. Hollow Verbs (II-Waw/Yodh): Imperfect, Imperative, and Infinitive Construct.

In the inflection of the perfect (\$64) the lexical distinction between verbs II-WaII and II-Yodh is irrelevant. In the imperfect, however, the stem vowel reflects this distinction and is, indeed, responsible for the classification of the verbs under their respective consonantal types: verbs with $\hat{u}$-imperfects are considered II-Waw, and those with $\hat{l}$-imperfects as II-Yodh. Neither the waw nor the yodh has a consonantal value in the main inflections of these forms. The two basic types are

| II-War. | Perfect | Imperfect |  |  | Imperative | Inf. Construct |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $p_{\text {T }} 4$ qum | normal | יקוּם | liàtûm | קוּ | קוּם |
|  |  | jussive | 「 | 1व̄̆qōm | שִׁים sîm |  |
| II- Yodh |  | converted |  | wayváqom |  |  |
|  |  | normal | ָישִּים | lasism |  | שּׂם sûm |
|  |  | jussive | דיֵּם | lăsém * ya |  | بִּ sion sim |
|  |  | converted |  | Wallyásom |  |  |

Verbs of the second type are unstable, in that the vowel of the infinitive construct varies between $\hat{u}$ and $\hat{\imath}$. Some verbs have $\hat{\imath}$ consistently, such as (to place), while others have either vowel: לין לין (to pass the night). Because of this variation they may be listed in the lexicon under either root form.

Note that the jussive and the form used with waw-conversive are distinct. Remember that the jussive forms are limited to the 3rd pers. sing. masc. and fem. The distinctive converted form, with retraction of the accent to the preformative syllable, is commonly found only in these same persons, plus the 2 nd pers. masc. sing.; otherwise the converted form is the same as the normal imperfect.

Imperfect:


Remarks:

1. Imperfect fem. pl. of the form תָּ תָּמְנָה tāqómnāh (instead of also occur.
2. Several verbs, mainly with gutturals or 7 as the final root consonant, have $a$ instead of $o$ or $e$ in the converted form. E.g. יָּ


The following verbs belonging to these two principal types have occurred thus far in this text:

| 7 | יגֶוּר | to sojourn | מִת | ימוּת | to die |
| :---: | :---: | :---: | :---: | :---: | :---: |
| צָם | יציצים | to fast | بָּם | ָיִּים | to set |
| ק | יקיקוּ | to arise | שָּר | ָישִׁיר | to sing |
| שָׁ |  | to return |  |  |  |

A few verbs occur with $\hat{j}$ as the characteristic vowel of the imperfect and related forms. The following are the most important of these:


Inflection proceeds as above. The variation between $\hat{\sigma}$ and $\bar{o}$ in these forms is not grammatically significant. Note that the accent is not retracted in ויָּבוֹא

## 125. Vocabulary 32.

Nouns: בִּצְּצְצִי bés bésa (w. suffit, gain, advantage. Note the idiom: מַה־בֶּצַּ What profit is there?
סָרִיס sārîs (pl. irreg. סָרִיסִים) eunuch, officer.
אָדוֹן 'ädôn (pl. -îm) lord, master. Often used in the plural with singular meaning.
Verbs: $\quad$ שָׁת
rāṣ (יָּר
נָּ nās (יָּנוּס) to flee
רָדָ rādap̄ (יִרָּף) to pursue, chase, persecute (object


Other : ?ְקרַאת liqra(')t (prep., with suff. לְקראחת etc.) toward, to meet, against
הִנֵּ hinnēh An introductory particle, customarily translated "behold," emphasizing the immediate presence of an object or a fact. In its idiomatic use with רָאָה it is best omitted from translation: רָאָה וְהִנֵּה אֲנָשִׁים בָּאִים He saw men coming. (or) He saw that men were coming.
But not "He saw, and behold men were coming."
Proper Names: פַּרְעֹה parooh the title of the king of Egypt, the Pharaoh פּוֹטִיפַר pôtîpar Potiphar
גּלְָּּ gil'ād Gilead, a region east of the Jordan River היהּהָה : lahûdāh Judah: (1) the fourth son of Jacob, by Leah; (2) the tribe bearing his name; (3) the southern kingdom, as opposed to Israel, the northern kingdom, during the period of the divided monarchy.

- יִשְׁמְעִאלִים Višma‘é(’)lîm Ishmaelites, a term applied to various little known nomadic groups several times in the OT.


## Exercises:

(a) Translate:

$$
\begin{aligned}
& \text { (1) יְהָיָה בִשְׁאל הָעָם אֹתוֹ וְלא יַעֲנֶּה אתָּם. }
\end{aligned}
$$

(11) (11) רָאָקוּם וָאָנוּס מִלְלָּנָּיו.
(b) Give the Hebrew for the following orally:

1. Run to the field.
2. They will flee from their houses.
3. Who will inherit his garden?
4. Where will you buy the cattle?
5. Where did you put my money?
6. Did they chase you?
7. The king's official is very rich.
8. There is no advantage in weeping.
9. We left because of the famine.
10. You shall run and find him.
11. We fled when they burned our houses.
(c) Translate the following:
```
(1)(1)
```




```
    (4)(4)
(5)(5)
```



```
        (7)(7)
```

```
                    (8)(8)
                                    (9)(10)
                            (10)(10)
```





```
    (14)(14)
```

(d) Write in Hebrew:

1. And in the morning his companion arose and went to the city.
2. They will slaughter our cattle and burn our vineyards.
3. It is bad to shed blood.
4. They arose and pursued him, but they could not find him.
5. And now, let us choose a king for ourselves ( $=u s$ ).
6. Where did you put his cloak?
7. Did you know that this vessel is empty?
(e) Reading: Joseph Is Taken to Egypt
 וְהֵם הלְכִים לָרֶדֶת מִצְרַיִּמָה.



 מַצְלִיחַּ בְּבֵית אִדנָיו הַמִּצְרִי.
Notes to the Reading:
8. The omission of $\boldsymbol{\text { את }}$ here and often in the readings to follow is in accord with the usage found in the text underlying the reading.
9. ארְחָה a caravan
10. "successful"

## LESSON 33

## 126. Geminate Verbs: Imperfect, Imperative, and Infinitive Construct.

No single class of verbs shows as much variety in the formation of the imperfect as that of geminate verbs, i.e. whose second and third root consonants are identical. No one of these verbs occurs frequently enough to offer a complete paradigm; the following tables, therefore, represent a compilation from the available data. On historical grounds, the more original forms of the imperfect system are

| Perfect | Imperfect | Imperative |  | Inf. Constr. |
| :---: | :---: | :---: | :---: | :---: |
| $\bar{o}$-imperfects סָבַ sābab | normal יָּ | lāasob | סב sōb | סב |
|  | jussive | lāsōb |  |  |
|  |  | wayyásob |  |  |
| $a$-imperfects קַ qal | normal יֵקי יֵּ | yéqal | - | [ |
|  | jussive יקל יקל | yéqal |  |  |
|  |  | wayyeqal |  |  |

In the normal inflection of these forms the original doubling of the final stem consonant shows up before any suffixed vowel. The accent, except in the case of the ending -ênāh, remains on the stem:

| י yāsōb | - | -י.. yèqal |  |
| :---: | :---: | :---: | :---: |
| תָּ | 䑗 tasubbệnāh | תֵתקל téqal |  |
| תַּ |  | תֵקֵ téqal | תֵקַלּוּ téqállû |



A second type of imperfect, not infrequent, follows the pattern of verbs I-Nun in the formation of the stem. but there are several optional forms in the inflection:

| ִּ | yissōb |  |
| :---: | :---: | :---: |
| תֶּ | tissōb |  |
| ב-ก̣ | tissōb | תִom tissóhhu or or inssabu |
| ¢̧\% | tissóbhî or or tissaĥ̀ | 隹 |
| (\%) | 'essōb |  |

And similarly throughout for יִקַּ riqqal etc.
The following further oddities in the inflection of the imperfect are mentioned for reference only:
(1) Assimilation to the Hollow Verb inflection is not unknown: thus, e.g.. שיׁשד
(2) Inflections like the first given above also have such alternate forms


(3) Rarely one encounters forms belonging to the paradigm of still other
 tîsámnāh (you will be devastated, root שמם).
The imperative and infinitive construct show similar deviations, but the following should be taken as the norm:

|  |  | perative |  | Construct |
| :---: | :---: | :---: | :---: | :---: |
| $\bar{o}$-imperfects | סֹ | $s o ̄ \underline{b}$ | סב | $s o ̄ b$ |
|  | סִֶּ | sóbbî | סֶבִּי | subbî |
|  | ס̌בּוּ | sóbbû | סטבְּך | subbakā |
|  | סֹבְנָה | sóbrnāh | סטבֵּ | subbēk, etc. |
| a-imperfects | קַ | qal |  |  |
|  |  | qallî |  |  |
|  |  | qallû |  |  |
|  | קַלִלָה | qálnāh |  |  |

The fem. sing. imperative also occurs with ultimate stress: : gozzîf רָרִּיֹronnî (jubilate). Occasionally the inf. construct appears in the pattern



Note the imperfects of יתַּ יתַם (to be finished): or ירֵע (to be bad): ירֵ :

## 127. Vocabulary 33.

Nouns: מֹאוֹאָּ mâmāh (no pl.) anything: with negative: nothing

 anger is expressed by the preposition $\underset{3}{ }$.
 חָנֵן hānan (
 (of persons); act. part. שׂמִם desolated.


 kî'im (conj.) unless, except (that); but rather
אִּ 'ck (interrog. adv.) how, in what manner? Also used in exclamations.
אֵיכָה 'ôkäh idem

## Exercises:


(a) Translate:

(b) Give the Hebrew for the following orally. Use infinitival constructions where possible:

1. and when he lay down
2. and when I shall have finished building
3. and when they had become silent
4. so that he might redeem us
5. and when I measured the vessels
6. until our work is finished
7. and when they had chosen a king
8. lest he withhold his blessing from us
9. lest they smash the altar
10. when we came from east of the city
11. because we sinned against the Lord
12. after he had gone forth from the camp
(c) Write in Hebrew:
13. There was a war between the Israelites (lit. sons of Israel) and the Canaanites who were in the land at that time.
14. We will not be able to go forth unless you go forth with us.
15. Let us rejoice in his being gracious toward us and in his giving us deliverance from our enemies.
16. Where will you go and where will you dwell and what will you do?
17. After he had seized our money he ran out of the house.
18. He will give help to those who trust in him, but those who have sinned against him will perish.
(d) Reading: Joseph and Potiphar's Wife


 אֶעֶֶּה הָרָָָה הַגְּדוֹלָה הַּוֹאת וְחָטָאתִי לֵאלהִים.
וַיְהִי כְדַבְּרָהּ4 אֶל








Notes to the Recuding:

1. Obviously an amatory gesture.
2. "(he) refused"
3. "because"
4. "when she spoke"
5. Repetition of a noun to express distributive notion: every day, day after day.
6. "on a certain day." The unusual form of the preposition ka is due to its idiomatic usage in this phrase, where it means literally "about, approximately."

## LESSON 34

## 128. The Passive Participle.

The passive participle, a verbal adjective, is formed on the pattern $\bar{a}-\hat{u}$ with all verbal root types except those II-Waw/Yodh.

| Perfect | Passive Participle |  |  | Infinitive Absolute |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| כָּתַב | כָּתוּב | $k a ̄ t u ̂ b$ | written | כָּתוֹב | kātoob |
| บָּבָּ | צָזוּב | ' $a \sim u \hat{u} b$ | abandoned | צָזוֹב | 'āzôb |
| בָּחַר | בָּחוּר | bāhûr | chosen | בָּוֹר | bāhôr |
| שָׁלַּ |  | šālư ${ }^{\text {a }}$ ? | sent | שָׁלוֹוֹהַ | šālô ${ }^{\text {a }}$ h |
| אָכַל | אָכוּל | 'ākul | eaten | אָּוֹל | 'ākôl |
| נָטַע | נָטוּ | nāțûar | planted | נָטוֹעַ | nàtoóac |
| נָָׁׁא | נָשוּאוּ | $n a ̄ s i ̂ u '$ | raised up | נָׁוֹאו | nāsóó |
| דָדָע | ידוּוּ | $1 \cdot \bar{a} d u^{a}$ | known | יָדוֹעַ | làdóor |
| סָבַב | סָבוּב | sābûb | surrounded | סָבוֹב | sāboob |
| בָּנָה | בָּנוּי | bānûy | built | דָּנֹה | bānōh |
| ק | (קוּם) | (qûm) | -- | קוֹם | qôm |
| שָׁם | (שִׁ) | (sîm) | placed | שוֹם | sôm |

Because of semantic incompatibility the form is not usually found with verbs having stative or intransitive meanings. The generally intransitive character of verbs II-Waw/Yodh makes the occurrence of a passive participle in that class rare and open to question; the forms מוּל mûl (circumcised) and ṣ́a sim (placed) are often quoted as examples.

The stem forms as given above call for little comment. Note the furtive pátah in roots III-guttural and the final yodh in roots III-Hē.

As an adjective the participle is tenseless, but bears the connotation of completed action. In English, therefore, a relative clause with a perfect or preterite verb is often required in translation:

הדאישׁ הֶהָרוּג
הַסֵספֶר הַכָּתוּב the written book, the book which was written
The participle as a predicate adjective has the same properties as other adjectives in this position (\$23). E.g.

הָאִישׁ הררוּג The man is/was/has been slain.
gains its tense from the context in which it occurs and not from the participle itself.

The addition of a prepositional phrase to express an agent, as in "the man who was slain by his enemies," is virtually unknown in Hebrew, but like any adjective it may be in construct with a following qualifying noun:

## צִּר שְּרוּפַת אֵּ a city which has been burned with fire

The participle need not be in the construct state:
אִישׁ חָגוּר כְּלִי הַמִּלְחָמה a man girded with the weapons of war

## 129. The Infinitive Absolute.

The infinitive absolute, whose forms are given in the preceding paragraph, is not inflected. It is primarily an adverb whose main uses are as follows:
(1) It is placed before or after a finite verbal form to emphasize the verbal idea in some way. The English translation of this construction will vary from context to context, often requiring the use of adverbs such as "surely, certainly, indeed" or the like. E.g.

You shall indeed observe my commandments. אִם רָאה תִרֶאֶה בָעְָנִי אֲמָּתְךָ If you will indeed look upon the affliction of your maidservant . . .

The more usual position is before the verb, as above. If the verb is used intransitively the inf. absolute may follow:
... שִׁמְעוּ שָׁמוֹעַ . . וּרְאוּ רָאה Listen carefully ... and look carefully ...
(2) Similar to the preceding is a sequence of two inf. absolute complementing a finite verb; the two infinitives are often antithetical in meaning:

人 And he walked along eating. (lit.) And he walked, walking and eating

וַיֵצֵא יָּוֹא וָשׁוֹב (lit.) He went forth, going forth and returning.
(3) Instead of emphasizing or complementing the main verb, the inf. absolute may be used to describe action on a par with the main verb and may be viewed thus as an uninflected substitute for a finite form:

אֶת-כָּלֹתֶה רָאִיתִי וְנָתוֹן All this have I seen and (I have) applied
אֶת-לִבִּי לְכָל-מַעְשֶּה (lit. given) my attention (lit. heart) to every deed...
(4) The use described in (3) gives an almost independent status to the infinitive. For reasons that are quite obscure, instances occur in which the inf. absolute is used instead of a finite verb, nor is it clearly dependent on any other verb in a given clause. Note the following imperative uses:

שָׁמוֹר אֶת־כָּלֹתַּמִּצְוָה Observe the entire commandment.
זָכוֹר אֶת-הַיוֹם הַּנֵה
הָלוֹך וְקָרָאָּ בְאָוְנִי יְרוּשָּאַם Go and cry into the ears of Jerusalem.

## 130. The Numbers from 3 to 10.

The numbers from three to ten have two forms: a feminine in $-\bar{a} h$ which is used to modify masculine nouns and an endingless form used to modify feminine nouns:
masc. modifier
fem. modifier
absolute construct

| three | שׁׁלשָּ | šolōšăh | שִׁלֹשֶׁת | šalóšet | שָׁל | šālōš | שְׁלֹ | šalōš |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| four | אַרְבָּעָה | 'arbā'āh | אַרְַּּטַת | 'arbáat | אַרְבַּ | 'arba' | אַרְבַּ | 'arba' |
| five | חֲמִשְׁה | hămiššāh. | חִמֵֶּׁׁת | hăméšet | חָּטֶ | hāmēs | חֲמֵטׁ | hămēš |
| six | שִֶׁׁׁה | šiššāh | שֵֶׁׁׁׁת | šéšet | טֵׁׁ | šēs | טֵׁׁ | šēš |
| seven | שִׁבְעָה | šibu'āh | שִׁבְעַת | šib'at | שֶׁבַע | šéba | שֶׁבַע | šéba |
| eight | שִׁמִנָה | šəmōnāh | שִׁמנַת | šmmōnat | שְׁמֹנֶה | šamōneh | שִׁמְנֶה | šamōneh |
| ine |  | tiš̌āh | תּשִׁעַת | $t i \check{s}$ 'at |  | téšá |  | tēša' |
| ten |  |  | עֲシֶּרֶת | 'ăséret | צֶֶּׁ่า | 'éser | צ゙ֶֶּา | ‘éser |

The absolute forms normally precede the noun, which is in the plural:

$$
\begin{aligned}
& \text { seven women שֶׁבַע נָשִׁים seven men }
\end{aligned}
$$

The construct forms are used before the noun, which may be either definite or indefinite:

שְׁצֹלשֶׁת אֲבָשִׁם three men the three men

Numbers may occur before collective nouns in the singular:

```
שׁuְבְעה בָקרה seven (head of) cattle
<שִבְעָה S% seven (loaves of) bread
< seven (units of) chariotry
donore, e, , for. Tefen
```


## 131. Vocabulary 34.


 ( + time or place)
פָּרָה pārāh (pl. -ôt) cow, heifer
שָּפָה
חָכָ hākām (pl. -îm) a wise person (also used as an adjective)
:


## Exercises:



|  | (9) הָאָסִיר אָּרוּר |
| :---: | :---: |
|  |  |
|  | (11) הָצִיר הַבִּנוּיָה |
| (5) |  |
|  | (13) הַלוּחוֹת שִׁבוּרוּרִים |
| (7) הַמִּצְרִי הַשָּלוּיֵּ | (13) הַפָּרָה הַשִׁוּטוּטָה |

(b) Give the Hebrew for the following orally:

1. six men (birds, vessels, women, maidservants, females)
2. three stones (images, masters)
3. five asses (horses, camels, altars)
4. eight prisoners (Canaanites, Egyptians, offerings)
5. the seven plagues, the seven cattle, the nine loaves of bread
(c) Translate:


(3) הִנָתָּוֹן תִּתֵּ לִי צֵזֶּר
(4) זָּוֹר אֶת-יוֹם הַשַׁבּתּת






(d) Write in Hebrew:
6. You shall surely remember these things until the end of your life.
7. We sat down weeping on the bank of the river.
8. When we raised our voice(s), he woke up and came near so that he could hear all that we (were) saying.
9. Are you wiser than we?
10. And at the end of three years he left us and returned to his (own) land.
11. At that time there was one language in all the earth.
12. Why have you withheld your help from me?
(e) Reading: Joseph as an Interpreter of Dreams

## 

 פָּתַר לָהֶם כֵּן הָיָה.

 אֶת-שֶׁבַע הַפָּרוֹת יְפּוֹת הַמַּרְאֶה וַיִּיקץ פַּרְעה.

 נַעַר צִבְרִי וְהוּא פָתַר לִי אֶת־חֲלוֹמִּי וַיְהִי כַאֲשֶׁר פָּתַר כֵּן הָיָה.

וַיִשְׁלַח פַּרְעֹה וַיְּקרָא אֶל




 שֶׁבַע שְֵֶּׁ רָעָב אַחֲרֵיהֶן.

Notes to the Reading:

1. פָּתַר to interpret

2. תִּשְׁמַע in the sense of "understand": "You know how to interpret a dream."
3. עָנָה in the rare sense "grant"
4. "he has told"
5. "satiety, fullness"

## lesson 35

## 132. Clauses joined with ? wว-.

One of the most striking features of Hebrew prose syntax is the relative rarity of subordinating conjunctions marking adverbial clauses as such. Instead, one finds almost interminable sequences of clauses connected only by a form of the conjunction wa- (and). A closer inspection of these sequences, however, has shown us that there is a great deal of differentiation in clause function signalled, not by variation of the conjunction, but by a variation of the word order within the clause or by a variation of the verbal form used immediately after the conjunction. Although there is some deviation from the general patterns summarized in the following discussion, the distinctions drawn here and in Lesson 55 should enable the reader to classify and understand the vast majority of sequences he will encounter.

There are two main types of clause relationships among those joined only with a form of the conjunction wa-:
(1) conjunctive-sequential, in which the second clause is temporally or logically 'posterior or consequent to the first, and
(2) disjunctive, in which the second clause may be in various relations, all non-sequential, with the first.

The major device in Hebrew for signalling the difference between conjunctive and disjunctive clauses is the type of word which stands immediately after the n - :

> wa- (or wa-) + verb is conjunctive wa- + non-verb is disjunctive.

It follows from this definition that all non-verbal clauses (i.e. sentences with adverbial, adjectival, nominal, existential, or participial predicates) are essentially disjunctive when used as such within a narrative. Such clauses can be made part of the main sequential narrative only by being first transformed into verbal clauses with a punctual (finite) verb form. Negative clauses in which לא stands before the verb are disjunctive by definition.

The basic formulas of the conjunctive-sequential relationship are as follows: [Any verb describing an event as a unit and hence capable of being linked sequentially (either anterior or posterior) with other events on the time continuum will be referred to as punctual.]
(1) the narrative sequences:
(a) punctual past tense: perfect $+w a+$ (short) imperfect
(b) punctual future punctual habitual imperfect $+w a+$ perfect § 98 above
(c) non-verbal clause $+w a+$ perfect (see below)
(2) the imperative sequences:
(a) imperative $+w a+\operatorname{perfect}(\$ 107$ above)
(b) imperative + wa + imperfect (or jussive or cohortative) (§ 107 above)

The many examples of these that have appeared in the exercises and readings should have made them familiar enough by now. A few words are necessary, however, on the sequence denoted as (1c). Because non-verbal clauses, especially those with participial predicates, may refer to the immediate future, a non-verbal clause so used may be continued with a converted perfect, in imitation of the more common type (1b):


We shall come to the city and see the המחדָשִׁים הַבְּנוּיִּם שָׁם
הוּא אִּשׁ טוֹב וְעָׁטָה הֶסֶד עִמָּכֶם He is a good man and will deal properly with you.

Semantic distinctions among disjunctive clauses are difficult to define because of overlapping. The categories given below cover most uses of this construction.
(a) Contrastive:

 מִצְרַיִם הָיָה לֶחֵם

He returned the chief butler to his butlership, but he hanged the chief baker. (Gen. 40:21)
There was famine in all the (other) lands, but in Egypt there was food. (Gen. 41:54)
(b) Circumstantial, where the disjunctive clause or clauses describe a situation or circumstance contemporary with or prior to the action of the preceding clause:

$$
\begin{array}{ll} 
& \begin{array}{l}
\text { And a man found him wandering lost in } \\
\text { (he field. (lit., [while] he [was] wandering }
\end{array} \\
& \text { lost...) (Gen. } 37: 15 \text { ) }
\end{array}
$$

It is difficult to distinguish between circumstantial usage of such clauses and
(c) Explanatory or parenthetical use, where disjunctive clauses break into the main narrative to supply information relevant to or necessary for the narrative. For example, in I Sam. 1:9, between the narrative clauses "Hannah arose ... and prayed" we find the explanatory disjunction
(Now Eli the priest was sitting on the seat הֵיכַל יהוה וְהִיא מָרַת נֶפֶׁט Yahweh; and she (Hannah) was bitter of spirit)

The inserted information characterizes her mood at prayer and also explains how Eli happened to notice her. Likewise, In Gen. 29:16, the conversation between Jacob and Laban is interrupted with the clause
....לִלְבָן שְׁתֵּי בָנוֹת (Now Laban had two daughters...)
to explain the reference to Rachel given in the next clause belonging to the main narrative: "and he (Jacob) said, 'I will serve you seven years for your youngest daughter Rachel."" These are but two examples selected at random from the hundreds of such instances.
(d) Terminative or Initial, indicating either the completion of one episode or the beginning of another. The following examples are taken from the beginnings of several chapters in Genesis; the chapter divisions often correspond to initial disjunctive clauses in the Hebrew:

|  | Now the serpent was more subtle... (3:1) |
| :---: | :---: |
|  | Now the man knew Eve... $(4,1)$ |
|  | Now Sarah, the wife of Abram, had not borne him a child... (16:1) |
|  | Now the Lord attended Sarah as he had said... (21:1) |

It is interesting to note that a disjunction may be preceded by a temporal clause. In this case the disjunction must be understood as applying before the clause with ויְידּי :

Now after these things, God tested
נִִסָה אֶת-אַבְרָהָם
Because a new episode may always be introduced, like a new paragraph, with no conjunction at all, such as

> אַחַר הַדְבָרִים הָאֵּלֶה הָיָה דְבַר יהוה After these things the word of the Lord אֶלאַבְרָם $\quad$ came to Abram (15:1)

we not unexpectedly find a mixing of the two styles:
In the days of Amraphel they made war... (14:1)

A third type of w-clause, conjunctive but non-sequential, will be considered in a later lesson.

## 133. איֵ

As predicators of existence and non-existence these two words approximate a verbal function in Hebrew, serving almost as tenseless forms of the verb "to be." It is hardly surprising, therefore, that these words are found inflected for number and gender by the addition of pronominal endings, rare in the case of יֵש

SING.
PL.

ישׁשְׁם yeškem

2 f
3 m খשׁׁנְ yešnô
$3 f$

SING

|  | 'ênénnı̂ | אֵינִּנּ | 'ênénnû |
| :---: | :---: | :---: | :---: |
| אֵינִךָ | 'ênaka | אֵינְכֶם | 'ênakem |
| אֵינֵּד | 'ênēk |  |  |
| איצִּנֶּנוּ | 'ênénnû | איֵָם | 'ênām |
| איצֶּנִה | 'ênénnāh |  |  |

The rare inflected forms of יֵש tion (if), as in

```
\\mp@code{If you act properly...}
```

and may be regarded simply as optional replacements for the simple pronouns,
אִם־אַתֶם עִשִים הֶסֶד

The inflected forms of איֵ have a wider range of usage:
(a) Negative existential with nominal or pronominal subject:
אֵיֹאֹנוּ he is not (he does not exist)
הַיֵּלֶד אֵיצֶּנוּ The boy is not (here).

Note that the inflected form is used regularly after a definite nominal subject. The quoted example is equivalent to אֵין הַּלֶּלֶד.
(b) Negation of sentences with participial predicates (very common):
אירֹנְּי כחב I am not writing.
The men do not know.
(c) More rarely אין alternates with in the negation of sentences with adjectival or adverbial predicates:

$$
\begin{aligned}
& \text { The animal which is not ritually pure }
\end{aligned}
$$

## 134. Vocabulary 35.

> Nouns: אָכָּ אְלִי ; no pl.) food

צֶרְהָ 'erwiōh (no pl.) shame, nakedness
gental ara
Adjectives: נָבוֹן näbôn intelligent, discerning (cf. בִּיָּנָ )
כֵּ kēn honest, true
Verbs: יִיטַב imperf. perfect not used. To go well, used impersonal-




 sometimes mixed up.

## Other: רַ raq (adv.) only



## Exercises:

(a) Translate:











הוּא הַשְַַּׁטים.
(12) אֵין אִישׁ צַּדִּיק בדּצִּיר רַק רִשִׁצִּים.
(13) אֵין אַּיִם בַּבּוֹר, רַק אֲבָנִים שָׁם.
(b) Reading: The Famine in Egypt and Canaan




 אֹתְך עַלֹכָּלֹאֶרֶץ מִצְרַיִּם.





Notes to the Reading:

1. in the sense "choose"
2. "storage supply"
3. Supply "in regard to" before הַכִּסֵּא.

## Lesson 36

## 135. הִּנִ.

The word הִנֵּ, traditionally translated as "behold," is very frequent in Hebrew prose and deserves special attention in translation. The retention of archaic expressions like "behold" even in the RSV merely points up the translators' refusal to come to grips with the meaning and syntactic functions of הִנֵה in terms of modern English correspondents. There is, of course, some difficulty in this, but it is hoped that the following discussion will enable the reader to translate this word more accurately.
(1) The clearest and most basic use of הִנֵה is as a predicator of existence. It differs from in in that it emphasizes the immediacy, the here-and-now-ness, of the situation. In this usage inflected forms are common:

SINGULAR
1c
2 m
2 f
3 m
$3 f$

הַנְּ hinnzkā
hinnek
הִּנוֹ hinnô

PLURAL

## hinznû (hinnénnû)

הנְּכֶם hinnวkem
חִּנּ hinnām

Examples:
הִנְנִי Here I am. (Answer to question or address)
הִנֵּה הָאִׁשׁ
Here is your wife.
(2) may also be used to add this same nuance to sentences with adverbial, adjectival, or participial predicates. Thus, sentences such as חהנִנִי בַבַּיִּת I I am here (now) in the house.

Examples:
הִנִּה חָמִיךך עלֶלה תִמְנָתָה Your father is now ill.
Your son is now coming to you.
The land is here before you.
It may also be prefixed to verbal sentences, adding to the vividness or importance of the fact stated:

Some men have just come here.
Most hinnēh-clauses occur in direct speech (this excludes wahinneh; see below) and serve to introduce a fact upon which a following statement or command is based. It becomes important, therefore, to consider each hinnēhclause together with the type of clause that follows it, i.e. whether they stand in a conjunctive or disjunctive relationship. Among the most frequent conjunctive-sequential types are:
(1) hinnēh-Clause + imperative. The absence of wa- before the imperative marks this as a rather special construction. If desired, the hinnēhclause may be subordinated in English.
 Or: Since your handmaid is etc. (Gen. 16:6)
הִנֵּה שָׁמַעְתִּי כִּי יֶשׁשֶׁׁׁר $\quad$ I have heard that there are rations in Egypt;

The semantic movement from one clause to the other is clear. Sometimes this can be made clear in the English by the subordination suggested; sometime the use of "so" or "therefore" in the second clause is recommended.

The imperative may be preceded by עַ עַתָּתָּה or
 וֹעַתָה לְכוּ וְנַהַרְגֵהּהּ
 (I Sam. 8:5)
(2) hinnēh-Clause + CONVERTED Perfect. This formula is an instance of type (1c) discussed in the previous lesson.

אֲנִי הִנֵּה בְרִיתִי אִּתָּך וְהָּיָית My covenant is with you and you shall become שִאַב הִמוֹן גּוֹיִם Or: Because my covenant is (will be)...

הִנֵּה יָמִים בָּאִים וְגָדַעְתִּ Days are coming when I shall cut off your אֶת-זְרֶֶָׁ
(3) hinnēh-Clause + disjunctive clause. There are several types of less frequent constructions under this heading, mostly conforming to the uses of the disjunctive relationship treated in the preceding lesson, but slightly modified by the initial hinnēh:

הִנֵה בֵּבַכְתִּי אֹתוֹ... Although I have blessed him (i.e. Ishmael), my

## וְאֶת בְּרִיתִי אָּקים אֶת־יִצְהָק

 covenant will I establish with Isaac... (Gen. 17:20-21)הִנֵּה הָאֵש וְהָצֵצִּם וְאַּה הַשֶׁה Here are the fire and the wood, but where is the lamb? (Gen. 22:7)
.... הֵנֵה אָנֹכִי הוֹלִךּ לָמוּת וְלָּשֶה צֶּה לִי בְּכרָה

In a number of instances the use of a future disjunctive clause after hinnēh + participle seems to require that the participial clause be rendered in a completed sense:

הִנֵה אָנֹכִי מֵת בְּקבְרִי... When I have died, you shall bury me in my תּתְבְּרְנֵּ
When we come..., you shall tie the thread...
(Jos. 2:18)
We have already noted the very frequent idiomatic use of iְהִנֵּ after and other verbs of perception. וְרָהֵּ may also be used to introduce a circumstantial clause, sometimes without an explicit subject:


## 

The particle נָא is frequently attached to imperatives, jussives, and cohortatives. It is traditionally known as a precative particle, translated as "please, I pray" or the like. In actual fact, however, there is little support for this rather vague rendering. The particle seems rather to denote that the command in question is a logical consequence, either of an immediately preceding statement or of the general situation in which it is uttered. As a modal particle its occurrence cannot be predicted; when it does occur, however, it would appear to show that the speaker regards his command as consequent upon his former statement or, as we have said, upon the context. It would seem natural therefore to find such a particle used in the clause following a hinnēh clause, because
the hinnēh clause is precisely the kind of statement out of which an imperative emerges. This close relationship is signalled even more explicitly in Hebrew by appending נָא both to the hinnēh and to the following imperative:

הִֵּה־נָא עֲצָרַנִי יהוה מִצֶּדֶת Because the Lord has prevented me from bearing
בּא־נָא אֶל-שִׁפְחָתי בִּ
הִנֵּה נָא רָפָה הַיוֹם לַעֲרוֹב לַּ Since the day has drawn to a close, spend the ליבוּ-נָא $\quad$ night here. (Judges 19:9)

Otherwise hinnēh-nä' conforms to the categories given for hinnēh alone. E.g.
 וְאָנִִי לֹא אוּכַל לְהִמָּלֵט I I am nevertheless unable to escape... (Gen. 19:19)

```
# Even though the site of the city is good..., the waters are bad... (II Kings 2:19)
```


## 137. אוֹדיה and

In verbal sentences צוֹד is used as a simple adverb in the sense of "again, still, yet, once more":

יָשַׁב עוֹד וַּאכַל He sat down again and ate.
And he dreamed still another dream.
But עוֹד, like , מנֵּה, may be inflected and used as a predicator of existence, with the nuance of "to still be, to yet be."

SING.




$3 f$ עוֹדֶנָּה `ôlénnāh

PLURAL


Examples:
He is still there.
אַבְרָהָם עוֹדֶּנוּ צמֵד לִפְנֵי יהוה Abraham is still standing before the Lord.
צוֹרְּנִּי חַי I am still alive.
עוֹד יוֹסֵף חַי Joseph is still alive.
עוֹד הָעָם רַב The people are still too many.
הַעוֹד לָכֶם אַח $\quad$ Do you have yet another brother?
These examples show clearly that עוֹד , like , וֵּה, may be extended from purely existential predication to use in other types of non-verbal sentences.

A special use of עוֹד and בְּעוֹד is found in the temporal expressions

עוֹד חָמֵש שָׁנִים in yet five years, for five more years in yet three days, after three more days
while the boy was still alive
עוֹד מְעַט in just a little while, shortly, soon
Such expressions were originally non-verbal sentences, first used circumstantially:
there are still five years $\rightarrow$ there being still five years
and then incorporated as units into another clause, thus being reduced to phrase rather than clause status. בְּעוֹד would then be comparable to $\underset{\sim}{\boldsymbol{Z}}+$ the infinitive construct of עוֹד . עָּה with a negative is translated "never again, no longer."

Occasionally אֵַּה (where?) is found with subject suffixes similar to the


## 138. Vocabulary 36.

Nouns: מְרַגֵּל maraggēl (pl. -îm) spy, scout

- אֶמֶת

Other:
 Pharaoh lives; cf. מִם below.
אִa 'im (conj.) if; note the full oath formula: hay/he X 'im + imperf., where has a negative force. E.g.
חֵי פַרְעֹה אִם תֵצְאוּ מִֶּה כִי־אִם... As the Pharaoh lives, you shall not leave here unless...
- פֻּל kull- all, every one of. Used with pronominal suffixes, in apposition: הָאֲנָשִׁים כֻּלָם all of the men (lit. the men, all of them).



## PLURAL



## Exercises:

(a) Translate:
(b) Give the Hebrew for the following orally:

1. Our mother is still here in the house.
2. Here comes your brother.
3. I am not going to go up to the city.
4. There is still a fire in the mountains.
5. The men are not eating.
6. Where are the vessels which you fashioned?
7. We are not walking.
8. On the 9 th day we rode to the end of the road.
9. Are you still hungry?
10. All of us were poor.
(c) Translate:

(d) Write in Hebrew. Use hinnēh-clauses when possible.
11. Although our food is still plentiful (much), we cannot give you any of it.
12. Because your father has died, I shall send you to live (dwell) with your eldest (lit. great) brother.
13. Although I am here beside you, you cannot see me.
14. Now that you have come, sit down and eat with us.
15. Since we are sojourning here, let us tell them that we are rich so that it will go well with us.
16. Seeing that righteousness and truth have perished in the land, let us seek help from our God so that he will send us deliverance.
17. As the king lives, you shall not enter here before evening.
(e) Reading: Joseph Receives his Brothers in Egypt.







 הַיוֹם וְהֶאֶחָד אֵּיֹנֶּוּוּ




## Notes to the Reading:

1. i.e. his full brother
2. $=$ תחקרָא אתוֹוֹ
3. "and they bowed down"
4. "and he recognized"
5. "they did not recognize"
6. Adjectives in the fem. pl. may be used adverbially: "harshly"
7. After a negative $k \hat{l}$ has a strong asseverative force: "but on the contrary, you did come etc."
8. "twelve"
9. האוּשׁר אֲ is the predicate (here = "so, a fact"): the is the subject.
10. הַ introduces an indirect question: "whether"
11. Note this frequent assertive use of $\mathfrak{F}$ : spies."


## LESSON 37

## 139. Derived Verbs.

All of the verbs studied in the preceding lessons belong to the conjugational type known as Qal, or the simple conjugation, since each consists analytically of an unaugmented root plus a stem pattern (perfect, imperfect, etc.). But in Hebrew, as in most languages, other verbs may be constructed from these same roots, mainly by the use of prefixal elements or by modification of the stem patterns. There are six important types of derived verbs (often called conjugations). Not all roots occur in all six forms, just as many roots are not employed as verbs in the Qal although they are well attested in nouns and adjectives. The six principal derived types are named by the Hebrew grammarians according to the form they would assume in the 3 rd per. masc. sing. of the perfect with the root פעל :

| נִפְעַל | Niphal | Lessons 37-39 |
| :---: | :---: | :---: |
| פִֵֵּל | Piel | Lessons 40-42 |
| פַּעַל | Pual |  |
| הִפְעִיל | Hiphil | Lessons 43-49 |
| הָפְעַל | Hophal ${ }^{\prime}$ |  |
| הִתִַַּל | Hithpael | Lesson 50 |

## 140. Niphal Verbs: Meaning.

Broadly speaking, Niphal verbs, characterized by an element $n$ - prefixed to the root, are medio-passive in meaning. Because a theoretical discussion of
this term, by no means consistently employed in grammatical descriptions, would take us too far afield, we shall categorize these verbs on the basis of their translation value in English.
(1) Incomplete passive: The passive in English is a construction, not a category of verbal meaning. If a verb occurs in an active-transitive usage, such as

> The students read the lesson,
there is a passive transformation to the corresponding
The lesson was read by the students.
By the incomplete passive we mean this same transformation minus the agent:
The lesson was read.
the use of which indicates that the speaker is not concerned with specifying the agent of the action. All Hebrew passives belong to this category; constructions with a specified agent are virtually non-existent. If the corresponding Qal verb is active-transitive, it is always possible to translate the Niphal verb as an incomplete passive:

$$
\begin{aligned}
& \text { Qal Niphal } \\
& \text { נִכְתַּב הַדָּבָר כָּתַב אֶת־הַדָּבָר The word was written. }
\end{aligned}
$$

$$
\begin{aligned}
& \text { נֶהרַג הָאִישׁ הָרַג אֶת־הָאִישׁ The man was slain. }
\end{aligned}
$$

(2) Middle. Middle verbs in English are elusive because they pattern like active verbs and have the same form:

## Active

He broke the window. He stopped the car. He opened the door.

## Middle

The window broke.
The car stopped.
The door opened.

Unlike the incomplete passive construction, middle verbs are active in form, but the meaning (i.e. voice) is, in a sense, reversed: the object of the active verb has become the subject of the middle verb. Niphal verbs in Hebrew often correspond to middle verbs in English:

נִפְתַּח הַשַׁטַּרַר The gate opened.
נִשְׁבַּר הַכְּלִי The vessel broke.
נִקְבַּץ הָעָם The people gathered.
(3) Reflexive. Reflexive verbs in English have an expressed object (the reflexive pronoun) which refers to the subject:

He saw himself in the water.
He washed himself.
He sold himself into slavery.
Niphal verbs often require this translation:

$$
\begin{array}{ll}
\text { נִגְאֵּר } & \text { he redeemed himself } \\
\text { ִַמְּ } & \text { he sold himself }
\end{array}
$$

(4) Resultative. More important than either of the two preceding categories is the Niphal verb in a resultative meaning. Essentially a stative verb, the resultative Niphal describes the state of its subject which has been produced by the verbal action named by the root:
Active Passive Resultative

פָּתַח to open to be opened to be open
שִׁבָּר to to break to be broken
In English the equivalent of the resultative is so often formally the same as the passive that the distinction made here is difficult to grasp. In the passive It was broken, was is an auxiliary verb in the unit was-broken; in the resultative It was broken, was is the verb to be followed by an adjective/ participle. One can see this difference most clearly by applying, for example, a transformation into present real:
passive: It is being broken.
resultative: It is broken.
Very frequently the resultative-stative has the nuance of potentiality:

| -נִרְאָה - רָאָה : to see | to be seen | $\rightarrow$ to be seeable, visible $\rightarrow$ to appear |
| :---: | :---: | :---: |
| נוֹרָא - ירֵא : to fear | to be feared | $\rightarrow$ to be fearful, dreadful, terrible |
|  | to be eaten | $\rightarrow$ to be edible |
| נִבְּחַר - | to be chosen | $\rightarrow$ to be choice, select, acceptable |
|  | to be loved | $\rightarrow$ to be lovely, loveable |
| - | to be inhabited | $\rightarrow$ to be habitable |
| נִמְדָא - | to be found | $\rightarrow$ to be extant, to exist, (cf. se trouver) |

These four categories have been defined on the basis of English. In Hebrew, however, they are one: the medio-passive as expressed by the Niphal form. Only a careful study of the context will enable the reader to decide among the various possibilities.

Some Niphal verbs have no Qal counterpart:

| נִלִ | he fought | נִסְתַר he hid |
| :---: | :---: | :---: |
| נִמִלַט | he escaped | he fell fast asleep |

Others would appear to be denominative, although this is a rare use of the Niphal pattern: נִבָּא (for נִבְבָּא *) to prophesy, from נִבִיא, prophet.

## 141. Niphal Verbs: Stems and Inflection.

The Niphal verb is derived from a triliteral root by the prefixation of $n$. In the perfect the stem has the basic form nִכְתַּ niktab, which undergoes no unusual changes in inflection. The imperfect was originally of the form * Vankatib,' which, with the assimilation of the $n$, became Hebrew יָּתףב. likkātéb. The imperative and infinitive construct are based on the same stem as the imperfect, where the doubling of the first root consonant is the most striking characteristic of the type in general. The participle and infinitive absolute are based on the perfect.

| Root Type | Perfect |  | Imperfect |  | Imperative |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Regular | נִכְתַב | niktab | יִכָּתב | yikkātēb | הדכָּתב | hikkātēb |
| III-gutt. |  | nišlah | יִשָׁלֵּ | višssălah | הִשָּלֵה | hiššālah |
| I-gutt. | נִאֵֶן | ne'ĕman | יֵיָ. | yèāmèn | הֵאָמן | hé ${ }^{\text {àmén }}$ |
|  | Inf. | Constr. | Participle |  |  |  |
|  | הדכָּתֵ | hikkãtēb | נִכְתָּ | niktāb |  |  |
|  |  | hiššālah | נִשְׁלָּ | nišlāh |  |  |
|  | הֵאָמן | he̛'āmèn | נֶאֶטָ | ne'ěmãn |  |  |

Remarks:
(a) The only deviation from the regular pattern with roots III-gutt. is the replacement of $\bar{e}$ with $a$ in the imperfect and related forms.
(b) With roots I-gutt. (including $\boldsymbol{\aleph}$ ), the perfect usually has the pattern of ,נתאֵן with $e$ in the preformative and $\check{e}$ after the guttural. In the imperfect and related forms the doubling of the first root consonant is replaced by a compensatory lengthening of the prefix vowel $i$ to $\bar{e}$; this $\bar{e}$ is unaltered in the inflection.
(c) The participle differs from the stem of the perfect only in the length of the stem vowel. As an adjective, the participle retains this vowel in inflection.; e.g. the fem. נִכְתָּבָה nikַtābāh, as opposed to the verb, with reduction: נִכְתְבְה niǩtabāh.

| Perfect: | Regular |  | III-gutt. | I-gutt. |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | נִכְתַּב | niktab |  | נֶאֵֵן | ne'c̆man |
|  | נִכִתְּדָה | niķtabāh |  | נֶאֵמִנה | ne'emnāh |


|  | נִכְתַּבְתּת | niktábtá |  | nišláhita | נֶאֶמַנְתָּ | ne'èmántà |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | נִכְתַּבְתִּת | niktabt |  | nišláḥt |  | ne'émánt |
|  | נִכִּתַבְּתִּ | niktábtı̂ |  | nišlálı̣tî | נֶאֵנַנְתִי | ne'ěmántî |
|  | נִכְתְּבוּ | niktohû | נִשׁׁלְחוּ | nišlaḥ̂u | נֶאֶמְנוּ | ne'emmû |
|  | נִכְתַּבְתּם | niktabtém | נִשׁׁלַּלְתֶּם | nišlahtém | נֶאֵמַנְתֶם | ne'čmantén |
|  | נִכִּבֵּתְּתן | niktabtén |  | šslahtén | נֶאֶנַנְתן | mantén |
|  | נִכִַּּבַּנְּוּ | niktábnû |  | nišláhḷnu |  | ne'ĕmánnû |
| ImPERFECT: | יִכָּתָּ | likkātēb | יִשׁׁלַח | yiššālah | יֵיָ. | le'àmèn |
|  | תֵּתָּתָּ | tikkātēb |  | tiššālah | תֶתָּתֵן | té'ämèn |
|  | תִכּתֵת | tikkāteb |  | tiššālat | תֶתָּמֵן | téămèn |
|  | ¢ | tikkātz $\mathrm{b}_{\text {a }}$ | תִּשְׁלִיִי | tiššālahî |  | té'ämanı |
|  | אֶכָּתֵ | 'ekkātēb |  | 'eššālah | אֵאָמן | 'é'āmèn |
|  |  | likkātab | רִשׁל | viššālahu |  | léāməпй |
|  |  | tikkātábnāh |  | tiššălálimāh |  | tēāmánnāh |
|  |  | tikkātobû | תֶשֶׁלחוּ | isšālah |  | téāmanû |
|  |  | tikkätábuàh |  | šāláhlıāh |  | téämánnàh |
|  | נִכָּתבּ | nikkātēb | ִַשָׁלֵּ | niššălah | נֵאֵָן | néàmèn |
| Imperative: | : הִכָּתבּ | hikkä | הִשָׁלִח | hiššālctl | הֵאָּמֵן | hēàmèn |
|  | הִכָּתְּתִי | hikkätab̂ |  | hisš̆s̆lah | הֵאָּנְנִי | he'ämanı |
|  | הִכָּתְּתוּ | hikkātabu | הִשׁׁלחוּ | hiššāldtûu | הֵאָּמְנוּ | héäməпй |
|  | הִכָּתַבְנָה | hikkàtábuăh |  | hišşălálı̣āh | הֵאָמַנָּה |  |
| Inf. Constr | R. הִכָּתבּ | hikkātēb | הִשָׁלֵח | hiššālah | הֵאָמֵן | -̇āmén |
| W. SUFF. | הִכָּתְּבִי | hikkätabi |  | hiššālaĥi | הֵאָמִנְיִ | hé'āmanı̂ |
|  | הִכָּתֶּבְ | hikkātebkā etc. |  | hiššālahăkā etc. | הֵאֶמֶנְך | héàmenkā etc. |
| Inf. (1) | נִכְתוֹוֹב | niktôb | נִשְׁלֹלוֹחַ | nišlồ ${ }^{\text {a }}$ ¢ | נַעְבוֹרֹר | na'ăbor |
| Absolute (2) | הדכָּתוֹבוֹת) | hikkātôb | תִּשָׁלֹלוֹת | hiššālờ ${ }^{\text {a }}$ | הֵעָבוֹר | héa aboor |
| Participle: | : נִכְתָּ | niktab | נִשְׁלָ | nišlāh | נֶאֶֶן | ne'ěmān |
|  | נִכְּדָּדּה | niktābāh | נִשְׁלָּלָה | nišlăhāh | נֶאֵמָנָה | ne'ĕmānāh |
| bite 6 | נִכְתִּדִים | niktābim | נִשְׁלָחִים | nišlăhîm | נֶאֶמָּנִם | ne'ěmānîm |
|  | נִכִּתְּוֹת | niǩtābôt | נִשִׁלָּתוֹת | nišlāhôt | נֶאֶמֶנוֹת | ne'ěmãnôt |

Remarks:
(1) The two forms of the infinitive absolute tend to pair off with the corresponding finite verb of the same general pattern:

(2) The inf. absolute of does not occur, and since its form could be disputed (more likely to have been נמאֶ, with e because of the $\boldsymbol{x}$ ) we have replaced it with the better attested type of בֶעֵב (to be crossed).
(3) The feminine participles singular may also be of the pattern נִכְתֶּתֶּ, .נאֶמֶנֶת ,נִשְׁלְּחַת

## 142. Vocabulary 37.

Nouns: שֶּפֶש living thing. With suffixes it is the equivalent of the intensive/ reflexive pronoun: נַפְשִׁי myself, נַפְשְׁך yourself...
שַׁ śaq (pl. -im) sack; sack-cloth (worn as a sign of mourning).
משׁשְמָר mišmār (no pl.) place of confinement, jail; a guard unit.
מָלוֹן mälôn lodging-place, inn,

לָ



(Nֻבָ 'ăbāl (adv.) truly, indeed; however.
Note: The preposition בֵּין (between) has the following forms with pronominal suffixes:

| בֵּנִי | bênî | בֵּיִּינוּ | bênênû | or | בֵּינוֹתֵינוּ | bênôtênû | (rare) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| בֵּינְּדָ | bênəkā | בֵּינֵיכֵּ | bênêkem |  |  |  |  |
| בֵּינֵך | bênēk |  | - |  |  |  |  |
| בֵּינו | bênô | בֵּינֵיהֶם | bênêhem | or | בֵּינוֹתָם | bênôtām | (rare) |

## Exercises:

(a) Punctuate the Niphal verbs fully and translate:

| (1) נשׁבַּר הַכִּלִי. |  |
| :---: | :---: |
|  | (12) (12) (13) |
| (3) |  |
| (4) ישמעו דִברִי אִמֶת. |  |
|  |  |
| (6) (6) נשׁמע קוֹל שִׁירם. |  |
|  |  |
| (8) אֵיךָ יבּ (1) |  |
|  | (19) הִפּתחוּ הַשִׁעָּרִים. |
|  |  |

(b) Write in Hebrew:

1. And when their words were heard, we knew that they were guilty.
2. As God lives, you will not see your husband until the day of his death.
3. And in the evening he entered an inn and spent the night there.
4. Now that you have been chosen as our king, give us help so that we may slay our accursed enemies before our land is captured and our cities are burned.
5. They placed the food in their sacks and set out on the road.
6. Now that he has measured the field, go to him and ask him whether (hă-) he will sell it to us.
c) Reading: Joseph and his Brothers in Egypt.


 וְיאקמְנוּ דִבְרֵיכֶם וְלֹא תָמוּוּוּ













 הַמִּשְׁמָר.






## Notes to the Reading:

1. They are referring here to their earlier treatment of Joseph.
2. Prob. to be understood as "And now, moreover, (our penalty for shedding) his blood is to be exacted." דָד is frequently used as the equivalent of the guilt (or punishment) involved in bloodshed.
3. מֵלִיץ an interpreter
4. סָבַב in the sense "turn oneself away"
5. "provisions"
6. fem. pl. $=$ neuter pl. "the things which befell"

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7. "you have bereaved"
8. A rare form, perhaps fem. pl., "everything".
9. "you may kill"
10. "in my charge"
11. Note that the apodosis (if... then) is not marked except by a con-junctive-sequential construction. יגוֹן grief.

## LESSON 38

143. Niphal Verbs: Stems and Inflection (continued).

| Root Type | Perfect | ImPERFECT | Imperative | Inf. Construct |
| :---: | :---: | :---: | :---: | :---: |
| I-Nu | נִתֵן |  |  |  |
| I- Yodh | נוֹלַד nôlad |  |  |  |
| III-Aleph | נiquà |  | הִקרירא hiqqāre’ |  |
| III-Hé |  | יִבָּנֶה | הִבִּנֵה hibhānēh |  |

Remarks:
(1) I-Nun. The assimilation of the first root consonant takes place in the perfect and participle: ${ }^{*}$ nintan $>$ nittan. The stems and inflection are otherwise like those of the regular triliteral root. [Note: the assimilation of the stem-final $n$ in the perfect of $נ$ נתַן is proper only to this particular root; cf. the Qal perfect.]
(2) I-Yodh. Nearly all roots I-Yodh in Hebrew were originally I-Waw. The original Waw shows up clearly in the Niphal verbs. In the perfect an earlier * nawlad (root $y l d<w / d)$ appears as נוֹלַlad (he was born). In the imperfect and imperative the $n$ - of the Niphal prefix is assimilated to the root $-w-$ and a doubled -w- results: יוּלָּ is regular.
(3) III-Aleph. As expected, the stem vowel of the perfect is lengthened to $\bar{a}$ before the quiescent $\boldsymbol{\aleph}$ (cf. $\S 52$ etc.). Unlike the Qal perfect, however,
the stem vowel is replaced with $\bar{e}$ before the 2 nd and 1 st person endings： e．g．miqrés（＇）tä（you were called）．The full inflection is given below．
（4）III－Hé．The pattern of inflection learned for the Qal will hold for most of the verbs derived from roots III－Hé．In the Niphal perfect，however， the stem vowel before the 2 nd and 1 st person suffixes is regulary $\hat{c}$ ，not $\hat{i}$ ． Contrast בִבְגְיתִי בָּלִיתִי（I was built）．Just as in the Qal，the jussive or short form of the imperfect loses the final vowel：יִבָּ יִּנְ


## Perfect：

| nittan | נוֹלַד nôlad | 隹 | נִבִבְנָה nibnāh |
| :---: | :---: | :---: | :---: |
| 隹 nittanāh | － | 隹 | nibnatāh |
|  |  | 隹 |  |
|  |  | niqrē（＇）t |  |
| nittáttî |  | niqrē（＇） t t̂ | נִבְ |
| בנתחנוּ nittanû | נוֹלִדוּ | נִiqra＇û | נִבְ |
| nittattem | נוֹלַדְתֶּ nôladtém | נiqre（＇）tem | נִבִנְיתֶּ nibnêtem |
|  | נוֹלַדְתֶן nôladtén | נִקרִראתן niqre（＇）ten | נִבִנִיתֶן |
| בִתִּנּ | נוֹלַדִנוּ |  |  |

IMPERFECT：

| יָּתִת | linnátèn |  | vimuàlèd | יקירֵא， | viqqāre＇ | יִבִּנֶה | viblan |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| תִּנֵת | tinnātēn | תִּוּלֵד | wàlèd | תחקּרֵא | tiqqāre’ | תִּבָּנֶה | tibbäneh |
|  | tinnātēn | תִּדּלִד | tiwwälèd | תֶקרֵרא | tiqqāre ${ }^{\text {a }}$ | תִבָּנָּ | tibbāneh |
| תִּנְּתִּ | tinnātznî | － | 此wàladi | תִתְּרִֵי | tiqqāra＇ı | תִּדָּנִי | ibbãnı̂ |
| אֶנֶתן | ＇ennātēn | ליד | wàlèd | אֶקָרֵא | ＇eqqäre＇ | אֶבדּנֶה | bbaunch |
| יֵּתֵתִּ | linnātzıû |  | vivwàladu | יֶקרקראוּ | liqqāra＇u | יִבּנוּ | vibbānû |
|  |  |  |  |  |  |  |  |
| תֶּנְתִּ | tinnätənû | תִּוּלדוּדוּ | tiwwāld ${ }^{\text {a }}$ u |  | tiqqārə＇и |  | tibhāmû |
|  | tinnātánnāh |  |  |  |  |  |  |
| נִנִּתָּ | ninnátēn | נִוּלֵד | niwwàlèd | נִקָּרא | niqqāré | נִבָּנֶה | nibbāneh |

Imperative：

| רִנִּתֵן hinnātēn | הִוּלָד hiwnālèd |  | הִבָּנֵה hibbānēh |
| :---: | :---: | :---: | :---: |
|  | hiwwàldầ |  | הִבִּנִי hibbānî |

Inf．Construct ：

Inf．Absolute：

נִבְּה nibunōh

Participles:

| בִּתָּ nittān | + | nôlād | נִקְרָא | $n i q r a \vec{a}$ | נִבְנֶה | nibneh |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| גנittānāh | נוֹלָדה | nolada | נִקְרָה | niqrä'āh | בִבְנָה | nāh |
| nitténeth | נוֹדֶת | nôlédet ${ }^{\text {a }}$ | נִקִרֵאת' | niqrē(') $\underline{\text { b }}$ ) |  |  |
| נִתָּנִים nittānîm | נוֹלָדִים | nôlādîm | נִקִרָאים | niqrä'îm | נִבְנִים | ibunim |
| nittãnôt | נוֹלָדוֹת | nôlādoto | נִקִראוֹת | niqrä'ôt | נִבְנוֹת | nibuó |

## 144. Niphal Verbs: Mixed Types.

The following are a sampling of verbs whose roots combine several of the characteristics described in the preceding paragraphs. The forms are all quite predictable from the types already given and thus require no comment.

```
I-Waw(Yodh) and III-gutt.:
I-Waw(Yodh) and III-Aleph:
I-gutt. and III-Hé:
I-Nun and II-gutt. (root נחם)
Perf.: נוֹדָע nôda
```




```
     nihlam
```





Note also the verb נִגשׁ niggaš (root in the imperfect the Qal form $\mathfrak{P}$ ? is used.

## 145. Vocabulary 38.


pétah (w. suff. פֶּתְתחּ ; pl. -îm) an opening (of tent, house, wall etc.); also used as a prep.: at the opening of
טַ ṭāp (no pl.) a collective term for children; not used in construct
 water. Note מִעַט מְעַט little by little; בִּטוֹד מְעַט in a little while. Also used in a variety of idiomatic expressions with the basic meaning of slightness, smallness, unimportance.
עוֹלָם 'ôlām (pl. -îm) a word referring to a long duration of time, either past or future; thus, eternity, antiquity. Note the common phrases: לְעוֹלָם ,עַד-עוֹלָם forever. Frequent as the second element of a construct chain: יְּמי עוֹלָם ancient days; perpetual covenant.


(Ni) מִחַם niham (יָּחֵם) to be sorry, repent; to be comforted

נִגַגׁט niggaš (use Qal imperf.
נִצַב niṣsab (no imperf.) to station oneself, to stand; be stationed בִפְלָא niplā' (יָָּּא

## Exercises:

(a) Point the Niphal verbs fully and translate:

(2) אֵיפה תָּיִ הַלַּלּילָה.

(4) הֵם נלחמים אֲצֶל הַקִּיריר.

(6) יֵאספו מִקְצֵּ הָאָרֶץ
 (8) (8) קחוּ אֶת־הַסּוּסִים הַנותרים. (9) תֵּן לִי מְעַט-לֶחֶםם.

(11) נלקחו הָאֲאָּשִׁים הַחֹחוּצָה וֵיֵּהרגו שָׁםם.
(12) יָשׁׁבוּ עַל-שְׂפַת הַנָּהָר עִם־טַפָּם.

$$
\begin{aligned}
& \text { (20) יוּדע שִׁמְךָ הַגָּדוֹל בְּכָּלָּהָאָרֶץ } \\
& \text { (21) וַיקּקן שָׁם בָּקרקר. }
\end{aligned}
$$

$$
\begin{aligned}
& \text { (24) יקִראו הַדְדָבִים הָאֵלֶה בְאָזֵנִי בְנֵיכֶם. }
\end{aligned}
$$

(b) Write in Hebrew:

1. There is a large hill between us and the camp.
2. The fruit will be taken to the house and eaten there.
3. The righteous shall be exalted (lit. raised up), but the wicked shall perish.
4. Countless men (lit. men, their number not existing) were slain near the wall.
5. Be consoled, my son; the sound of your distress has been heard and help will be given to you.
6. I was appointed (lit. stationed) to watch the women and the children.
7. A new city will be built for those who are left.
(c) Reading: Jacob and his Sons, after the First Trip to Egypt.





 אֲחִיכֶם יֵֵרִד אִתְכֶם.





Notes to the Reading:

1. בִּלִּת unless
2. Note in the sense "about" after שָׁא.
3. יאמַַר and are imperfects used modally: "How were we to know that he would say".
4. "I shall be accountable (lit. sin against) to you".
5. "twice the (required) money"
6. "mercy, favor"
7. "and may he release"
(d) Reading: Psalm 24:7-10.


Notes to the Reading:

1. See $\S 82$ (end).
2. A rare word: "mighty, powerful".
3. A frequent word at the close of verses or longer sections in the Psalms. Its meaning is unknown.

$$
\begin{aligned}
& \text { IV I 1. Stand - shive arsell } \\
& \text { 2. sta = be steading } \\
& \text { 3. stand = remain stadigy }
\end{aligned}
$$

## LESSON 39

146. Niphal Verbs: Stems and Inflection (concluded).


As in the Qal, the two root types given above present the most striking deviation from the normal triliteral patterns of the preceding lessons. The retention of the stem vowel - $\hat{o}$ - with the Hollow roots simplifies that paradigm, but attention must be called to the curious interchange of $\hat{o}$ and $\hat{u}$ in pretonic syllables in the inflection of the perfect, where the stem vowel - $\hat{o}$ - is added in the 1 st and 2 nd persons:

| Perfect : | נָכוֹן | nākôn | נָֹוֹנוּ | nākônû |
| :---: | :---: | :---: | :---: | :---: |
|  | נָכוֹנָה | näkoonāh |  |  |
|  | נִכוּנוֹתָּתָּ | nakûnôtà | נִכוֹנוֹתֶם | naķônôtem |
|  | נְכוּנוֹת | nakûnôt | נִכְוֹנוֹתֶּתֶן | nakoonôten |
|  |  | nokûnôtî | נִכוּנֹוֹנוּנוּ | nakûnônû |
| IMPERFECT: | יִכּוֹן | yikkôn | יִכֹּוֹנוּ | yikkônû |
|  | תִּכוֹן | tikkôn |  | tikkônênāh] |


|  | אִּכּכּוֹנִּן | tikkôn <br> tikkónî <br> 'ikkôn |  | tikkönu <br> tikkônệnāh] nikkón |
| :---: | :---: | :---: | :---: | :---: |
| Imperative: | הִּפּוֹנִי | hikkón hikkônı̂ | הִכֹּוֹנוּ | hikkonû |
| Inf. Construct : | הִּכּוִֹֹּוֹן | hikkôn hikkônı̂ etc. |  |  |
| Participle: | נְכָּנָּנוֹה | nākón <br> nakônāh | נכוֹנִים <br> נכוֹנוֹת | nakônîm nakónôt |

The inf. absolute may have either the form נָכוֹן nākon or hik hikionn.
Niphal verbs from geminate roots are quite poorly attested and in many cases one cannot be certain that the form in question is indeed a Niphal and not a Qal verb. The 3rd pers. masc. sing. of the perfect, נָסַב (from an earlier *nasabb-) resembles a Qal verb from a root נסב. The full inflection, however, shows that this resemblance is superficial and that the doubling of the second root consonant reappears when a vowel is added to the stem. Likewise in the imperfect יִסַבי, confusion with other types is possible: this form could be
 usual יֵתם ). Some of the alternate forms that crop up are due to analogy. For example, the original pair יִּשַּס - נָמַס ימַס - נֵמֵס was altered probably

יִכְבַּד

This mixing of Qal and Niphal forms, together with the relative rarity of these verbs, makes it quite impossible to decide which conjugation we are dealing with. The following selection of forms is a sufficient guide to the forms that will be met:


Participle: נָּסָ nāsaāb y] nacsabbîm
נִסַבָּה nasabbāh nasabbôot
L゙—

## 147. Vocabulary 39

Nouns: tí tébah slaughtering
תּחִלָּה tahillāh beginning, first occasion (of some event)
 protection
יָמִין yāmîn the right; right hand or side (f.)
שְׁמֹאל
lēb (w. suff. לִבִּ; pl. -ôtr) heart
Verbs: ,


 dissolve
נכָּן nākôn (Niphal verb from root כוֹן; imperf. יִּוֹן) to be firm, fixed, secure, established
OTHER: יוֹמָם yômām (adv.) by day, in the daytime

## Exercises:

(a) Translate:

(b) Write in Hebrew:

1. Your hearts will be broken.
2. The city will be surrounded and its inhabitants will be taken captive.
3. On the right are the tombs of their fathers.
4. Seven men were stationed over him lest he escape.
5. There was only a little food left for us.
6. We washed our hands and feet before we sat down to eat.
7. The words of his law are established for ever.
8. When I heard his words, my heart melted within me and I was not able to stand.
(c) Reading: Joseph and his Brothers: the Second Trip to Egypt.






 כַּסְפֵּנּוּ בְשַּקִּינוּ.
 אֶת־הַצֶּסֶף הַהוּא, כַסְפְּכֶם בָּא אֵלַּי.



## Notes to the Reading:

1. "the double amount of silver"
2. אֵטׁר is used substantively: "the one who".
3. "bring"
4. A rare imperative with $\bar{o}$ instead of the normal טְבַח.
5. "and make ready"
6. "they were brought"
7. "have been brought"
8. "and we have brought it back"
9. "and he brought out"
10. "and he brought"
(d) Reading: Psalm 121 (vocalization slightly altered):

|  |  |
| :---: | :---: |
|  | (2) (2) |
|  |  |
| שׁוֹמֵר יִשִרָאל: |  |
|  | (5) (5) יהוה שׁׁרֶדָ |
|  | (6) |
|  |  |

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(8) יהוה יִשְׁמֹר צֵאתְך וּבוֹאֲָּ

Notes to the Reading:

1. Inf. constr. מוֹט with ?
2. "will not smite (strike, kill) you"


## $\operatorname{LESSON} 40$

## 148. Piel Verbs: Meaning.

Piel verbs are regularly distinguished by a doubling of the second root consonant and stem patterns quite distinct from those of the Qal. Because the root of a Piel verb may not always occur as a Qal verb, it is sometimes difficult to define the meaning of a Piel form by direct comparison. Following is listed a representative collection of Piel verbs classified in regard to the meaning that may be assigned to the Piel as a derived type, i.e. secondary to some other form in the language.
a. Factitive (transitivizing). Perhaps the most consistent use of the Piel formation is to construct a verb with transitive active meaning from a root which appears in the Qal as an intransitive or stative verb. Such Piel verbs usually have a factitive meaning:

Qal (to be sound) $\rightarrow$ Piel (to make sound)
Qal (to be great) $\rightarrow$ Piel (to magnify)
Such a transformation of meaning may also be designated as causative, but we shall restrict this latter term to roots whose Qal verbs are transitive:

Qal (to learn) $\rightarrow$ Piel (to teach, i.e. to cause to learn)

## Examples:

| Qal | Piel |  |
| :---: | :---: | :---: |
| אָּד | אבֵּד |  |
| קַ to be light, trivial | p. quellēl | to curse (make light of, treat as unimportant) |
|  | קדִּשׁ qiddaš | to sanctify |
| שִׁלם to be sound | שִׁלַּ | to make sound, whole; to recompense, reward |
| חָיָה to live, be alive |  | to cause to live, let live |
| טָמא to be unclean | טִמִּ | to pollute |
| כָּלָ to be at an end | כִּלָּ killāh | to finish, complete, bring to an end |
| לָכַד to learn |  | to teach |

In some instances the Qal verb is either transitive or intransitive, while the Piel verb is specifically transitive:


b. Denominative. When the Piel verb is closer in meaning to some noun or adjective than to the Qal verb (which in most of these cases does not exist), we may say that the Piel has a denominative function:


דִּבֶּר dibber to speak
סִפּר $\operatorname{\text {O}}$ sippēr to recount, narrate, tell a story
בּבּר bērak to bless
צִוּוָה
זְשִּר zimmēr to sing, make music
שִׁלֵּשׁ to do something for a third time
קִֵּּ qinn $\vec{e}$ to be jealous
c. Intensive. In several instances the Piel denotes a pluralization of the action named in the Qal. This may take on the nuance of an intensive, but the intensive force is difficult to discern in most occurrences. Many of the so-called intensive Piels seem more to be stylistic variants of the Qal verb (most likely denominative in origin) used in poetry, probably for variation rather than intensification.
d. Unclassified. In addition to the three preceding categories there are many Piel verbs whose origin is not clear. Some of these verbs could doubtlessly be placed in the above classifications if we had more data on the related Qal or nominal forms.



Awareness of the factitive-denominative-intensive function of the Piel, together with familiarity with a given root, will certainly assist the learner in mastering these new verbs, but because he will not be able to predict unerringly the meaning of a new Piel verb, they will all be listed in the vocabularies of the following lessons.
149. Piel Verbs: Stems and Inflection.

| Root Type | Perfect | ImPERFECT | Imperative |
| :---: | :---: | :---: | :---: |
| Regular | גדֵּדר giddēl | יגדֵדֵ: yağaddēl | גַּדֵ gaddēl |
| III-gutt. | שִׁלִלח | יִשַׁלַלח |  |
| II-gutt. |  |  | בַּעֵר ba'er |
|  | מֵאן mé'én |  | מָּר mä'ēn |
|  | Inf. Construct | Participle |  |
|  | גַּדֵ gaddēl | מגְדֵּ moğaddēl |  |
|  | - שַׁלִּ sallah | מטשַׁלִחַ mašalléa |  |
|  | בַּעֵר ba'er | מבַyֵר maba'er |  |
|  | טָאן mā'èn | מִמָּן mamā'ēn |  |

Remarks:

1. There are essentially only two stems, the perfect and the imperfect. As elsewhere, the imperative and inf. construct are predictable from the imperfect. The participle also resembles the imperfect, but with the prefix pro-.
2. Piel verbs from roots III-gutt. deviate only in having $a$ as the second stem vowel throughout, except in the participle.
3. Even in non-guttural verbs the stem vowel $a$ instead of $\bar{e}$ is found in the perfect; thus giddel or giddal. The choice would appear to be optional. There are a few verbs, notably דִּ שֶּר kipper (to atone for), which have $e$ instead of $\bar{e}$ or $a$ in the 3rd masc. sing. of the perfect.
4. Piel verbs from roots II-gutt. (including ר) fall into two classes:
(a) those with virtual doubling of the guttural in question (see בִּ above); the vocalization is the same as that of the regular verb; (b) those with compensatory lengthening of the vowel before the guttural $(i \rightarrow \bar{e}, a \rightarrow \bar{a}$; see מֵאן may be treated in either way, as will be indicated in the vocabularies.

## Perfect:

| גדּדֵ giddēl | ¢ |  | מֵאֵן méēn |
| :---: | :---: | :---: | :---: |
| הגדּדִ |  | בִּעְ בְ $^{\text {bi'ărāh }}$ | מַאֲנָה mê'ănāh |


| ltä | بֻs šllláhtā |  | מֵאֹנִתָּ mèántā |
| :---: | :---: | :---: | :---: |
|  | תilllaht |  |  |
| － | שilllihlition | bicártî |  |
| גִדִדלוּ giddalû |  |  | מאֵנוּ mé＇ămû |
| גִּדַדִּתִּ giddultém |  |  | מִאַנְתֶם |
| 隹 |  | בִּעַרֶּן bi＇artén | מאַנִתּן me’anten |
| גַּדַּלִנוּ giddálnû | 隹 šillálınû |  |  |

## Imperfect：

| －1．ağaddēl |  | 戓：yabaer |  |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  | תֵֶַַּ taba＇ēr |  |
| דִּרִ tağaddalî |  |  |  |
| אֲגַ＇ăḡaddel | － |  | אֲמָאן |
|  |  |  |  |
|  |  |  |  |
|  | 四 tašallahû |  |  |
|  |  |  |  |
| נַגְדֵּ | Unšsallah | נaba＇er |  |

Imperative：

| גדּדֵ gaddèl |  | ba＇er |  |
| :---: | :---: | :---: | :---: |
| גַּדַּלִי gaddzlî | 的 šallahî | בaiar | מַאִנִ mà ànî |
| גַּדַּלוּ |  |  | מַאְנוּ mä＇ămû |
|  |  |  | טָאֵנָּ mã＇énnāl |

Infinitive Construct：

| גַּדֵּ gaddèl | שַׁallah |  | － |
| :---: | :---: | :---: | :---: |
|  |  |  | טמאִנִי mà |
|  | טֵalllahăka | בַּעֶרָ ba＇erkã |  |
|  |  |  |  |

Infinitive Absolute：


Participle：





Remarks:
(1) After a wall-conversive the prefix yzo of the imperfect loses its vowel and the $y$ is not doubled:

(2) The characteristic doubling of the middle radical is given up sometimes when it is followed by the vowel $a$ :
יבַקִּשׁ

This loss of doubling never occurs with the consonants $\boldsymbol{A}$ • Otherwise no clear rule can be formulated.
(3) The forms listed above and in the next lesson for the infinitive absolute are rather rare. More frequently the Piel infinitive construct is used as the infinitive absolute.

## 150. Vocabulary 40.

Verbs:


Note the idiom: כ...כ. Translation may vary with the context, but the implication is that the two items involved are in some way equal. E.g.

You are the equal of the Pharaoh.
בִּמוֹךָ כָּמִוֹני You and I are equal, are in the same predicament.

## Exercises:

(a) Translate:

| (5) (5) |
| :---: |
|  |
| (8) |
|  |
| (1) (9) |
|  |
|  |
|  |
| (13) (12) (1) |
|  |
|  |
|  |
|  |
|  |
|  |

(b) Give the Hebrew for the following orally:

1. Drive them away.
2. I have sanctified you.
3. Do not spurn his words.
4. He did not want to serve.
5. 'Why do you refuse to speak?
6. They expelled us.
7. 'Are you looking for me?
8. Let us bless them.
9. Bless me.
10. We sought them.
(c) Write in Hebrew:
11. They took the vessels with which they served and gave them to the priest.
12. The Pharaoh became angry and expelled them from his presence (lit. from before him).
13. He refused to sanctify them, for he knew that they were not honest men.
14. He sought his brothers there, for he did not know that they had travelled eastward.
15. You sh shall completely-remove the evil from your midst.
16. We drove the guilty men out of the congregation.
17. We could not refuse to spend the night there.
(d) Reading: Joseph and his Brothers: the Final Test.

After meeting with Joseph and obtaining the release of Simon through Benjamin's presence with them, the sons of Jacob set out again for Canaan with the provisions they had obtained in Egypt. Joseph had had a silver goblet planted in Benjamin's sack, and as soon as the brothers had begun
the return journey, he sent his men after them to examine their baggage, find the goblet and accuse them of theft and treachery. Joseph then expressed his willingness to allow all the brothers except Benjamin to return home, but Judah stands up to this final test and delivers the following plea: (Gen. 44:18-26, vocalization slightly altered).



```
            (19) אֲדנִי
```




```
                            (21)(וַתֹאמֶרֹ
    (22)(2)
```




```
        (25)
```




## Notes to the Reading:

1. A rare particle of entreaty: "Please, I beg you".
2. 
3. "bring him down"
4. إְזָוֹב ... וֵָמת a conditional sequence: "if he abandon... he would die".
5. "you will not (see) again"
6. "we told him"
7. "obtain (as rations or provisions)"
8. Note the apodosis after the clause.


## LESSON 41

151. Piel Verbs: Stems and Inflection (concluded).

| Root Type | Perfect | Imperfect | Imperative |
| :---: | :---: | :---: | :---: |
| III-Aleph | מִלִֵ mille ${ }^{\text {a }}$ | - יִmalle | מַלִּ malle' |
| III-He | צִנָּ 'innāh |  | עַנֵּ 'annēh |
| Geminate | הִלֵל hillèl |  | הַלֵל hallèl |
|  | Inf. Construct | Participle |  |
|  | מַלִּ malle’ | מַמַלִא mamalle' |  |
|  | פַַּוֹת 'annôt | מעעַנֶּ ma'anneh |  |
|  | הַלל hallēl | מִהַלִל mahallèl |  |

Remarks: So far as the stems are concerned, only verbs from roots III-He require special attention. The forms of these verbs conform to the patterns encountered in the Niphal and Qal: the perfect ends in -ăh, the imperfect in -eh, the imperative in $-\bar{e} h$, and the infinitive construct in -ott. In the inflection of these forms the only unpredictable feature is the prevalence of $-\hat{l}-$ over $-\hat{\rho}-$ in the perfect, but $-\hat{e}$ - is found in the first person singular as well: thus both עִּנֵּתִי and עִִּּיתִי



Piel verbs from roots I- Yodh, I-Nun, I-guttural are in no way irregular. Piel verbs from Hollow roots are very rare.

## 152. Pausal Forms.

The text of the Hebrew Bible is divided into short groups of clauses known as verses. Each verse is usually subdivided into two parts, often of unequal length, the first of which is closed by the accent sign known as 'atnah ( A ) and the second by a sign similar to metheg called sillûq ( , ), followed by sôp $p \bar{a} s \hat{u} q(:)$, marking the end of the verse. Each half of the verse is then subdivided into as many parts as the syntax demands, with each accentual unit receiving an accent mark. The accents fall into two main groups, conjunctive and disjunctive, the former being used when a word is closely bound syntactically with the following word and the latter elsewhere. The use of the various accents is very complex and will not be taken up in this book.

In the text of the reading selections we shall employ only sillûq $(+s \hat{o} \bar{p} p \bar{a} s \hat{u} q)$. Clause divisions that are likely to cause difficulty will be marked by commas, but it should be noted that the comma does not appear in the original text.

Words standing at the end of the major verse divisions, and thus especially with 'atnah and silluq, are said to be in pause because of the break in the recitation of the text at these points. Such words may have a vocalization slightly different from that of the normal context form. The following changes are the most frequent:
(a) $a \rightarrow \bar{a}:$ כָּתָב (he wrote) for
(b) $e \rightarrow \bar{a}$ in some segholate nouns: קָּבֶר
(c) If a word ends in the sequence $-\partial C^{\frac{1}{v}}$ the accent is usually retracted and the $a$ is replaced by the full vowel it corresponds to elsewhere in the paradigm :

$$
\begin{array}{lll}
\text { כָּתָּבְּהָה } & \rightarrow & \text { she wrote } \\
\text { כָּבָּבָה } & \rightarrow & \text { it (f.) was heavy }
\end{array}
$$

The $a$ of the second person masc. sing. suffix -ək $\bar{a}$ is regularly replaced by $e$ :

$$
\begin{aligned}
& \text { your king } \\
& \text { ס סוּסֶךָ } \quad \text { סוּכְךָ }
\end{aligned}
$$

structure)
 as the corresponding feminine form. Other prepositions have a similar change.

Because of printing difficulties, the pausal accents within a verse do not appear in the biblical texts accompanying the following lessons. Pausal forms, however, have been retained. The reader should be on the alert for their occurrence.

## 153. Vocabulary 41.


וַיְצַו שׁׂפְטִים עֲלֵיהֶם and he appointed judges over them ויִיצַו אֶת-הָאֲנָשִׁים לָּלֶכֶת and he commanded the men to go

and he handed them over to the charge of his messenger
hillēl הִלֵל Malelujah. Praise Yah(weh).
כִּסָה kissāh (יְּסַסֶה juss. יִכְס ) to cover, overwhelm




 to band together, conspire ('al: against)
Nouns: پֵּ

OTHER: $\downarrow \boldsymbol{\nexists}$ אַ 'ak (adv.) surely, doubtlessly; but, however, only עַד־הֵּדְּה ‘ad-hénnāh (adv.) until now

## Exercises:

(a) Translate

$$
\begin{aligned}
& \text { (1) וִיְצַו אזתָם לָתֵת מְעַט אֹכֶל לְטַפָּם. }
\end{aligned}
$$



: 1 - pancle $q$ assuasce or (7)







 (16) 'יַיְצַו אֶת־בְּנוֹ בְיַד הַּוֹתָרִים כִּי הָּה לָמוּת.
(b) Write in Hebrew:

1. He tied his donkey to a tree, lay down under the tree, and slept.
2. Let us curse them and the place from which they came.
3. I will stand as surety for you and your sons.
4. He will praise the Lord all the days of his life until he goes down to Sheol with grey hair.
5. It is not good to oppress the poor and not to give them food.
6. Darkness shall cover the earth on that day.
7. He drove us away from the well and we were not able to find water in an(y) other place.
(c) Reading: Judah's Plea to Joseph (concluded) Gen. 44 :27-34.


```
(31)
(32)
```



```
    (33)
```



Notes to the Reading:

1. "he has surely been torn to pieces (by some wild animal)"
2. רָאִּתִי אתוֹ
3. 
4. "an accident"
5. "you will send down"
6. "and (we) will have sent down"
7. "sorrow"
8. "I shall bring him"
9. cf. note 8 p. 199
10. $\overbrace{ֶ}$ here $=$ "except that"

Joseph, unable to continue his deception, revealed himself to his brothers, whom he forgave of their past crime against him. He caused Jacob and his entire family to be brought down to Egypt and settled them in the rich pasture land of the Nile Delta. Jacob died and was taken back to Canaan for burial in accordance with his wishes; Joseph was embalmed upon his death and his body placed in a sarcophagus for eventual burial in Canaan. After the death of Joseph there is a break in the traditional history until the story of Moses and a pharaoh "who knew not Joseph".

## lesson 42

## 154. The Pual.

Corresponding to every Piel verb there is a passive counterpart known as the Pual, characterized, like the Piel, by a doubling of the middle root consonant. The pattern of vowels is more or less consistent throughout, with $u$ in the first stem syllable and $a$ (when not reduced) in the second.

| Piel | Pual |  |
| :---: | :---: | :---: |
| 7 Ta | guaddal | he was magnified |
| בּבּקׁ | - ${ }_{\text {ב }}$ buqqas̆ | he was sought |
| הלִל | הלִ hullal | he was praised |

Pual forms are relatively infrequent, being most often encountered in the participle, which functions as a passive to that of the Piel:

מבּרָךך מְבדרךך mabōrāk being (having been) blessed

Attested stem forms are as follows:

| it Type | Perfect | Imperfect | Imperative | Inf. Construct | Partici |
| :---: | :---: | :---: | :---: | :---: | :---: |
| ular | גדּ guddal |  | - | - |  |
| attural | דּרַ bōrak | , yaborrak | - | - | ¢ ma |
| 4leph | מֶלָּ mulla |  | - | - | \% |
| 'Yè | צענְה 'unnāh |  | -- | צענּוֹת |  |

## INTRODUCTION TO BIBLICAL HEBREW

Remarks: With roots II-guttural virtual doubling is also attested, as in נְחֵם nuham (he was comforted) corresponding to the Piel verb נִהַם niham (to comfort); the more common form בּרַךְ shows compensatory lengthening of $u$ to $\bar{o}$.

The lengthening of the final stem vowel in מלְלא should be an expected phenomenon by now, as should the conformity of the stem endings of verbs from roots III-Hée to those of the other verb types (Qal, Niphal, and Piel).

Perfect:

| - | guddal |
| :---: | :---: |
| גדּדלד | guddalāh |
|  | guddáltā |
| גדּדִלִת | guddált |
| גּ | guddáltî |
|  | guddalû |
|  | guddaltem |
|  | guddalten |
| גַּרַּלִנוּ | guddálnû |


| בּרַך bōrak |  | צֻנָּה |
| :---: | :---: | :---: |
| בּרְכָה bōrəkāh | מִלִלה | עִנִתה |
|  |  | צִנּיֵּתָּ |
| בּרַכְּתְּ bōrakt | מִלֵת | צִּלֵּת |
|  | מִלֵּאִיֵ | צִגֻּיִי |
| בּרְכוּ bōrokku | מִלִּאוּ | צֻנִוּ |
| בּרַכַתֶּ bōraktem | מֶלִלֵתֶם | צִנֵּיתֶּ |
| בּרַכְתֶ bōrakten | מִלִלתן | עַנִּתִּתן |
| בּרַכַנוּ bōráknû | מִלֵאנוּ | עֶּנִּנוּ |

Imperfect:

| יגדַדִ | : יֹרַך: yabōrak | ימְלָּ | יעצנֶה |
| :---: | :---: | :---: | :---: |
|  | ¢ֶּרַך tobōrak |  | תִצִנֵּ |
| תֶּדֻדּל taguddal | תֶּרַך toborrak | תֶמִלִ | תִצִנֵּ |
| תגגדּדִיִיִ taguddalî |  | תֶמִלִלִיֵ | תֶּנֻנִי |
|  | אֲברַך 'ăbōrak | אִמֻלָא | אֲעֻנֶּהּ |
|  | יַּברִכוּ |  | יֶעִּנּ |
| תִגְדַּלְנָה | 住 tobōráknāh |  |  |
| תִגדּדוּ tağuddəlu | תּברֹכוּ toborraku | תֶּמִלִּאוּ | תִּתִּנּ |
| תֶגּדַּלִנָּ |  |  |  |
| בֶגדִדּל nağuddal | נִלרַךך nabōrak |  | נְצֻנֻּ |

Participle:

| מִגְדָּל | $m a \bar{g} u d d \bar{a} l$ | מֶֹרָך | $m o b o ̄ r a ̄ k$ | מִמְלָּא | מעֶנְּה |
| :---: | :---: | :---: | :---: | :---: | :---: |
| מֶגדּלִד | moğuddālāh | מִבְרָּה | mabōrākāh | מְמֻלִּזֵּ | מִצְנִּה |
|  | mağuddélet | מִלרֶרֶת | mabōréket | מִמִלִלִֵים | מִעִנִּנִם |
| מֶגְדָּלִים | maḡuddālîm | מִברָכִים | mabōrākim | מִמלדּאוֹת | מִעִנּוֹת |
| מִגְדָּלוֹת | $m ə \bar{g} u d d \bar{a} l o \underline{t}$ | מִלרָּוֹת | $m a \underline{b o b r a ̄ k o ̂ t ~}$ |  |  |

Note: One occasionally finds $o$ for $u$ in the first stem syllable; e.g. אכָּ kossu (they were covered).

The passive represented by the Pual has no expressed agent:
סֻפַּר לוֹ הַדָּבָר The matter was related to him.
Because this corresponds semantically to an active verb with an indefinite subject (somebody, one, they), it may be followed ("ungrammatically") by an object with-אֶ:

Oטפַּר לו אֶת־הַדָּבָר One recounted the matter to him.
A second construction peculiar to passive verbs is that in which a preposition is omitted before a specifying noun.

The mountains were covered with a shadow. This probably has its origin in the following mixture of constructions:
(a) A verb like מָלֵ in its intransitive sense (to be full) regularly has a specifying noun without a preposition:

מָלֵא הַכְּלְי שַיִם The vessel is full of water.
This is an old construction in Semitic and may be termed "historically correct".
(b) The corresponding transitive usage of מָלא employs the same construction:

He filled the vessel with water.
(c) The Piel verb מִלִ being a transitive form only is used in two ways, $f$ first as a normal verb without reference to the above,

מִלִא אֶת He filled the vessel with water.
or, as the equivalent of מָלָא:
He filled the vessel with water.
(d) The Pual verb מֻלִּ may be regarded as a transformation of either of the two constructions given in (c):

The vessel was filled with water. מֻּלָא הַכְּלִי מִִַּּם

## 155. Proclisis, Retraction of Stress, and Conjunctive Daghesh.

There are several orthographic features of the Masoretic Text which, because of their frequency, must be noted at this point.
a. Proclisis. As was mentioned in our discussion of pause (§ 152), certain types of words stand in a syntactically conjunctive relationship.

Any word in this category may be made proclitic to the one that follows if the accentual pattern of the verse so demands. Proclisis is marked
with maqq $\bar{e} \bar{p}$ and is more or less the rule for the monosyllabic prepositions
 instances may be cited where these words are accentually distinct．Examples of other types of words in proclisis are：

| לֹ－יסוּר | art | נִ | we shall find favor |
| :---: | :---: | :---: | :---: |
| אֲשֶׁר לָּתַן | ich he gave to me |  | buy us |
| כִּי־ִִשִׁית | that he was placing | יִשְׁבוּנָא | let them dwell now |

The only important vowel changes before maqq $\bar{e} \bar{p}$ are $\bar{e} \rightarrow e$ and $\bar{o} \rightarrow o$ in the final syllable of many words：

$$
\begin{array}{cl}
\text { יִתֶן־לִי } & \text { he will give to me } \\
\text { שְמָּ } & \text { observe now }
\end{array}
$$

b．Retraction of Stress（nasîg $\bar{a} h$ or nāsôg${ }^{\prime} \bar{a} h \hat{o} r$ ）．There is a tendency， by no means consistently applied，to avoid two stressed syllables in succession， such as

> תֹאכַל לֶחֶם you will eat bread.

Instead，one may find either proclisis in which the stress of the first word is surrendered completely，or retraction of the stress，in which the stress of the first word is moved back to the next full vowel（not $\partial$ ）：

> ת⿵⺆⿻二丨䒑כַל לֶּחֶם your will eat bread
> and they were there
c．Conjunctive Daghesh．When a word ending in an unstressed $-\bar{a}(h)$ or －eh is followed by one beginning with a stressed syllable，a daghesh may be placed in the first consonant of the second word：

$$
\text { הָּיִתָ לָּנו: } y \text { you were for us }
$$

The absence of stress on the final $-\bar{a}(h)$ or $-e h$ of the first word may be
（1）normal，as in the preceding example；


The phonetic value of this daghesh is not certain．

156．Vocabulary 42.
 cry out
to turn aside（from a given course），to
depart，go away（all intransitive）．
hillēl（יִחִלּל
［208］
3. f כִּ kipper (י) (o) to atone for, make atonement

U שִׁמַּח (שִׁמְחָה ,שָׁמַח

| Nouns: | : התֶן | hotten father-in-law |
| :---: | :---: | :---: |
|  | לֶהָּדָה |  |
|  | נַעַל | náal (pl. -îm) shoe, sandal (f.) |
|  | ¢\% | $q o ̛ \underline{d e s ̌ ~(p l . ~-i ̂ m) ~ h o l i n e s s, ~ s a c r e d n e s s ~}$ |
|  | Sector | ' $\bar{a} w \bar{o} n(\mathrm{pl} .-\hat{o} \underline{t}) \quad$ guilt, iniquity; punishment |
| Other: | : מַדּוּעַ | madd $\hat{u}^{a \cdot}$ (interrog. adv.) why? for what reason? |
|  | ¢ הִלִם | hălōm (adv.) hither, (a less frequent synonym of הֵָּּ) |
| משֶֶה: Proper Names |  | Mōšeh Moses |
|  | מִִִין | Midy a ${ }^{\text {a }}$ Midian, a land in northwestern Arabia |
|  | ִיתְרוֹ | Yitrô Jethro, the father-in-law of Moses |
| חֹרֵ |  | Hōrēb Mt. Horeb, an alternate name for Mt. Sinai, the location of which is disputed. |

## Exercises:

(a) Translate:

(b) Write in Hebrew:

1. Because of the righteous (ones) I shall not send a flame of fire upon the city to consume it and its inhabitants.
2. Where did you put your shoes?
3. His father-in-law was an Egyptian priest.
4. If you touch the vessels in the temple you will pollute them.
5. They turned off the road and stayed ( $=$ dwelt $)$ in an inn until morning.
$6 .{ }^{-1}$ She used to come to the river every day with her sister to wash clothes, and when the clothes had been washed, she would return to the city.
6. Why did you not receive the men who had been driven out of the city?
(c) Reading: Moses and the Burning Bush (Ex. 2:23-3:6)




```
(1) (1)
```










```
                                    כִּי יָראא מֵהֵבִּיט\
```

Notes to the Reading:

1. אנח Niphal: "to sigh"
2. שַוְעָה a cry
3. נְאָקרה a cry
4. נָהקג Qal: "to lead, drive"
5. In the sense: "to the edge of"
6. סְֶה a bush
7. An irregular passive adjective: "consumed"
8. "Remove"
9. "and he hid"
10. "to look"

## $\operatorname{LESSON} 43$

## 157. Hiphil Verbs: Meaning.

Hiphil verbs are, for the most part, causatives of the corresponding Qal. The distinctive mark of this conjugational type is a prefixed $h$-, but because this is not present in the imperfect and the participle, one must rely also on vowel patterns to identify these forms and to distinguish them from the Qal. The meanings that can be assigned to the Hiphil may be grouped as follows:
a. Causative. From roots whose Qal verbs are transitive, the causative may be doubly transitive, i.e. with an object of the "causing" and an object of the verbal idea expressed by the root:

## he caused (someone) to hear (something)

הִשְׁמִיעַ אֶת־הָהִישׁ אֶת he caused the man to hear the words of the king

More commonly, however, there is only one object. If the second object is omitted, the verbal idea is intransitive:
he caused the man to hear
It is better to seek a more idiomatic translation value in English, one that contains the force of the causative but requires no further object: "He informed (or notified) the man". If the first object is omitted, the verbal notion becomes passive in English:

הִשְׁמִיעַ אֶת-דִּבְרֵי הַפֶּלֶך he caused the words of the king to be heard.

Here again, a more suitable translation can usually be found: "He announced (or made public) the words of the king".

A further example with הֶרְהָ (to cause to see):

> as he showed you on the mountain (no second object)
> - יְראה אֶת-כְּבוֹדוֹ he will reveal his glory (no first object)

From roots whose Qal verbs are intransitive, Hiphil verbs are simply transitive. To this group belong the extremely frequent causatives from verbs of motion:

| צָבַר | תֶעֶבִר to bring (take, lead, send) across |
| :---: | :---: |
| צָּ | הוֹצִיא to bring (take, lead, send) out |
| ָירד | הוֹרִיד to bring (take, lead, send) down |
| עָלָה | תֶעֶלָ to bring (take, lead, send) up |
| שָׁ | הֶuִיב to bring (take, lead, send) back |
| א习 | הֵבִיא to bring (take, lead, send) in, to, in |

From roots stative in the Qal, Hiphil verbs often partially overlap with the Piel:

כִּדֵּ to honor; (rarely) make heavy to make heavy; (rarely) honor
שִדּד Th to sanctify, consecrate to sanctify, consecrate
to cause to grow; rear; magnify
המִדְדִיל idem + to do great things
b. Permissive. This is closely related to the causative meaning and can be decided only from context: E.g.

c. Stative (or intransitive). A rather unusual use of the Hiphil is the formation of stative verbs from roots that are also stative in the Qal:

$\qquad$
קר to be near
רָחק to be distant

## Hiphil

הלִבּב
החקְרִיב to be near, about to (do something) ${ }^{n}$
הִרְחיק to move or go to a distance

A subgroup of this type consists of verbs describing action or behavior:

```
יטב to be good הֵיטִיב to do well, get along well
\\ to be wicked
    הרע to act wickedly
```

These do constitute a translation problem since nearly all of them have a transitive causative meaning as well:

[^9]The causative value is the more frequent one.
d. Denominative. Like the Piel, the Hiphil is used to form verbs from roots attested (in a specialized meaning) in nouns:

| - | האזֵין to give ear, to listen |
| :---: | :---: |
| צ̌רֶ evening | הֶעֵרִיב |

e. Unclassified: Many verbs of the Hiphil type cannot be placed in the preceding classification. As in the Piel, this is due mainly to our ignorance of the sources in the language from which they were derived. E.g.

הִשְׁקה to water, give to drink (used as causative of
השִׁכְּים to do something early in the day
הִשְׁלִיךּ
השִׁמִיד
158. Hiphil Verbs: Stems and Inflection.

| Root Type | Perfect | Imperfect | Jussive |
| :---: | :---: | :---: | :---: |
| Regular <br> I-Nun <br> I-Guttural | הִשְׁמִיד hišmīd <br> הֵגִּיד higgîd העמיד he émîd | יַשִׁמִיד yašmîd <br>  יַעַמִיד ya'ămîd | יַשְׁמֵד yašmēd <br> , yaggēd <br> יַעֲמֵד ya'ămēd |
| Imperative | Inf. Construct | Infinitive Absol. | Participle |
| הַשִׁמִד hašmēd <br> הַגֵּ haggēd <br> הַעַמֵד háăméd | הַשִׁמיד hašmîd <br> הַגְּד haggîd <br> הַעֲמִיד ha'ămîd | הַשְׁמֵד hašmēd <br> הַגֵּד haggēd הַשַמֵד háămēd | מַשִׁמִיד mašmîd <br> מַגִּיד maggîd מַעֲמִיד ma'ămîd |

Remarks:
(a) The basic stem of the perfect has prefixed $h i$ - and a long stem vowel $\hat{l}$; this is replaced with $a$ in inflection (see paradigm below). With roots I-Nun, the familiar assimilation takes place: *hingîd > higgîd. With roots I-guttural (including $\boldsymbol{x}$ ) the prefix is he-, with a secondary vowel after the guttural.
(b) In the imperfect only the vowel pattern identifies the form as a Hiphil verb. Note again the secondary vowel with roots I-guttural. The short imperfect (jussive) has $\bar{e}$ as the stem vowel.
(c) The $h$-prefix appears also in the imperative and the infinitives, which have different stem vowels. The participle, like that of the Piel/Pual system, has prefixed $m$-.



The paradigms of הִגִּיד and הֶעֵמִיד are the same as the preceding. In learning the paradigm of the Hiphil, the reader should note the vowel replacements (perfect: $\hat{l} \rightarrow a$; imperfect: $\hat{l} \rightarrow \bar{e}$ ) and the fact that the stem vowel $\bar{e}$ does not occur in open syllables, while $\hat{\imath}$ occurs in all open stem syllables and in all final syllables except that of the jussive, the imperative, and the infinitive absolute.

One peculiarity should be mentioned in connection with the perfect of הֶאֶמִין and other Hiphil verbs from roots I-guttural: when used in a future sequence, the converted form, with the customary shift of stress, has $a$ in the preformative syllable:

> וְהַאֲמַמְּתָּ
> וְהַאֲמַנְּתִּי and I shall believe

A very rare alternate form for הֵאְמִין is הֶאֶמִין.

## 159. Vocabulary 43.

The following Hiphil verbs are derived from roots which have already occurred in this text. Note the meanings which are not completely predictable.


membered; to remind; to mention דִצִּיב to station, set up (נצֵּב)
הֶחֶזיק
 הנגְּד higgìd (root נגד (to to tell (something) (to)
 השִׁיג (נשג hisisitg (root) to reach, attain, overtake

+ סתר histî (onon (one hide, conceal (trans.)


 Tִבַּשׁ dabaš honey
 אוֹ 'ôt (pl. ôt $\underline{t}$ ) sign, omen דּוֹר dôr (pl. -îm or -ott) generation, corresponding period of time

Adjective: 2 רָָ rāhāb broad, wide
Note: Hiphil verbs from roots whose Qal is unknown or little used often

בִצַּל nisssal to be rescued nistar to hide (oneself)

## Exercises:

(a) Translate:

$$
\begin{aligned}
& \text { (1) וֹיָסַר משֶׁה לְהַבִּיט אֶל-לַהֶבֶת הָאֵשׁ. }
\end{aligned}
$$

$$
\begin{aligned}
& \text { (4) X }
\end{aligned}
$$

(b) Write in Hebrew:

1. The maidservant hid near the well.
2. Overtake him and tell him, that we are returning to our city.
3. We were not able to rescue them.
4. Look at the mountains and tell me what you see there.
5. He will station his men by the road.
6. The man who meets you will tell you where I have hidden.
7. Why have you come to destroy us?
8. He hid the money so that no one could find it.
(c) Reading: Moses and the Burning Bush (concl.); Ex. $3: 7-15$.



```
    ְֶבַת
```



```
                                    <
```



```
(11)
```



```
(12)
```



```
(13)(1)
```



```
(14)
```



```
(15)(15)
```



Notes to the Reading:

1. צְצָקה cry
2. נָגַשׂ to drive, oppress
3. מַכְאֹ pain
4. The suffix - $\hat{o}$ is an object pronoun.
5. "to lead him (them) up"
6. זו to flow
7. The Hittites, the Amorites, the Perizzites, the Hivites, and the Jebusites; names of peoples occupying Palestine at that time.
8. אַּחַץ oppression; לָחָ to oppress
9. וֹאֶשְׁלַח אתְּ
10. "and bring forth"
11. "I should bring forth"
12. = שׁׁלַחְתִּ אֹתְף
13. inf. construct of הוֹצִיא to bring forth
14. = שָׁלַח אֹתִי
15. A cryptic phrase, not fully understood.
16. "forever;" an idiomatic use of repetition for durational expression.

## $\operatorname{LESSON} \boldsymbol{4}$

160. Hiphil Verbs: Stems and Inflection (cont.).

| Root Type | Perfect | Imperfect | Jussive | Imperative | Inf. Constr. | Participle |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| III-guttural | הִשְׁמִיעַ | ַישׁׁמִיעַ | רישְׁמַע | הַשְׁמַע | הַשְׁמִיעַ | מַשְׁמִיצַ |
| III-Aleph | הִמְצִא | ַימְצִיא | ַימְצֵ | הַמְצֵא | הַמְצִיא | מַמְצִיא |

Remarks: A guttural (other than $\boldsymbol{\kappa}$ ) in third root position affects only those forms which have $\bar{e}$ in the final stem syllable of the corresponding nonguttural type. In the imperfect (fem. pl.), jussive, and imperative this is replaced by $a$. The paradigm is otherwise like that of הִשְׁמִיד except for the furtive patַah with the final guttural: יִשׁמִיעַ, הִשִׁמִיעַ.

| Imperfect | Jussive | Imperative |
| :---: | :---: | :---: |
| יִשְׁמִיעַ | ַישְַׁע | הַשְׁמַע |
| תַּשְִׁיצִ | תַּשְַׁע |  |
| ... | ... | הַשְׁמִיצוּ |
| תַּשְמִּעַנְה | $\cdots$ | הַשְׁמִּעַנְה |

Hiphil verbs from roots III-Aleph have $\bar{e}(\prime)$ in the perfect before endings
 and the Pual מֻלִּאתָ except for the fem. pl. of the imperfect, where we find the usual -é(')nāh: תַמֶצֶאנָה

| Perfect | Imperfect | Imperative |
| :---: | :---: | :---: |
| הִמְצִיא | ַימְצִיא | הַמְצֵא |
| הִמִצְצִּאה | $\ldots$ | הַמְצִיאִיֵ |
|  |  | הַמְצִיאִוּ |
|  | ... | הַמַצֶאנָה |

The verb הֶחֶטִיא combines the features of verbs I-guttural and III-Aleph.

## 161. More on the Numbers.

(a) The tens. Apart from twenty, which is expressed by the plural form of ten, namely yֶשְׁרִים, the tens are the plurals of the corresponding units:

| שׁׁלִׁים | thirty | שִׁבְעִים | seventy |
| :---: | :---: | :---: | :---: |
| אַרְבָּעִים | forty | שְׁמִִִים | eighty |
| חַמִשִׁים | fifty | תֶשׁׁצִים | ninety |
| שִִּׁׁם | sixty |  |  |

They may be used with either a singular noun (the more common usage) or a plural noun:
or שְׁלשִׁים צִּשׁ
They may also be used as ordinals: בִּשְנַת אַרְהָּעִים in the fortieth year.
(b) Fractions are poorly attested. The expression for half (חִּ) is un-

 there is a second type attested only by רִּנַּ (fourth). To judge from their limited use, they are more substantival than adjectival: "that which pertains to the third," etc.
(d) Adverbial multiplicatives are usually expressed with פַxַva (once), $_{\text {( }}$ פַפעַמַּים (twice), שָׁלוֹש פְּעָמִים (three times), etc., but also attested are the forms

(e) Most of the units have corresponding verbs (usually Piel) which have rather wide-ranging meanings: "to do something $x$-times; to divide into $x$-parts; to do something for an $x$ time." Thus,

שָׁנָה to repeat, do again ;
to divide into three parts
רָבַע to be square; [רִבַּע $]$ to make square, and similarly for the others.

## 162. Vocabulary 44.

Verbs: הִשְׁמִיעַ to cause to hear; to tell, to proclaim.

+ הִמְצִיא to cause to find; to present ( $=$ cause to be found).

```
    החקט\mp@code{* to cause to sin, to lead into sin}
```



```
    השְשְלִךְ to throw
    ה\mp@code{השְמִיד}
    הארֶך to lengthen (tr.); to be long (intr.)
    #
```




```
Nouns: מַטֶה (pl. -ott) staff, rod; tribe
```



```
OTHER: הן (adv.) a synonym of הֵנֵה; if
```


## Exercises:

(a) Translate:

(b) Give the Hebrew for the following orally:

1. 50 fish
2. 20 tablets
3. 30 stones
4. 40 days and 40 nights
5. 50 honest men
6. 90 garments
7.) half of the milk.
(c) Write in Hebrew:
7. And when he had proclaimed the commandments of the Lord, he departed from their midst.
8. And when they destroy this city, you will be slain with the remaining inhabitants.
9. And when they told him about the enemies' army, his heart melted within him and he fled from before them.
10. Now that the Lord has made you prosperous, leave your place and come with us to be our king.
11. It is bad to steal and kill in this manner.
(d) Reading: Exodus $3: 16-4: 5$.







 ִישַַׁלּח אֶתְכֶם:









Notes to the Reading :

1. "I shall lead (you) up"
2. The Hittites, the Amorites, the Perizzites, the Hivites, and the Jebusites.
3. זָּ to flow
4. "a journey (of three days)"
5. לַהְהך a "regular" inf. conהדרַך
6. ריקָם empty (adv.)
7. "from her neighbor;" fem. form of שָׁכָן
8. נִבַּל (Piel): to plunder, take
spoil from
9. = מַה זֶּה
10. הַשְׁלֵך אֹתוֹ

11. "except by a show of strength"
12. "and I shall smite"
13. זָנָ tail
14. The purpose clause fits only loosely with the preceding verses.

## lesson 45

## 163. Hiphil Verbs: Stems and Inflection.

With roots I-Yodh (originally I-Waw) the Hiphil verb has the same contraction to $\hat{o}$ that was found in the Niphal.

Perfect Imperfect Jussive Imperative Inf. Construct Participle

| הוֹרִיד | יוֹרִיד | יוֹרֵד | הוֹרֵד | הוֹרִיד | מוֹרִיד |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | וַיֹוֹרֶד |  |  | (to lead |

The inflection is perfectly regular: the syllable with $\hat{o}$ is unchanged throughout, and the final stem syllable undergoes the changes given in the paradigm of Because the preformative syllable is open, the accent of the converted imperfect is regularly retracted, with $\bar{e} \rightarrow e$ : בַּוֹלולד

The following verbs combine several inflectional peculiarities:
(a) I-Yodh and III-guttural:

| הוֹדִיעַ | יוֹדִיעַ | ַַֹּוֹדַע/ יוֹדַע | הוֹדַע | הוֹדִיעַ | מוֹדִיעַ | (cause to know) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| הוֹשִיעַ | יוֹשִיעַ |  | הוֹשַׁע | הוֹשִיעַ | מוֹשִיעַ | (deliver, save) |
| הוֹכִיחָ | יוֹכִיחַ |  | הוֹכַח | הוֹכִיחַ | מוֹכִיחֵ | (reprove) |

(b) I-Yodh and III-Aleph:

The Hiphil verb corresponding to Qal ילוֹלִיךך is הָלַך , as though from a root ילך.

The few verbs in Hebrew which are from roots originally I-Yodh have the Hiphil form הֵיטִיב (to treat well; root יטב). The $\hat{e}$ is not reducible and the inflection is regular throughout.

## 164. The Numbers from 11-19.

The 'teens are formed by placing the unit before the word for ten, which has special forms differing from those already learned:

## Masculine Modifier Feminine Modifier

| eleven | אַחֵד עָּטָּר | אַחַת עֶשְׂרֵה |
| :---: | :---: | :---: |
|  |  |  |
| twelve | שִׁנֵים צָָּּׁר | שְֵֵּׁים עֶשְׁרֶה |
|  | שְׁנֵי עָׁרָ |  |
| thirteen | 13. |  |
| fourteen | אַרְבָּעָה עָּטָר | אַרַבַּע עֶשְׁרֵה |
| fifteen |  | חִמֵשׁׁ עֶשְּרֵה |
| sixteen |  |  |
| seventeen | שִׁבְָּה עֶָּׁר | שִׁבַע עֶּשׁׁרֵה |
| eighteen |  | שְׁמנֶה צֶשְׁרֶה |
| nineteen |  |  |

As with the tens (§161a), both singular and plural nouns occur with the numbers from 11 to 19 . Nouns frequently itemized, such as צֶפֶשׁ ,יוֹם ,שָׁנָה , אִּשׁׁ (in the sense of "person"), and שֶׁבֶט (tribe) are usually singular:



With other nouns the plural is regularly used.

## 165. Vocabulary 45.

Verbs: הוֹשִׁיב to cause to dwell; to settle (someone in a place) (cf.
הוֹרִיד to bring (lead, take) down (cf. יָריד)
הוֹלִיד to beget, engender (cf. יָּלַד
הוֹדִיעַ to cause to know; to teach (someone); to declare or proclaim (something) (cf.
הוֹצִיא to bring (lead, take) out (cf. יָצא

הוֹסִיף to do again; to continue doing something. Two constructions are frequent:
הוֹסִיף לָצוּם he fasted again, continued to fast
הוֹטִיף רָּיָּםם he fasted again, continued to fast In the second construction the verbs are simply coordinated
in Hebrew. The verb may also have the meaning "to add" but the actual translation value depends on the context:
 הוֹסַפְתָּ חָכְמָה ... צֶל־הַשְׁמוּעָה אֲשֶׁר שָׁמַעְתִּי to be. (lit.: You have added wisdom to the report I have heard.)

Note also the common phrase (exclamatory, asseverative):
כֹה יַשְֶׁׂה לִי יהוה וְלה יוֹסִיף May God do thus for me, and even more so (if such-and-such is/is-not true).

(b) Write in Hebrew:

1. He begot seventeen sons during his lifetime.
2. They settled the people in twelve small cities near the great river.
3. We defiled their holy place and brought out the fifteen large stones that they had set up there.
4. When he saw the flame of the fire, he ran out of the house without his clothes and shoes ( = circum. clause: "and his clothes and shoes [were] not with him").
5. Now that my days on earth are finished, I charge these eighteen persons to you so that you may be a help and a comforter to them.
6. And after that he left the house of his father-in-law and set forth with this people as a sojourner in their midst.
(c) Reading: The Ten Commandments (Ex. 20:1-14):

מִּאַחַת לָאָרץץ:













Notes to the Reading :
7. 
8. A plural noun used as an abstract: "bondage"
9. תְּמוּנָה "likeness"
10. "You shall (not) bow down"
11. 
12. קַקָּא (adj.) "jealous"
13. See § 161c.
14. אֶ אֶךף "thousand"
15. נָשָא here $=$ "to utter" (prob. in an oath) ; נְקָה to absolve, regard as innocent
16. The suffix is objective.
17. "And he rested"
18. 

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13. נָּאַף "to commit adultery"
14. עָנָה "to testify against; to bring as testimony against"

שֶׁקֶר " 15.
"falsehood"
16. חָמַד "to desire, covet"

## LESSON 46

## 166. Hiphil Verbs: Stems and Inflection (cont.).

The stems of Hiphil verbs from roots III-Hē are as follows:

| Root Type | Perfect | Imperfect | Jussive | Imperative | Inf.Construct | Participle |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| III-He | הִרְבָּה | ירְבֶּה | ¢ִּרֶב | הַּרְהֵה | הַרְבּוֹת | מַרְבֶּה |
| Also I-gutt. | הֶyֵּדֶה | יַּרְלֵה | ¢ַַּל | הַעֲלֵה | הַעֲלוֹת | מַעֲלֶה |
| Also I- Yodh | הוֹרָה | יוֹרֶה | יוֹר | הוֹרֵה | הוֹרוֹת | מוֹרֶה |
| Also I-Nun | הדכָּה | יכֵּּ | 7- | הַכּּה | הַכּוֹת | מַכֶּה |

Remarks: Note that the otherwise characteristic long vowel $\hat{\imath}$ of Hiphil verbs is not present in these forms. The stem endings and their inflection are virtually the same as that learned for all other verbs from roots III-Hé (cf. בנבְנָה ,בָּנָה, yִuּ ); only the beginning of the form marks it clearly as a Hiphil verb.

The inflection is given below only in abbreviated form because of the similarities to other verbs already mentioned. Note that in the perfect the stem vowel before the suffixes beginning with a consonant is either $\hat{e}$ or $\hat{l}$ :


Infinitive construct : הַרְבּוֹתְּ ,הַרְבּוֹתִי, הַרְבּוֹת , etc.
הַרְבֵּה : Infinitive abSOLUTE
PARTICIPLE: מַרְבּוֹת מַרְבִּים מַרְבָּה מַרְבֶּה
The verbs הֶעֶלְה , הֶכָּה illustrate various combinations of root types. Their inflection is like that of הִרְבָּה.

The jussive forms, like those of the Qal verbs from roots III-Hé, show the loss of the final stem vowel ( $-e h$ ) and the resultant secondary vowel: yarbeh $>^{*}$ yarb $>$ yéreb. Hiphil verbs, then, are distinguished from Qal verbs only by having $e ́$ and not $\dot{i}$ or $e^{e}$ in the first syllable of the jussive (and converted) form:

Qal: וַּיָּ
 numerous

When the root is I-guttural as well, there is no distinction:

> Ualy

Note that in the jussive form of הִכָּה) (root נכה) the expected *yakk ( <yakkeh) becomes $\mathfrak{T}$ י yak by the regular loss of doubling at the end of a word. Compare the Qal verb יֶֶֶה (he will extend), jussive י.

Occasionally $e$ is found instead of $i$ in the preformative of the perfect:
הֶרְהָה to cause to see
הֶגְלָה to lead into exile
The infinitive absolute הַרְבֵּה (from הִרָּהּה to increase, cause to be numerous) is commonly used as an adverb "very, much," sometimes with an added מאֹד:
and she wept very much

## 167. The Numbers from 21-99.

Because the tens are not inflected for gender, the combination of these with the units $(21,22$, etc.) is not unduly complicated. The unit may precede or follow the ten, but agrees in gender with the modified noun, which is usually in the singular.


If the counted item is placed before the numeral it may be in the plural:

```
<< 3l men
```


## 168. Vocabulary 46.

Verbs: הֶרְאָה to cause to see; to show (cf. רָאָה (נכה )
רחכָּה to strike, smite, kill (root נכה (c)
הוֹדָה to give thanks. In the imperfect the $h$ is sometimes anomalously retained: יוֹדֶה = יְהוֹדֶה (root ידה )
הִשְקָה to give water to, to cause to drink; used as the causative of שָׁתה.
הוֹרָה to shoot (arrows); to direct, teach (root ירה
הֶעֵלָה
 informed me.
הֶגְלָה to carry away into exile
(יִלִמַד) לָמַד


תרִרְבָּה to increase (tr.); make numerous:
Nouns: in (w. muff. pl. -imp) statute
(pl. -ot) statute
(pl. -îm) judgement; court decision
לֵבָב (pl. -otto a synonym of לֵב heart.

## Exercises:

(a) For each of the following jussive and converted forms first give the corresponding normal imperfect and then the perfect. Translate. E.g.
הִרְבָּה $\rightarrow$-ירְבֶּה $\rightarrow$ דירֶרב

(b) Translate:

$$
\begin{aligned}
& \text { (10) מַדּוּעַ הִֵּּיתָ אֶת־הַגֵּר לַחִרג אֹתוֹ. }
\end{aligned}
$$

(c) Write in Hebrew:

1. I shall give thanks to the Lord.
2. They led us into exile.
3. Teach'me so that I may know your (m. s.) many wonders.
4. Deliver us from the hands of our enemies.
5. When he hears about this matter, he will be jealous.
6. You have served them in vain, for they will not give you help.
7. The Lord will reprove his people.
(d) Reading: Deuteronomy 6:1-9.












Notes to the Reading:
8. The suffix is objective.
9. = מְצַּנֶה אֹתְּ
10. Both אַׁטֵר 's are used as compound relatives: "that which... and that (by) which..."
11. The phrase "a land flowing..." is rather loosely
attached to what precedes it.
12. מְאֹ is a noun here: "strength".
13. "You shall teach them"
14. 
15. "bands, frontlet-bands"
16. מְזָּזָה "door-post"

## lesson 47

## 169. Hiphil Verbs: Stems and Inflection (cont.).

The Qal distinction between roots II-Waw (יָקוּם) and roots II-Yodh (יָׁיםם) is not maintained in the Hiphil verbs derived from these same roots. The forms given for הקים (from the root of קָם ) are standard.

| Root Type | Perfect | Imperfect | Jussive | Imperative | Inf. Constr. | Participle |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Hollow (II-Waw/Yodh) | הֵקִים | זיִּים | יָּיֶם | הָקֵ | הָקים | מִקִים |
| Also III-gutt. | הֵנִיחֵּ |  | יָּנֵ | הָנַ | הָנִיחַּ | מֵנִיחַּ |
| Also III-Aleph | הֵבִיא | יִביאׁ | יָּ | הרד | הָבִיא | מֵבִיא |

Note that the participle has the same preformative vowel as the perfect. This stands in contrast to all other Hiphil verbs studied up to this point. The presence of a guttural (other than $\boldsymbol{\aleph}$ ) in final root position has the same


In the inflection of the perfect there are two distinct paradigms, one with the linking vowel $-\hat{o}$ - and one without:

| ${ }^{3} \pi \underset{7}{2} 0$ |  |  | II |  |
| :---: | :---: | :---: | :---: | :---: |
|  | הֵקים | הֵקִימוּ | הֵקים | הֵקִימוּ |
|  | הֵקִימָה |  | הֵקִימָה |  |
|  | הִקִימוֹתוֹתָּ | דַקִימוֹתֶם |  | דַקִקִתֶם |
|  |  | הְקִימוֹתֶן |  | תַקִקִמְתִּ |
|  | דִקִימוֹתִי | הִקִימֹוֹנוּ | הֵקַמְתִי | הֵקַמְנוּ |

Paradigm I is by far the more frequent.
The very common verb הֵבִיא (to bring; root בוא) is usually inflected according to paradigm II : הֵيֵאתָ ,הִבִיאָה ,הִבִיא, etc.
The imperfect and the remaining forms follow a single inflectional pattern; note the retraction of stress and the vowel replacement in the converted imperfect:

Imperfect: Jussive: Imperative

| ִיָּים | ָיקִימוּ | יָּיֵם |  | הָקֵם |
| :---: | :---: | :---: | :---: | :---: |
| תָּקים |  | d, | וַתָּקֶם | הָקִיִימִי |
| תֶּקִים | תָּקִקימּנוּ |  |  | הָקִימוּ |
| תָּקִּיִּיִים | תִּקִיִּלֶינָה |  |  | - |
| אָקִים | נָקִים |  |  |  |
|  |  |  |  |  |
| f. Abso | הָקים |  |  |  |
| Rticipl | מֵיקים | וִקימִים | מְקִי |  |

## 170. An Idiomatic Use of הָּד.

In the example:
(a) And he walked along eating. the inf. absolute הָלוֹך is used in accordance with the construction studied in $\S 129$ and may be taken as modifying or supplementing the main verb of the clause, with which it is cognate. But in
(b) And the waters receded gradually (Gen. $8: 3$ ) the idiomatic use of הדֶוֹד in clear, since a literal translation is impossible. More explicitly, if the first of two infinitives absolute in the construction instanced above is הָלוֹך

Closely related to this is a parallel use of the participle הלרך; the basic idiom is:

$$
\text { subject }+ \text { הלֵך }+\left\{\begin{array}{l}
\text { a second participle } \\
\text { an adjective }
\end{array}\right.
$$

(c) The sea (was) growing more and more tempestuous.
(d) David was growing more and more important.
Now, in transforming a participial clause into a verbal one, the usual result is (for past tense):

|  |  |
| :---: | :---: |
| The man is going. | The man went. |

This same transformation was applied to the idiom cited in (c) and (d):
(e) The sea grew more and more tempestuous.
(f) David grew more and more important.

The verb הדרָך is taken as the main verb and is repeated, now as an infinitive absolute in the manner of (b) above to express the idea of continuity. But although (e) and (f) correspond to (b) in construction, their meaning can be gained only from a knowledge of the idiom in (c) and (d): "the sea grew..." and not "the sea went..."; "David grew (or became)..." and not "David went...".

As a further example take the sentence:
(g) (cf. Judges 4:24)

Assuming a basic idiomatic construction:

the obvious translation (and the correct one) of (g) is "The strength of the Israelites grew more and more severe against the king of Canaan."

These constructions, though not too frequent, are troublesome unless understood properly.

## 171. Vocabulary 47.

| Verbs: | מִָהַר | (יְנֶה) to be a prostitute; to act wantonly. זְנָה a prostitute. <br> (יְמַהֵר) to hurry; the inf. abs. מַהֵר is used as an adverb: quickly. |
| :---: | :---: | :---: |
|  | עָרַך | (יֶעְ) to arrange, set in order; draw up (in battle array). |
|  | הֶחֵרִים | (יְחַרִים) to destroy, exterminate (often as a religious act of banning). |
|  | הֵכִין | (יָכין) to make ready, prepare; establish (cf. נָּן) . |
|  | הֵבִין | (יָבין) to perceive, consider, understand; to cause to understand (cf. בִּינָה). |
|  | הֵסִיר |  |
|  | נָ | (יָּיָּ) to rest; to settle down. There are two Hiphil verbs <br>  <br>  deposit, leave alone. sq.? |
|  | רָם | (ירָים) to be high, lofty; (יִים) to lift up, lift off. |
|  | הֵשִיב | (יָׁישיב) to bring (lead, take) back (cf. |
|  | הֵבִיא | (יָּיא) ${ }^{(1)}$ ) to bring (cf. |
| Nouns | גָ |  |
| Proper | Names: |  |

יִרחוֹ Jericho, an important city at the lower end of the Jordan valley.
an unidentified site across the Jordan from Jericho, where the Israelites camped before crossing the river.
Rahab, a prostitute in Jericho.
סִיחן Síhon, a king of Heshbon (east of the Jordan) whom, together with Og , king of Bashan, the Israelites defeated in their passage to Canaan. עוֹג Og (see Síhon above).

## Exercises:

(a) Translate:

|  | (6) הָשֵׁב אֹתָם אֵלִי. |
| :---: | :---: |
|  |  |
|  |  |
|  |  |
|  |  |


(c) Translate:

| (1) | (6) |
| :---: | :---: |
|  |  |
|  |  |
|  | (9) (9) |
|  | (10) מִהִרָה לִּקראתִי |

(d) Convert each of the sentences in (c) to a sequential form: Ex וָאָבִיא אֶת-מִנְחָתִיק
(e) Translate:
(1) יהוה בַּשָׁמַּמִּם הֵכִין כִּסְאוֹ.





 יִמֵי חַּיֶּיכם.





(f) Translate into Hebrew:

1. He will give rest to his people when he has settled them in the new city.
2. I brought them to the place I had prepared for them and left them there.
3. Where did the men prepare the camp?
4. I shall go with you and give you rest.
5. Do not raise your voice lest they hear and come and slay us.
6. As he led us into exile, thus will he bring us back.
7. He will teach us many new songs so that we may give thanks to the Lord.
(g) Reading: Rahab and the Spies (Joshua $2: 1-11$ ).

אַחִריהּם כִּי תַשִּגוּגוּ


הָרדִפִּם אַחִריהּם:







(to be continued)

Notes to the Reading:

1. A difficult word, probably meaning "secretly"
2. חָפַּ to dig, search out, explore
3. "and she hid them" (צָפָן to hide)
4. תַשִׁיגוּ אֹחָם = תַשִׁיגוּם
5. הֶעֶלְתָה אחָם = הֶעֶּזָּתַם
6. "and she hid them" (טָמַן to hide)
7. "stalks of flax" lit. "flax (Oְּשְתִים) of the tree". Note that $\begin{gathered}\text { in } \\ \text { is feminine }\end{gathered}$
8. Often used thus without a preposition in the meaning "by way of"
9. "as far as the fords" (sing. (מַעְבָּרָה
10. "(they) have melted away"
11. אֵת marks the אֲשֶׁ clause as the object of שָׁמַעְנְנוּ.
12. הוֹבשי to dry up (root השִׁש cf. יַבָּשָּה)
13. יַם סוּף The Red Sea; lit.
"sea of reeds"
14. "that which"
15. Amorite
16. צֵֵּרֶ the other side

## LESSON 48

## 172. Hiphil Verbs: Stems and Inflection (concluded).

Hiphil verbs from geminate roots have the following stems:

| Root Type | Perfect | Imperfect | Converted Impf. | Imperative | Inf. Constr. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Geminate | הֵסֵב | יָסֵ |  | הָּרֵ | הָסֵב |
| Also II/III-gutt. | הֵרֵע | יָּרע | וַיָּרָ | הָרַע | הָרַע |
|  |  | Inf. Abs. | Participle |  |  |
|  |  | הָסֵב | מֵסֵב |  |  |
|  |  | הָרֵ | מֵרַע |  |  |

Note the general (but not consistent) replacement of $\bar{e}$ by $a$ in the final stem syllable before a guttural. In inflection the $\bar{e}$ appears before the guttural whenever the non-guttural counterpart has $i$ :

## Perfect

| הֵסֵב | הֵסֵּוּוּ | הֵרַע | הרֵעִוּ |
| :---: | :---: | :---: | :---: |
| הֵơבָּה |  | הרֵרָּה |  |
|  | דִסִבּבּוֹתֶם |  | הְרֵעוֹתוּתם |
|  |  | הדרֵעוֹתּתוּת |  |
| הִסִבּ̇וֹתִית | הַסִבּוֹנוּוֹתוּ |  |  |



Deviant forms are attested, most frequently those showing a doubling of the first root consonant, such as יָּסֵב ( יָסב ( in Qal verbs from these same roots (§126).

## 173. Verbal Hendiadys and Related Idioms.

In the construction

the two verbs are simply coordinated, both having the form as required by the narrative sequence in which they occur, but in meaning the first serves to qualify the second and is best translated adverbially in English. The verbs most commonly used in this way in Hebrew are:

שָׁ to do something again
הוֹטִיף to do something again
הוֹאִיל to do something willingly, voluntarily; to be content to do; the imperative is virtually equivalent to "please"
מִהַר to do something quickly
הִשִׁכִּים to do something early in the day
הִרְבָּה to do something much or a lot
Examples:
(Gen. $25: 1$ ) And Abraham took another wife.
(Joshua 7:7) Would that we had been content to dwell on the other side of the Jordan.
 there.
(Gen. $45: 13$ ) And you shall quickly bring my father down here.
(Gen. 19:2) And early in the morning you will go on your way.

The two verbs may have no conjunction between them. This construction, termed asyndetic, is common with imperative, rare with narrative forms:
(Gen. 30:31) I will again tend your sheep.
(I Sam. 3:5) Lie down again.
(Prov. 23:35) I will again search for him.
(Hosea 5:11) For he has willingly gone after filth.
(II Kings 5 :23) Be content to take two talents. (Judges 9:48) What you have seen me do quickly do likewise.

Most of these same verbs may also occur with a following complementary infinitive usually with ?:
ole, fros
(Deut. 30:9) For the Lord will again rejoice over you.
(Ex. 2:21) And Moses was content to stay with the man.
(Gen. $18: 7$ ) And he quickly prepared it. (II Sam. 15:14) Go quickly.
The two verbs may function together in complementary usage after another verb:
(Deut. 24:4) He will not be able to take her back again.

Rarely more than one may appear before the main verb:
(Joshua 8:14) And early in the morning they went forth quickly...
The verbs קָ הָּרֶך construction where a literal translation is awkward or impossible. seems to do little more than give a slight emphasis to the fact that some activity is about to begin, corresponding to English "then, thereupon;" the imperative often corresponds to "come, come now, so." E.g.
(Gen. 27:19) Come now and sit... (hardly "arise and sit...").
(Ex. 32:1) Come, make for us a god who...

## 174. Vocabulary 48.

 wickedly, badly.
הֵסב (סבב root to turn, turn away, turn around (all trans.); to cause to go around.
החֵל (root to begin (usually followed by a complementary inf.).
הפחֵ (פרר root) to break, vitiate, annul.
הִשִׁכִּים to do something early in the day (see §173).
הוֹאִיל to be willing or content to do something (see §173).
נִשְׁבּׁע (Niphal) to swear (an oath); to promise (something) by an oath.
הִשְבִּיעַ (Hiphil) to cause to take an oath.
חִיָּה (Piel) to let live, to revive, restore to life.
דֶחֵּה (Hiphil) idem (not used in the imperfect).


(pl. -ôt $\underline{t}$ ) wall of a city.
 or room).
Prepositions: בְּעַד through. The translation of this preposition varies widely. After verbs of prayer or entreaty it has the meaning "for, on behalf of." Note its use with verbs of closing:
and they shut themselves in סָגַר יהוה בְּעַד רַחְמָּה the Lord had closed up her womb It also has the sense of "around, surrounding" as in
You are a shield surrounding me. $\times$ עַל־ַיַ beside, in the company of, to the side of.

## Exercises:

(a) Translate:

| הִפֵרֹוֹתִי את־מִצִוְתוֹ. <br>  <br>  וַיֵרַע מִכּל אֲשֶׁר לְפָּנָּיוּ הֵחֵלּוּוּ לִבְּכּוֹת וְלְקִרַעַ אֶתבּבְּגְד וַּתּחל לזנוֹת וּלּהרע. |
| :---: |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

(b) Translate into Hebrew using the constructions treated in $\S 173$.

1. and we shall bring again.
2. they were content to rest.
3. I arranged it quickly.
4. and early in the day he removed them.
5. and he struck him again.
6. and he prepared again.
7. and they quickly brought it.
8. be content to bring them back.
(c) Translate:

(d) Reading: Joshua 2:12-24. Rahab and the Spies (concluded).

 נַפְשׁׁתֵּינוּ מִמָּתֶת:















הַמּצְאוֹתתּי אוֹתָם:
 מִפָּנֵינוּ:

Notes to the reading:

1. "my sisters"
2. "our lives in exchange for yours"
3. Note the absence of the article on זֶה.
4. וַתּוֹרֶד אתָם = וַתוֹרִדֵם
5. חֲרֶ a rope
6. חהּלוֹן a window
7. נַחַבֵּאתֶם = נַחְבֵּתֶם from נַחְּבְּ
8. שיו
9. Take adverbially as "afterwards".
10. יָּקָ innocent, guiltless. Verse 17 seems to be displaced; see vs. 20 below.
11. "this line of scarlet thread"
12. הוֹרַדְתְ אָֹּנוּ = הוֹרַדְתִּנוּ


13. in the sense "befall"
14. "they have melted away"

## lesson 49

## 175. The Hophal.

As in the Piel-Pual relationship, there is for each Hiphil verb a passive counterpart of the type called Hophal. The form is characterized by an $u$-vowel in the first stem syllable and $a$ in the second. The exact nature of the first vowel depends on the root type, as is seen from the following synopsis:

| Root Type | Hiphil Verb | Hophal |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | Perfect | Perfect | Imperfect | Participle |
| Regular | הִשְׁמִיד | O | ָישְׁמַד | מָשְׁמָד |
| I-gutt. | הֶצֶמִיד | הָָּּמַד | יֶָּׁדַד | טָּעָּדָד |
| I-Nun 127 | הִגִּיד | הִגִּ | ִיגִּ | מִגֶד |
| III-Aleph | הִמְצִיֹא |  |  | מָמְדָא |
| I-Yodh/Waw | הוֹרִיד | הוּרַד | יוּרַד | מוּרָד |
| III-He | הִבְנָה | הָבְנָה | ִיבְנֶה | מָבְנֶה |
| Hollow | הֵקִים | , | יוּקַם | מוּקָם |
| Geminate | הֵסֵב | הוּסַבת | יוּסַב | מוּסָב |

The following samples of their inflection will suffice for the remainder:
Perfect


Imperfect


As the passive of the Hiphil, the Hophal offers no problems in translation when the Hiphil is a simply transitive verb:

| הִשְׁמִיד | he destroyed | הָשְׁמַד he was destroyed |
| :---: | :---: | :---: |
| הִשְׁלִיךד | he threw | הָשְלַך he was thrown |
| הוֹרִיד | he brought down | he was brought down |

But when the Hiphil verb is capable of a double object construction, it is the causative portion of the meaning which is rendered passive in the Hophal:

He showed the man the light. (lit. he caused the man to see the light).
The man was shown the light. (lit. the man was caused to see the light).
הֶעֶבִיר אֶת־הָעָם אֶת He brought the people across the river.
הָעָבַר הָעָם אֶת־הַנָּהָר The people were brought across the river.
Or, when one of the two possible objects is omitted (cf. §157a):
הֶעֶבִיר אֶת־הָָּם He led the people across.
הָעָבַר הָעָם The people were led across.
He showed the light. (lit. he caused the light to be seen)
The light was shown. (lit. the light was caused to be seen).

Note, too, the impersonal construction with the retention of אֵת (cf. § 154 end):
הִגִּד לוֹ אֶת־הַדַבָרִים He was told the words.

## 176. Vocabulary 49.





חָזָּק (יֶחָּק) to become strong, firm, hard
הנָה (יְהֶגה (יֶּה) to mutter, roar, moan, sigh; to meditate, imagine


## Exercises:

(a) Transform each of the following sentences into the passive, replacing the Hiphil verb with the Hophal according to the example:
הֵבִיא אֶת-הָאִישׁ


```
    (2)(2)
```





```
(6)
```



```
(8) (8)
```



```
(10)(10)
```

(b) Translate:

| (1) | (5) הָעָם הַמָּגָּה | (9) |
| :---: | :---: | :---: |
| (2) (2) | (6) |  |
| (3) (3) הִּשָּה | (8) | (11) יוּסְרוּ |
|  | (8) הָעָם הַמוּשָׁב | (12) הַבְּרִית הַמּוּפָּרה |

(c) Translate:



(d) Write in Hebrew:

1. The statute was annulled.
2. The work was begun but not finished.
3. He was made to swear that he would return early on the fourth day.
4. He fell from the wall and died.
5. He was taken outside the city and there was put to death (lit. was caused to die).
6. She stood beside the door until they had departed.
(e) Reading: Judges $14: 1-10$. Samson and the Riddle.








```
                                    ?ְקְראתו:
```




```
                                    (7)
```







```
                                    (to be concluded)
```

Notes to the Reading:

1. "that it (i.e. the situation) was the Lord's doing"
2. 
3. כְּפִּר a young lion
4. שָׁאַג to roar
5. צָלַח to rush
6. $\begin{gathered}\text { שִׁoַ } \\ \text { to rend, tear apart; "and he tore it apart" }\end{gathered}$
7. The suffix is objective: "to take her"
8. מַפּסלת carcass
9. דְדבוֹרָה (pl. -îm) bee(s)
10. גְּיָּה body
11. "and he scraped it"
12. "he had scraped"

## lesson 50

## 177. The Hithpael.

Relatively infrequent, Hithpael verbs are distinguished by the prefixal element (h) it- and the doubling of the second root consonant.

| Root Type | Perfect | Imperfect | Imperative | Inf. Construct | Participle |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Regular | הִתְגֵּדֵּ | יתתגּדֵּל | התתְּגֵּדל | התתְּגּדֵּל | מִתְּגֵּדל |
| III-Hēe ${ }^{\text {en }}$ | הִתְגֵּלָּ |  | הִתְגֵּלִה | הִתְּתַּלוֹת | מִתְּלֵּה |
| Geminate | הִתְּתַּלִל |  | הִתְפַּלִל | הִתְֵּּלִל | מִתְפַּלִל |

In regard to formation the following points should be noted:
(a) With roots beginning with a sibilant (צ ש ש ז ס) there is regularly a
 A further assimilation takes place, wherein *-zt-> -zd-, as in *hitzakkēr>
 Other assimilations occur sporadically, as in הִנַּבֵּא for more regular הִתַנַבּא.
(b) With geminate roots the doubling of the middle root consonant is often given up, as in the Piel verb, when preceding a $a$ :הִתחהְנִנֹוֹ for
(c) Roots II-gutt, show either compensatory lengthening or virtual doúbling, as in the Piel. E.g. הִתְרָאה but הִתַנֵחם.
(d) The final stem syllable may have $a$ instead of $\bar{e}$. This is normal before gutturals, optional elsewhere: הִתְוַדַע ,הִתְאַנַּף.
(e) With roots I-Waw/Yodh the original 1 is sometimes preserved, as
 (to declare or claim a pedigree) and הִתְיָּץ (to conspire against), both with $\cdot$
(f) Hollow roots seldom occur as Hithpael verbs.
(g) Vestiges of a closely related verb type without the doubling of the second root consonant occur sporadically, especially in the verb הִתָּקָּ (note the long $\bar{a}$ and single $p$ ).

Inflection is as follows:


IMPERFECT


Imperative

| הִתְגַּדִד | הִתִגְּדְּלִוּלוּ | הִתְגְּלִה | הִתְגֵּלוּ | הִתִּ |
| :---: | :---: | :---: | :---: | :---: |
| הִתְגַּדִדִיִי |  | הִתגֵּ |  | הִתְפַּ |

Inf. Construct
הִתְפַּלֵל הִתִתְגְּלֵּדוֹת
Participle

| מִתְגֵּדֵל | מִתְגַּדְּלִים | מִתְגַּלֶה | מתתגְּלִים | מִתְפַּלִל | מִתְפַּ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| מִתְגַּדְדּדּה | מַתְגַדִדלּוֹת | מִתְגַּלָה | מִתגְּלוֹת |  | מִתְפַּ |
| מִתִגַּדִּלִת |  |  |  | מִתְפַּלִּלת |  |

Hithpael verbs are intransitive and often have a reflexive or reciprocal meaning in relation to their active counterparts of the Qal, Piel, or Hiphil type from the same root. The following is a representative list:

 החתחהַבֵּא to hide oneself
(b) Reciprocal: הִתְרָאה to see one another (cf. רָּרָה הִדֵבּר to converse (cf. דִּבֶּר
(c) Indirect reflexive (i.e. to do something for one's self, for one's own benefit or to one's own detriment):

הִתְחַנֵּן to implore favor (cf. הָנָן
הִתְפַּלִל to pray (see below)
צַּיִ. to supply oneself with provisions (cf הִצְטַיֵּד provision)
(d) Iterative: הִתְהַלִּך to walk back and forth; to go continually
(e) Denominative:הִתְנַּבֵּא to prophesy (cf. נָבִיא)

Classification is often difficult, owing to the lack of data. The verb הִתַפּלִל (to pray) offers a good example. One's first inclination is to regard it as denominative from תְפִלּה (prayer), to which it is most closely related in form and meaning. This is too simple an approach, however, since nouns of the type תְפְלָה (with prefixed $t$-) are often associated with Hithpael verbs in Hebrew and would appear to be derived from them and not vice versa. There is no Qal verb פָּלַל but there are several poorly attested nouns, such as פָּלִיל (referee, judge, arbiter), which suggest that there was a root verb (Qal) at one time in the meaning "to arbitrate, mediate" or the like. The Piel verb פִּלִל (to mediate, act as an arbiter for) is a denominative from פָּליל. The Hithpael verb, then, would have the force of a causative/indirectreflexive: "to cause a mediation (by seeking or asking) for oneself." It would thus belong to the same category as הְתַחֵּן the exact nuance of a Hithpael verb as part of vocabulary acquisition.

## 178. Vocabulary 50.

| Verbs: | הִתְפַּלֵל | to pray |
| :---: | :---: | :---: |
|  | הִתְחֵּנִן | to seek or implore favor |
|  | הִתְחַּבֵּאוֹא | to hide oneself litpl |
|  | נֶחְבָּאֹא | (יָיָבא) to hide oneself $\mid N$ |
| $\longleftarrow \cdots$ | הִתְהַּלֵּדֵך | to walk back and forth; to go continually or constantly |
|  |  | to prophesy |
|  | נִבָּא | (יָּנָבא) to prophesy |
|  | חָּרֶ |  |
|  | פָּרַׁ | (יִפְרש) to spread out (trans.) |
|  | סָפַר |  |
| Nouns: | ַַאֲכָּלרל | (no pl.) food |
|  | מִָׁיחֵ | one who has been anointed, the Messiah |
|  | צו |  |

$$
\begin{aligned}
& \text { (pl. -ôtu) prayer } \\
& \text { צֵּגִל (w. suff. עֲגִל ; pl. -îm) calf } \\
& \text { A- (bull-) cal } \\
& \text { (pl. -oolt) heifer // youg rou } \\
& \text { OTHER: }+\underset{\text { Vַ (adj.) strong, mighty (see §22) }}{\text { ( }} \text { ) } \\
& \text { לוּלֵ (conj.) unless, if not } \\
& \text { כֹה (adv.) thus (generally referring to what follows) }
\end{aligned}
$$

'roper Names: אַשְׁקלֹלוֹ Ashkelon, an important Philistine city on the coast, about 12 miles north of Gaza.

## Exercises:

(a) Translate:



```
(3)(3)
            (4)(4)
(5) הִתְפַּלֹלְלחתי
(6)(%)
```

(7) הֲתחתְפַּלֵּל בַּנְדִי
(8) מִי הַמִּתַנִבּּׁאים
(9) בִשְׁמְעָה תְפִּלֵתךּ
(10) אִנַבֵּא עַלֹבֵּיתְּ
(11) החבּבְאי
(b) Translate:


 (3)





לַיַּבָּשָׁה.


בְּתוֹךּ עֵץ הַגְּן


(c) Write in Hebrew:

1. The lion was slain and his carcass (מַפֶּת) was cast to the side of the road.
2. They searched all that evening but were not able to find the lost kid.
3. There was at that time no king ruling over Israel.
4. We were content to settle down there.
5. Be strong, therefore, and do not flee from your enemies.
6. The congregation will be destroyed.
7. There was no one prophesying in the land in those days.
(d) Reading: Judges 14:11-20. Samson and the Riddle.






```
(15) ויְהִי
```










```
        וַיֵתּן
```



## Notes to the Reading:

1. מֵרֵ companion
2. ${ }^{\text {2 }}$ (יחוּד) ( to propound a riddle חִידָה 3. חִר a riddle
3. Notice the temporal expression without a preposition:
"during the seven days..."
4. סָדִין a linen garment
5. חֲלִיפָה a change (of clothing)

6. מָתוֹק sweet
7. פִּתֶּ to lure, entice, beguile
8. 10 . יְשׁ + +

1st pers. pl.: "have (you summoned us) in order to dispossess us?"
11. but it may be taken literally as an emphatically placed interrogative: "You've summoned us... haven't you?"

13. אָהַבְתָּת אִתי = אֲהַבְּתָּנִּי

15. An uncertain expression; probably "before the sun had set"
16. צָּלָ to rush
17. חֲלִיצָה armor
18. רֵעָה to be a companion to, to be "best man"

## LESSONS1

## 179. The Qal Passive.

There are several forms, taken by the Masoretes as Pual or Hophal, which must rather be viewed as survivors of an obsolete passive of the Qal.

Perfect Imperfect


Isolated participial forms also occur: אֲכָּל (eaten,consumed), יִלוֹד (born).
That these verbs are not true Pual or Hophal types is suggested (1) by the absence of a corresponding Piel or Hiphil active verb with the appropriate meaning, (2) by the absence of a $a$-preformative on the few remaining participial forms, (3) by the irregular assimilation of the $ל$ in $\begin{aligned} \text { Pי, , a special }\end{aligned}$ feature of the Qal not found elsewhere, and (4) by the asymmetry of a Pual perfect and a Hophal imperfect. It is quite likely that a number of other Pual and Hophal verbs belong here, but assignment on the basis of meaning alone is precarious.

## 180. Polel, Polal, and Hithpolel.

In place of Piel, Pual, and Hithpael verbs from Hollow roots there is a derived system of verbs characterized by the reduplication of the final root

consonant and $\hat{o}$ in the first stem syllable:



Polel
Polal

קוֹמְמֵה
קוֹמַם
קוֹמְמָה
קוֹמַמְתָּת ...

Similar forms occur from geminate roots, as חוֹנֵן (to favor; root חנן) סוֹבֵ (ond סבב (to encompass; root).

## 181. Other Verb Types.

Biblical Hebrew has a number of verb types not belonging to those already treated. Most of these are so infrequent that a complete paradigm cannot be constructed for them. Given below, with the traditional name of the type, are a few examples.

Poel: similar to the Polel of the preceding paragraph but formed from regular triliteral roots. E.g. שּׂרֵש (imperf. מְשרֵשׁ. to take root, a denominative from the noun שֶֶׁשׁ (root). Contrast the Piel verb שֵּרֵשׁ (to root up, destroy the roots of).
Palal: presumably from triliteral roots with reduplication of the final root consonant E.g. שַׁאֲנְ (to be at rest); אֲמְלַל (to be weary).
Pilpel: perhaps traceable to reduplicated biconsonantal (i.e. Hollow)
 to sustain, support: גְּלְגְ (to roll).
 of a root שחה is now known to be a Hishtaphel (i.e. prefix [h]išt-, root חוה). The attested forms of this verb are given below and should be learned. Its inflection is like that of other verbs from roots III-Hé.



Inf. Construct: הִשִׁתַּחֲוֹת

## 182. Final Remarks on the Numbers.

The numbers above 99 employ the following words:


Because the gender of מֵאָה is fem., modifiers have the masculine form:
400
Whereas אֶּלֶ is masculine:
4000
There is a great deal of variety in the order and syntax of the higher numbers, but the following points will apply in most instances:
(a) מַאָה is usually followed by a singular noun:

$$
\begin{aligned}
& 100 \text { years מֵאָה שָׁנָה } 100 \text { pieces of silver } \\
& \text { מאֵה רֶכֶב } 100 \text { chariots }
\end{aligned}
$$

The number may be in the construct:

$$
100 \text { talents } 100 \text { years מְאַת כִּכָּר שָׁנָה }
$$

(b) are also followed by the singular noun, but plurals are attested:

| מָאתֹתִים שָּנָה | 200 years | אֶלֶף | 1000 men |
| :---: | :---: | :---: | :---: |
|  | 200 pieces of silver | אֶלֶף פֶּעָּ | 1000 times |
|  | 2000 men |  |  |
| אַלְפַּיִּם סוּסִים | 2000 horses |  |  |

(c) Compound numbers usually begin with the highest unit: x-thousand, $y$-hundred, and $z$. Only the final element ( $z$ ) is affected by the gender of the noun being modified and will conform to the patterns already discussed (§§ 130, 161).

Note first the construction with گֶּ

|  | 3000 |  | 25000 |
| :---: | :---: | :---: | :---: |
|  | 13000 | מְאַת אֶּלֶף | 100000 |
| עֵשִּרִים אֵּלף | 20000 | מָאתַּם אֶּתֶף | 200000 |

Following is a selection of compound numbers illustrating normal usage. Study them and be sure their construction is clear.


The words for ten-thousand are seldom used.

## 183. Vocabulary 51.

Verbs: מוֹתת to slay, kill (§ 180)
כּוֹנֵן to set up, establish (§ 180)
עוֹרֵר to arouse, stir up (§ 180)

+ רוֹמֵם to raise up, exalt (§ 180)
הִשְּתַחֲוָה to bow down (§ 181)
הִתְיַּבּב
(ישְׁפֹּט) שָׁפַט
(יְכַחֵ) to hide, conceal
(יפּרְ (יפְּ) to break down, breach (a wall); to burst out suddenly ( 3 upon); to increase precipitously (in
$\rightarrow$ an atsumbers, wealth etc.)
Nouns: (w. art. אֲרוֹן (w הָרוֹן) the Ark of the temple, containing the tablets of the Law
(w. suff. זְבַבְ ; pl. -îm) sacrifice

מֵאָה hundred (see § 182)
אֶלֶ thousand (see § 182)
ADVERB: $\quad$ לָָן therefore (usually introduces a divine judgement or declaration)

Proper Names : צֵלִ Eli, the priest of the Lord at Shiloh to whom Samuel was entrusted.

## Exercises:

(a) Give the Hebrew for the following numbers:

| 1. 3554 | 6. 7325 | 11. 100000 |
| ---: | ---: | ---: | ---: | ---: |
| 2. 1238 | 7. 5899 | 12. 220000 |
| 3. 9671 | 8. 2107 | 13. 460000 |
| 4. 8442 | 9.4960 | 14. 587963 |
| 5. 7683 | 10. 10349 | 15. 666666 |

(b) Analyze and translate the following verbs:

| (1) מוֹתַתְנוּ | (5) מְלנְנִים | (9) הִתְעוֹרַרַתם (10) |
| :---: | :---: | :---: |
|  |  | (10) |
| (3) | (8) יִתְמוֹתִתוּ | (11) (11) הִתְרוֹתַמִתִּי |
| (4) הִתִּצִבִי |  |  |

(c) Translate:

(d) Write in Hebrew:

1. He was a just and righteous man ${ }^{\prime}$ and walked continually in the way of the Lord.
2. He will heed your prayer when you pray to him.
3. When they begin to prophesy in my name, do not listen to their words for they are evil men, going the way of the wicked.
4. They approached him and bowed down to the ground, for they feared him greatly.
5. This people will increase precipitously and prevail against us.
6. Our salvation is in his strength; he will not abandon us if we implore favor from (lit. to) him.
(e) Reading: Samuel and Eli (I Sam. 3:1-18).


(3) וְנֵר

> (4) וִיִּקרָא יהוה אֶל שְׁמוּאֵל וַיּאֶמר הִֵּּנִּי:
(5) (5)

וַיּאֹמֶר לֹא קָרָאתִּי בְנִי שׁוּב שְׁכָּב:


צֵּלי כִּי יהוה קרֵּא לַנַַָּר:


 עַבְּדֶּק:

שְׁתּי אָּנְניו:





הַמַּרְאָהי14 אֶל-צֵיִיּי:





## Notes to the Reading:

1. Note the series of disjunctive clauses giving the setting and explaining the circumstances of the narrative to follow.
2. הָזוֹן נִפְרָץ a frequent vision. Note the asyndetic אֵי clause: "there being no frequent vision."
3. Weak (of the eyes)
4. נר light, lamp
5. כָּבָה to be extinguished, to go out (of a fire or light)
6. שִׁלִישִׁית fem. of the ordinal used adverbially: "for the third time."
7. An idiom: "as (he had) at the other times."
8. תְצִלִּינָה to to tingle. The form
is unusual; it looks like a Hiphil verb but is generally taken as a Qal.
9. Normal use of inf. absolutes (see § 129); translate: "from start to finish."
10. שֲׁשֶׁר in in in construct with and hence with the whole following clause: "for the iniquity of (the fact that) he knew."
11. לָהֶם is reflexive here: "they were bringing a curse upon themselves."
12. 
13. after a verb of swearing has a negative force: "I swear... that the iniquity... will not be expiated..."
14. מַרְ a vision
15. Cf. remarks under הוֹסִיף in § 165.

## LESSON 52

## 184. The Verb with Object Suffixes.

A pronominal direct object may be suffixed directly to a verb rather than to the object marker אֶת (אתי etc.):

$$
\begin{aligned}
& \text { - הִרָגָּה He killed her. }
\end{aligned}
$$

There is no difference in meaning between the two constructions, though there do appear to be stylistic preferences.

As with the noun, the major problem is to accommodate the proper form of the suffix to the proper form of the verbal stem. The following table shows the object suffixes as they appear after various types of stems:
A. Post-consonantal, stressed
B. Post-vocalic, unstressed
C. Post-consonantal, unstressed

| $1 \mathrm{c} . \mathrm{s}$. | - | -ánı̂ | ִִ- | -nî | נִ- | -nı̂ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $2 \mathrm{~m} . \mathrm{s}$. | ๆ- | -(a) k a | 7- | -ka | T- | -kā |
| 2 f . s. | 7 | -ēk | $7-$ | -k | $7-$ | -ek |
| 3 m . s. | - | - $\hat{O}$ or -áh $\hat{u}$ | - | -hî or $-w$ | - | -hu or - : $\hat{u}$ |
| 3 f . s. | ה- | -āh | הָ | -hā | $\mathrm{B}_{\top}^{-}$ | $\cdots: \bar{a} h$ |
| $1 \mathrm{c} . \mathrm{pl}$. | - | -ánû | I3- | $-n \hat{u}$ | ו- | $-n \hat{u}$ |
| $3 \mathrm{~m} . \mathrm{pl}$. | $\square{ }_{\text {- }}$ | - $\bar{a} m$ | - | -m | -- | -am |
| 3 f. pl. | $j_{T}^{-}$ | $-\bar{a} n$ | $1-$ | -n | $1 \%$ | -an |

The use of object suffixes for the 2 nd pers. pl. is so infrequent that we have omitted them from our table; they were presumably of the forms -kem and -ken after all types of stems.
185. Object Suffixes on the Perfect: 3rd pers. masc. sing.

|  | שְׁמָרַנִי | he observed me |
| :---: | :---: | :---: |
|  | שׁׁמָּרָ | he observed you (m.s.) |
|  | שִׁמָרֵך | he observed you (f.s.) |
| שׁׁמרָהּ or | שִׁמְרוֹ | he observed him |
|  | שִׁמָרָה | he observed her |
|  | שְׁמָרָּנוּ | he observed us |
|  | שִׁמָרם | he observed them (m.) |
|  | שִׁמָרן | he observed them (f.) |

The suffixes used are those given in column A of the preceding table. Because the suffixes are stressed, the propretonic vowel of the verbal stem is reduced to $\partial$. In Piel verbs, however, where the propretonic syllable is closed or at least unchangeable, it is the pretonic vowel that is reduced: בְִּּשַׁשִ he sought me. A further difference with Piel verbs is the change of $\bar{e}$ to $e$ before the suffix of the 2 nd pers. masc. sing.: בְּקשׁׁשׁ he sought you. The following list includes all of the main types of Qal, Piel, and Hiphil verbs as they appear before the suffixes:


## Remarks:

(1) Verbs from roots III-Hé, regardless of the conjugational type, have a shortened form before the suffix: הִגְל-
(2) A variation between $\check{e}$ and $\breve{a}$ is found in the reduced syllable of verbs like הֵשִׁיב; thus either הַשִׁיבֵנִי or הֵשִׁבַנִי.
186. Object Suffixes on the Perfect: 2nd pers. masc. sing.

| שִׁמְרַתַּנִי | observed me | שִׁמַרְתִּנוּ | ou observed us |
| :---: | :---: | :---: | :---: |
|  | you observed him | שִׁמַרִּםּם | you observed them (m.) |
| שִמַרַתָהּ | you observed her | שׁׁמַרֹתִן | you observed them (f.) |

The endings are exactly the same as those of the 3rd pers. masc. sing. verb; it is convenient, therefore, to describe the stem change as (note the propretonic reduction) and to specify the suffixes of Column A above. Thus

| Qal | שָׁמַּרְתָּ | שִׁמַרְתֵּתִּי | שִׁמַרְתוֹוֹ | etc. |
| :---: | :---: | :---: | :---: | :---: |
|  | עָּוֹבְתָּ |  | עַזַבְתּוֹתוּ |  |
|  |  | שׁׁלַחִתֵּנִי | שִׁלַחתּוֹתוּ |  |
|  |  |  |  |  |
|  | בָּנִיתָ |  | בִּנִיתוֹוֹתוֹ |  |
|  |  |  |  |  |
| Piel | סַבּוֹתָּ | סַבּוֹתֹתִּנִי | סַבּוֹתוֹתוֹ |  |
|  |  | בִּקַשְׁתַּנִנִי |  |  |
|  |  |  |  |  |
|  | בַּרַכִּתָּ | בֵּרַכְּתַנִּ | בֵּרַכְּתוֹתוֹ |  |
|  | עִִּּיתָּ | עִנִּתִּתַּתִּ |  |  |
| Hiphil |  | הִשְׁמַדְתּתִּנִי |  |  |
|  |  | הִשְׁמַעִתִּנִּ |  |  |
|  |  | הִמְצֵּתֵּנִני |  |  |
|  |  | הֶעֶמַדְּתִּנִּ |  |  |
|  | הִרְצִּתָּדֵּ |  |  |  |
|  |  |  |  |  |
|  | הֲסִבּוֹתָּתָּ |  |  |  |
|  |  |  | הִפֵרוֹתוּתוֹ |  |

Remarks:
Only the Hiphil verbs from roots I -gutt. require comment. We noted at the end of $\S 158$ that the converted perfect usual $e-\breve{e}$, as in $ה$. suffixes are added to the converted forms; thus:
 It is interesting to note that the stress is the same in both of these forms, and that the substitution is morphologically rather than phonologically de-
termined. There are, moreover, a few instances where this replacement is not made.

## 187. Vocabulary 52.




to swallow /h eroul-


(יָּשׁל) (כָּשַׁל

Nouns: מַעְשֶׁה (pl. -îm) deed, act, work
(pl. -îm) olive-tree, olive |rarti, duy
שַׁ (pl. -îm) chief, officer
קאִּר (no pl.) harvest, crop; time of harvest
(pl. -îm) people, nation; sometimes synonymous with in referring to Israel, but more often used for non-Israelites.
Proper Names: Samuel.

## Exercises:

(a) Transform the following according to the example and translate:

Ex. הָרַג אחִי $\rightarrow$ הְרָגַגִּי $h$ he killed me

| (1) | (6) | (11) |
| :---: | :---: | :---: |
| (2) (2) | (7) ${ }^{\text {(7) }}$ | (12) |
| (3) | (8) (8) | (13) |
| (4) (4) סֶרוֹ | (9) | (14) בְּרָּרֶם (15) |
| (5) |  | (15) מְאָֹרָהוּ |

(b) Transform the following according to the example and translate:
Ex. הְרָרַנִּי ד הַרַג אחִי

| (1) | (6) ${ }_{\text {¢ }}^{\text {¢ }}$ | (11) שָׁתָה אֹתוֹ |
| :---: | :---: | :---: |
| (2) בִגֹפת אֹתוֹ | (8) |  |
| (3) | (8) |  |
| (4) |  |  |
|  | (10) (10) בָּה אֹתָה |  |

(c) Translate the following. Replace the nominal object with the appropriate pronoun, suffixed to the verb.

Ex. הִלִלוֹ $\rightarrow$ הִלֵל אֶת-הַנָבִיא he praised him

| (1) | (6) | (11) הֶעֶבִיר אֶת־הָּם (12) |
| :---: | :---: | :---: |
|  |  |  |
| (3) |  |  |
| (4) (4) |  | (14) הראָה אֶת-אוֹתוֹ |
| (5) נִאֵץ אֶת-הָאדוֹן | (10) הִקְרִיב אֶת-מִנְחָתוֹ |  |

(d) Transform the verbs of Exercise (c) to the 2nd pers. masc. sing. and add the object suffix of the lst pers. pl. E.g. קִדַשְׁתָּנו $\rightarrow$ קִדַּשְׁת $\rightarrow$ קִדֵּשׁ
(e) Give the Hebrew for the following orally; use object suffixes when possible.

1. And he will gladden us.
2. And he will comfort them.
3. And you (m.s.) will cause them to swear.
4. And he will bring you back.
5. And you will take me up.
6. And he will strike him. TンJ
7. And you will save her.
8. And he will throw them.
9. And he will warn them.
10. And you will plant it. (rase)
(f) Write in Hebrew:
11. And when they rebelled against him, he became very angry and sent his men that they might put them to death. We
12. But when they came to the city, they saw that the people had fled and had abandoned their houses, their property, their crops, and everything that belonged to them.
13. When the people saw the deeds that their chiefs had done, they rebelled against them and slew them.
14. Why should ( = shall) I bow down before these idols of wood and stone? There is no breath of life in them, nor can they act in my behalf when I pray to them and call in their name.
(g) Reading: I Samuel 8:4-22. The Evils of Kingship:
כִּכָל-הַגּוֹיָם:



```
                                    \ע\
```









```
    (15) (1)
```











Notes to the Reading:

1. The suffix is objective: "to judge us"
2. וַיַעַזְבוּ אִתִי = וַיַַּוְבִנִי
3. אַך but, however
4. The infinitives can be taken gerundially, continuing the preceding sentence: "appointing (them) for him (self) as..."
5. חָרִיש land to be plowed
6. רֻרֶ chariotry
7. רַקָּחָה perfumer; טַבָּחָה cook ; אפָּה baker (all feminine)
8. עָ wown to tithe, exact a tenth of
9. וַיְדַבֵּר אָתם = וְיִדבּּרֵם

## LESSON 53

188. Object Suffixes on the Perfect: 3rd pers. fem. sing.

The feminine ending $-\bar{a} h$ is replaced by $-\bar{a} t$ or -at before the pronominal suffixes, which have the forms given in Column C, §£84: 260

שׁׁמָּרְתָּ $\quad$ she observed you (m.s.)
she observed you (f.s.)

(שׁׁמָרַּתּוּ
ששְמָֹתָּהּה
Peculiar features of this paradigm are (1) the restoration of the full vowel $\bar{a}$ in pretonic positions, (2) the assimilation of $-a t+h \hat{u}$ and $-a t+h \bar{a}$ to $-\dot{a} t t \hat{u}$ and -áttāh respectively. A survey of extant forms:

| Qal | שֶׁמְרָה | שִׁמָרַתִּנִי | שִׁמָּרַּתְT |
| :---: | :---: | :---: | :---: |
|  | עָזָּדָה |  |  |
|  | שָׁלָּדהּ | שִׁלָּלַתִנִי | שִׁלָּלֵתְּ |
|  | רָארֶדֵה |  |  |
| Piel | בִּקִּשָּ | בִּקְַּׁׁתִּנִי |  |
|  | צִּנְתָּ | ִִבַּתְתִי |  |
| Hiphil |  |  |  |
|  |  | הֶרְאַתִּנִירִי |  |
|  | הֶעֶלִתָה | הֶעֶּלַתִּ | הֶצֵּלֵתִד |
|  | הֵשִׁיָה |  |  |
| [266] | , |  |  |

189. Object Suffixes on the Remaining Forms of the Perfect.

These offer no new problems, other than the alterations in the form of the subject suffix:
(a) The 2nd pers. fem. sing. ending $-t \rightarrow-t \hat{t}-$
(b) The 2nd pers. masc. (and fem.?) pl. ending -tem $\rightarrow-t \hat{u}-$

All the remaining stems, then, end in a vowel, to which are added the suffixes of Column B, $\S 184$. Here is a representative sampling (cf. also the Exercises):

|  | you (f.s.) observed me |
| :---: | :---: |
|  | you (f.s.) observed them |
| שִׁמַּרַּ | I observed you (m.s.) |
| שִׁמְרַּרִ | I observed you (f.s.) |
| שִׁמַרִּתִּם | I observed them (m.) |
| שִׁמְרוּנִנִ | they observed me |
| שִׁמְרוּ | they observed you (f.s.) |
| שֶמִרוּהוּ | they observed him |
| שִׁמְרוּם | they observed them |
|  | you (pl.) observed me |
| שִׁמִרִּתִּוּהוּ | you (pl.) observed him |
|  | we observed you (m.s.) |
| שִׁמַרנֹוּהוּ | we observed him |

Note again (1) the shift of stress and resultant propretonic reduction; (2) the restoration of the full vowel in שְׁמָרוּהו etc.; (3) the possibility of confusion between the 2 nd pers. fem. sing. and the 1 st pers. com. sing. with $-t \hat{i}$-.

| Qal | שָׁמַרְתִּים | שְׁמְרַּתִּיהּ | שֶׁמְרוּ | שִׁמָּרֹוּהוּ |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |
|  | صָָֹּאֹתִי |  | ֶַצָאוּ |  |
|  | רֵָּּתִי |  | רָאוּ | רָאוּהוּ |
| Piel | בִּקַּשְׁתִּיִי |  | בִּקִּשׁוּ |  |
|  | ִִבִּיִיתי |  | צִנּוּ | צִצֹּוֹהוּ |
|  | בֵּרַכְּתִּתית | בֵּרַכְּתִּיהּוּוּוּ | בּרִכוּ |  |
| Hiphil |  |  | הִשְׁלִִִּדוּ |  |
|  | הֶעִֶלִיתִי |  | הֶֶֶוּ |  |
|  | הַשִׁבִּבוֹתִי |  | הֵשִׁיבוּ | הִשִׁיבּוּהוּ |

## 190. A Group of Irregular Qal Verbs.

There are several Qal verbs which have $\bar{e}$ or $i$ in second stem syllable before


you inherited. Below, for reference, are the anomalous forms of the four important verbs of this type. Regular forms also occur in some instances.


## 191. Vocabulary 53.

VERbS: חָּחַמֶּל) to spare ( + inf.: to spare oneself the trouble/expense of doing something); to pity (yַ)


(יבְּזה) to despise
(יבְקע) to split


Nouns: : צֶֶּׁ (pl. -imm) lamb (male)
כִּבְשָה (pl. oot ) lamb (female)
חיק bosom

Other: : (
(conj.) because

 save that
Proper Names: Nathan, the prophet
אוּריָּה Uriah
חתחי Hittite (adj.)

## Exercises:

(a) Transform the following according to the example and translate.

עֲזרוּ אתִי ד שְזָרונִי

| (1) | (6) |  |
| :---: | :---: | :---: |
| (2) (2) מִכַרנוּם | (7) (7) קִדִּוּנִי | (12) הֶצֵבִירוּם |
| (3) (3) אֲחָוֹוּנִי | (8) (8) לִכַדִּתִּם |  |
|  |  |  |
| (5) (5) | (10) | ) (15) (15) |

(b) Transform the following according to the example and translate.
I saw him רְאִיתִּיהוּ ד רָאִּיתִי אֹתוֹ

| (1) |  | (11) |
| :---: | :---: | :---: |
|  |  |  |
| (3) (3) |  | (13) דבּזִינוּ אתוֹ |
|  | (9) |  |
| (5) |  |  |

(c) Translate the following. Replace the object with the appropriate pronoun suffixed to the verb.

| (1) | (10) |
| :---: | :---: |
| (2) (2) |  |
| (3) |  |
| (4) (4) |  |
| (5) (5) | (13)(12) |
| (6) (6) |  |
| (7) (7) |  |
|  |  |

(d) Write in Hebrew:

1. We shall continue to meet him.
2. They began to approach the city in the evening, before the gate had been closed.
3. At that time there was no place for us to settle in, so we continued travelling.
4. Even in this congregation there are unrighteous men who do not heed the word of the Lord and who take pleasure in nullifying his statutes.
5. Prophesy now to the people, for evil days are coming and they will not be able to hide themselves from the terror which is about to fall upon them.
6. Bow down before the one who has made you and give thanks to the one who has delivered you from your distress.
(e) Reading: II Samuel 12:1-15a


```(2)
```





```(4)
```




```(5)
(6)(%)
```





```(8)
```




```(9)
```









```
                                    ת
    (14)(15)
                                    (15)(15)
```

Notes to the reading:

1. אַהֵת pausal form of
2. רָאשׁ (or רָשׁ (or poor (adj.)
3. 
4. פַת morsel
5. כֹוֹם or כֹס cup
6. הֵלֶך כוֹך traveller
7. Note the construction לִאישׁ הֶשֶׁשִׁיר to the rich man, where the noun is in construct with the definite adjective.
8. 
9. "deserving of/sentenced to death"
10. Note $\S 161(\mathrm{~d})$
11. "and if (that were) too little, I would add unto you (i.e. increase your wealth and prestige) so much more"

12. בְּסָתֶר secretly; לֶּת secret
13. אֹיְּביר may have been inserted at an early date to prevent the verb נִאֵץ from having יהוה as its direct object. The word must be ignored in translation נִאֵץ =inf. abs. (irreg.).
14. ילוֹד a rare type of verbal adjective: "born"

## $\operatorname{LESSON} 54$

## 192. Object Suffixes on the Imperfect.

When the form of the imperfect ends in a consonant, the suffix - $\bar{e}$ - or -enis added before the object pronoun; thus yišmōr $+\bar{e} / e n+n \hat{l} \rightarrow$ yišmərénîl yišmarénnı̂ (he will observe me). Because of various contractions, however, it is simpler to learn the suffixed elements as a unit:
(1)

| $1 \mathrm{c} . \mathrm{s}$. | - | -énnî | - | -énî |
| :---: | :---: | :---: | :---: | :---: |
| $2 \mathrm{~m} . \mathrm{s}$. | 7 | -ékkā |  |  |
| 2 f.s. | \% | - | 7 -. | -éek |
| $3 \mathrm{~m} . \mathrm{s}$. | 1- | -énnû | ¢ | -éh $\hat{\sim}$ |
| 3 f.s. | - | -énnāh | T | -éhā |
| $1 \mathrm{c} . \mathrm{pl}$. |  | -énnû | - | -énû |
| $3 \mathrm{~m} . \mathrm{pl}$. |  |  | -- | -ém |
| 3 f.pl. | - | -- | \% | -én |

Neither paradigm is complete in itself. Forms of either column may be used, with no difference in meaning.

Excluding for the moment the imperfects of verbs from roots III-He ,
 which includes most Qal and Piel verbs, and those whose stem vowel is not reducible, mainly Qal verbs from Hollow Roots and Hiphil verbs. When the stem vowel is $\bar{o}$ or $\bar{e}$, the same reduction takes place as in the main paradigm:



 sentative forms given below to be sure that this point is clear．

The imperfect plural forms in－$\hat{u}$（e．g．תִשְמְרוּ，יִשְׁמְרוּ（ in Column B，§184．But even in these forms the $a$ vowel of the stem is restored．Contrast

|  | יִשְׁמְרוּ | יִשְׁמְרִוּנִי | יִשְׁמְעוּ |  |
| :---: | :---: | :---: | :---: | :---: |
| Qal | יִשְׁמֹר | יִשְׁמְרִדִי |  | יִשִׁמִרוּנִיִי |
|  |  |  | יִלִמְדוּ |  |
|  | יִשְַׁעִ |  | יִשְׁמְעוּ |  |
|  | יִיְצוֹב |  | יַעַזִּבוּ | יַעַזַבוּנִי |
|  | יִיְצִּ |  |  |  |
|  | יאֹאַל |  | יֹֹכִלוּ | יֹאֹלִלֹוּהוּ |
|  | תֵּלד | תֵלְלֵהּהוּ | － | － |
|  | ידִ |  | ידעוּ， |  |
|  | יִשִׁים |  |  | יִשִׁימּוּהוּהוּ |
|  | יָּ |  | יָּבּבּוּ |  |
|  | ית？ | יִתְִִֵַּי | יִתִּנוּ |  |
| Piel |  |  | ְיבַקְשׁוּ |  |
|  |  |  | ִישַׁלִלִוּ |  |
|  | יִּבָרֶּ |  |  |  |
| Hiphil | יַשְִִׁיד |  | יַשִׁלִידוּ |  |
|  |  |  |  |  |
|  | יוֹרִיד | יוֹרִידֵהוּ | יוֹרִידוּדיוּ | יוֹרִידוּדוּדוּ |
|  | יָּקים |  | יָּקימוּ |  |
|  | יָּיָ |  | ָיסֵּ⿻彐丨ָּ |  |

The distinction between short（jussive，＂converted＂）and normal imperfects is not retained before pronominal suffixes．

$$
\text { בַיַשְׁמִידֵהוּ } \rightarrow \text { ַַיַשְׁמֵד אֹתוֹ }
$$

Note that the $-a$－in the final stem syllable of the Piel imperfects such as
 Note also יאכְלֵהּהו．

The object suffix $-k \bar{a}$（you，m．s．）may be added directly to the imperfect stem，in which $\bar{o} \rightarrow o$ and $\bar{e} \rightarrow e ; a$ remains $a ; \hat{\imath}$ remains $\hat{l}$ ．

$$
\begin{aligned}
& \text { יִשְׁמָרְָ } \\
& \text { ?יתֶנְ } \\
& \text { יְבַּקֶּשְָׁ }
\end{aligned}
$$



Verbs from roots III-H $\bar{e}$ drop the final -eh before the suffixes:

| Qal | ) יִבִנְה | יִבְנֵהוּ | יִבְנְָ | יִבְֶּךָ |
| :---: | :---: | :---: | :---: | :---: |
|  | ! |  |  |  |
| Piel | ! |  |  |  |
|  | ! |  |  |  |
| Hiphil | יִיְאֶה |  | -1/ | יִירֶ7\% |
|  | יִַֻלֵה | יַעֲּלֵהוּ | יַעַּרָ | יְִֶלָ |

## 193. Object Suffixes on the Imperative.

The suffixes used are the same as those found with the imperfect. The general similarity with the imperfect is such that no new principles are involved in the attachment of the suffixes. The following examples should suffice:

| Qal | שִׁמֹר | שָׁמְרֵנִי | שִׁמְרוּ | שִׁמְרוּנִיִי |
| :---: | :---: | :---: | :---: | :---: |
|  | ¢ | תִּנֵּנִי | תִנִוּ | תִּנוּנִי |
|  | שׁׁמַע | שִׁמָּרָּנִיִי | שִׁמְעוּ | שִׁמָּוֹּוּנִי |
|  | מִצָא |  | מִצְאוּ | מִצְאוּנוּני |
|  | בְּנֵה | בְֹּתֵּ | בְּנוּ |  |
|  | שִּים | שִׁיֵֵֹּהוּ | שִׁימּוּ |  |
|  | סב |  | ס̌בּ1 | סֶבּוּוּהוּ |
| Piel | בַּקּׁׁ |  | בַּקִשׁוּ | בַּקִשׁוּהוּ |
|  | שַׁלַּחִ |  | שַׁלִּחוּ | שַׁלִלחוּהוּהוּ |
| Hiphil | הַשְׁמֵד | הַשְׁמִיֹדֵהּ | הַשִׁלִידוּ | הַשִׁמִידּדוּהוּ |
|  | הַּרְהֵה |  | הַרִבּוּוּ | הַרַבְּוּוּהוּ |
|  | הַעֲלֵה | הַעֲלֵהּהוּ | הַעְלוּ | הַעַצִּוֹהוּ |

## 194. Object Suffixes on the Infinitive Construct.

Because of the ambivalence of the infinitive with regard to voice, the subject suffixes learned in $\S 115$ may have an object value in translation. E.g. "he sought my killing" may refer to "my killing someone else" or "my being killed." In the first person singular the ambiguity may be resolved by em-
 person singular masculine it is possible to use -ô as opposed to -éh $\hat{u}$ in this same way. In general, however, it is necessary to translate the infinitive plus pronominal suffix as the context demands. This is analogous, of course, to the situation when a noun follows: הִרג אִישׁ"killing a man" (objective) or "a man's killing (someone)" (subjective).

## 195. Vocabulary 54.

Verbs: הִטְטה (יִטֶה) to turn aside, incline, thrust aside (all transitive)
(יִּנְהנ) to turn toward, turn (both trans. and intrans.)
to leave, forsake, abandon
חָשַׁב (p)

(pl. -ôt) righteousness, righteous act

(pl. -ôt) property, possession, inheritance, portion qa
זְרועַ (pl. -îm/-ôt) arm; (fig.) strength (usually fem.)

OTHER: נָכְרִי (adj.) foreign, strange; fem. נָכְרִיָ (adv.) truly, indeed | אָמְנְם

## Exercises:

(a) Transform according to the example and translate.

| (1) יַטֶה אֹתָם | (6) ${ }^{\text {(6) }}$ (1) | (11) הטטֵה אֹתוֹ |
| :---: | :---: | :---: |
|  |  |  |
| (3) |  |  |
| (4) (4) (3) | (9) | (13) שָׁרֵת אֹתוֹ |
| (5) (5) |  |  |

(b) Transform according to the example and translate.

Ex. שִׁמְרוּ אִתוֹ $\rightarrow$ שִׁמְרוּהוּ observe him

| (1) |  | (11) שִׁלֹלָּוּנִי |
| :---: | :---: | :---: |
| (2) | (8) | (12) (12) |
| (3) (3) הוֹרִירֵהּ |  | (13) הַצְלִיחֵּנִי |
| (4) יוֹלִיכְּ | (9) |  |
|  | (10) הַאֲבִידם (9) |  |

(c) Translate the following. Replace the nominal object with the appropriate pronoun, suffixed to the verb. E.g. הָרְגֵהוּ ד הִרג אֶת־הָהִּשׁ

| (1) | (7) (7) הָּמֶת אֶת-שָרֵיהֶם |
| :---: | :---: |
|  | (8) בַּצֵר (8) |
| (3) (3) | (9) (9) |
|  |  |
| (5) הַשְׁמַע אֶת-הַגוֹיִם (6) |  |
| (6) הַסְתר אֵת-הַכֶּסֶף |  |

(d) Write in Hebrew.

1. Let my supplication come before thee, O Lord.
2. He will continue to give rain upon the earth.
3. Who is that strange man the elders are speaking with? we $L \perp$
4. (Fear of him) fell upon them and (heir hearts) melted within them.
5. I shall walk in truth and righteousness) all the days of my life. Une
6. The fear of the Lord is the beginning of wisdom.
7. Even the strong will fall before him.
8. Because you have slain his anointed one, you also shall die.
9. Have pity on the poor, for there is no other to help them.
10. I will not heed your prayers and your supplications.

## LESSON 55

## 196. Conditional Sentences.

Any two clauses, the first of which states a real or hypothetical condition, and the second of which states a real or hypothetical consequence thereof, may be taken as a conditional sentence. Because conditional sentences entail a logical and (usually) temporal sequence, they form a natural subgroup related to the narrative sequences. Conditional sentences in Hebrew may be virtually unmarked; the translation of certain sets of clauses in a regular future narrative sequence often requires a conditional sentence in English:
and if he leaves his father, he (i.e. his father) will die (Gen. 44 :22)
וְשְׁמַע שָׁאוּל וְהִרָגַנִי kill me (I Sam. $16: 2$ )

Many such occurrences are ambiguous, since a non-conditional translation can also be found. In a series of three or more clauses, it is only a matter of the translator's judgement where to end the protasis and begin the apodosis. In poetic, aphoristic, or legal styles an otherwise unmarked participial protasis is not infrequent :
and if a man slays his father or his mother, he shall be put to death (Ex. 21:15)
וִגְנֵב אִישׁ וּמְכָרוֹ וְנְמְצָא בְיָדוֹ מוֹת יוּמַת and if a man kidnaps a man and sells
him, or (if) he is found in his hand, he shall be put to death (Ex. $21: 16$ )

These may also be translated non-conditionally as "Anyone who slays... shall be put to death" etc.

Conditional sentences marked by a special conjunction "if" are of two types: (1) those introduced by הִּן , דִּי which are real, fulfilled, or fulfillable and (2) those introduced by לוּלי (neg), which are unreal, contrary-to-fact, unfulfillable.

Type (1). The protasis (the "if"-clause) may have a perfect, imperfect, or participial predicate. It is difficult to maintain these distinctions in translation. The perfect sometimes has the value of the English perfect or (perhaps over-correctly) of the future-perfect, but more often takes on the value of the Hebrew imperfect in its general present-future function. Thus, although one may make a valid distinction between

```
\avin I have found favor...
N\mp@code{Na}\mathrm{ if I find favor (in the future)...}
```

that same distinction becomes artificial if applied, e.g., to
 a burden to me (II Sam. 15:33)
אִם־יַשַברוּ... אִתְכֶם ... וּנְתַתֶם לָהֶם... If they cross over with you, you shall give them... (Num. $32: 29$ ).

Both protases refer to future events as conditions. It is always possible to justify the use of the perfect in the protasis as representing a completed action of accomplished state in the mind of the speaker. It is difficult within Hebrew itself to predict the choice between the perfect and the imperfect in the construction with the same meaning. Whatever the original distinction was, it has become obscured in Hebrew of the biblical period, so that both verbs will have, in general, the same range of translation values.

The apodosis corresponds closely to a clause in a present-future sequence:

```
wa + perfect (converted)
wa (optional) + non-verb + imperfect (disjunctive pattern)
wa + non-verbal clause
imperative
```

None of these offers any special problems in translation. The following examples illustrate the more frequent combinations of the possible clause types:


And if we stay here, we shall die (II Kings $7: 4$ )


I shall be accountable to you (Gen. 43 :9)
 extend our hands to a foreign god, will not God find this out? (Ps. 44 :21)
וְהָיָה אִם-לא חָפְצְתָ בָּה וְשִללַחְתָּה And if you are not pleased with her, you shall send her forth (Deut. 21:14)
Even if your sins are as scarlet, they shall become as white as snow (Is. 1:18)
 you shall say... (Judges $4: 20$ )

A clause introduced by the particles שַאֶשׁר (cf. §70) may also be equivalent to the protasis of a conditional sentence.

It was pointed out in a previous lesson (cf. §138) that has a negative translation value as part of an oath formula. The expression אִa לֹ has thus a positive value in the same context.

As I live, I shall do to you as you have

כֵּן אֶעֶשֶּה לָכֶם

And Moses swore saying: "The land ְלְך תִהְיֶה לִנְחִלָה
spoken into my ears (or: as you have confided in me) (Num. 14 :28) ......will be an inheritance for you... (Joshua 14:9)

Type (2). Contrary-to-fact conditional sentences introduced by לוּ are too infrequent to allow a meaningful analysis. Here are some typical examples:

לוּ יֶשׁ-זֶרֶב בְּיִדִי כִּי עַתָּה הִרַגְתִּך If there were a sword in my hand, I would surely now kill you (Num. $22: 29)$
If they were wise, they would understand this (Deut. $32: 29$ )
לוּ הַחְיִתֶם אוֹתָם לֹא הָרַגְתִּי אֶתְכם If you had let them live, I would not kill you (Judges 8:19)
לוּ חָפָץ יהוה לַהְמִיתִּנוּ לא־לָקָח מִיָּדֵנוּ עָלה $\quad$ If the Lord had wanted to kill us, he would not have received an offering from us (Judges 13:23)
לוּלֵי אֶלהֵי אָבִי ... הָיָה לִי כִּי־עַתָה $\quad$ If the God of my father had not been ריקָם שִׁלַחִּאַנִי me away empty (Gen. $31: 42$ )

The particle לו may also be used in the sense "would that" without a following apodosis:

Would that we had been content to dwell on the other side of the Jordan (Joshua 7:7)

## 197. Concluding Remarks on Clause Sequences.

The syntax of Biblical Hebrew presents difficult and often insoluble problems. Given the unknown numbers of sources, writers, and editors that have had a hand in the formation of the text, together with the grammatical schools of the later traditionalists, we can never be sure how much reliance (grammatically speaking) we may place in the textus receptus and, consequently, how refined our analysis can be before becoming meaningless. The narrative sequences presented in this grammar are a good case in point. To maintain that these are the sole devices pertinent to the syntax of wa-clauses would be false in the face of the many obvious exceptions. But because most sequences can be reduced to these patterns there is certainly some value in regarding them as standard. The evolution of Hebrew toward the postbiblical type replaced most of the older converting sequences by simpler non-converting ones. Thus, a formal tendency directly opposed to an earlier one must have been a work in the latest redactions of the text before it achieved its fixed form. Certainly some of the inconsistencies in verbal usage and clause syntax are to be attributed to this influence.
(a) Further remarks on the present-future narrative sequence ( $1 b-c$ ). This sequence, characterized by a continuing series of converted perfects, may be led off by a variety of clause types; we have already mentioned leading clauses with verbal (imperfect) and non-verbal predicates. The verb הT in a leading clause requires special consideration. By virtue of its double meaning "be/become" it may be used to describe a non-punctual past tense situation (e.g. "there was a famine in the land"). If a narrative sequence
 sequence is not clear until we reach a continuing verb. Contrast

There was a famine in the land and he used to go down to Egypt... (habitual)
There was a famine in the land and he went down to Egypt (specific; punctual)

The leading clause of the present-future sequence may thus be redefined as comprising the formal subtypes:
(a) imperfect
(b) non-verbal clause (including those with participial predicates)
(c) conditional clauses, with perfect or imperfect finite verb in a present-future meaning
(d) the verb הָיָה in a non-punctual sense
all continued by wa + (converted) perfect.
(b) Conjunctive, non-converting sequences:
(1) perfect $+w a+$ perfect (unconverted)
(2) imperfect $+w a+$ imperfect (unconverted)
(3) imperative $+w+$ imperative

The third of these sequences has already been mentioned (§107) and is included here only because of its formal similarity. Sequences (1) and (2), however, are new and because they are by no means uncommon deserve some comment. They seldom occur in punctual narrative and are used mainly where there is a simple listing of clauses without an explicit expression of logical or temporal consecution; they may thus be defined as conjunctive but non-consecutive. But when they are used in a consecutive series it is usually to continue a disjunctive clause rather than in the main narrative. For example, suppose that in the main narrative a person has been mentioned about whom the writer wishes to supply additional information. Such information is usually introduced by a disjunctive formula (verb not first). It is often the case that this explanatory disjunction will continue for several clauses before the writer returns to the main narrative; it is in this type of sub-sequence that (1) and (2) are frequently met in a consecutive sense. Note, for example, I Sam. $23: 20$, concerning a certain Benayahu:

> וְהוּא יָרַד וְהְכָּה אֶת־הָאִרִי and he is the one who went down and killed the lion...

Another use of sequences (1) and (2) above is an analog of the imperative $w a+$ cohortative sequence, in which the second clause is best translated as a purpose or result clause (cf. §107). Thus corresponding to a hypothetical (but normal) sequence of the type (1b):

הַרִחֵב לָּנוּ וְנִפְרֶה בָאָרֶץ Make room for us, so that we may be fruitful in the land
we have the statement of fact in Gen. $26: 22$ :
בִי־עַתָּה הִרְחִיב יהוה לָּנוּ וּפָרִינוּ בָאָרץ for us to be fruitful in the land.
(c) Finally, note the unusual sequence occurring in each of the three passages outlined below as illustrations. We are dealing in each case with a punctual, habitual sequence. Circumstantial information about action which
is prior to the clause that will follow is introduced by $w a+$ imperfect (converted), best rendered "and when he had done so-and-so ..." Such clauses are conjunctive by definition, but because of their formal departure from the sequence in which they occur, they clearly mark an anticipatory temporal subordination.

## Illustrative Passages

I Sam. 17:34-5. In this passage David describes his prowess as a shepherd. The sequence begins with the ambiguous verb הָיָה and is uniformly with converted perfects (1b), with the exception of peculiar type mentioned in the preceding paragraph. [In this and the following passages only the leading elements of each clause are given. Clauses irrelevant to the discussion at hand are omitted. Indentation indicates subordination or disjunction. The reader should compare our outlines with the original text.]

| רעֶה הָיָה עַבְדָּ | I (your servant) was a shepherd... | Note ambiguous hāyāh. |
| :---: | :---: | :---: |
| ויבָא הָאֲרִי | and (whenever) a lion would come |  |
| וٕניָׁא | and take |  |
| ויְצָּתִי | I would go out |  |
| וְהדכִתִיוּ | and strike |  |
|  | and rescue |  |
| (1) | and when he attacked me | Anticipatory subordination |
|  | I would grab him | Resumption of main sequence |
| וְדִכִּתִיוּ | and beat him |  |
| וַדְמִיתִיו | and kill him |  |

Job 1:1-5:

אישׁ הָה There was a man
and that man was


ויְִהִי and his herds had reached (the extent of)
וַיְהִי and he had become great
ויזהְלכוּ his sons used to go
וְעָשוּוּ and make

Beginning of the main narrative; note ambiguous hāyāh.
Continuation with wàāyāh marks the sequence as type 1 b (habitual).
Anticipatory subordination, continued by two consecutive clauses.

| וְְְשְׂלְאוּ | and send and call |  |
| :---: | :---: | :---: |
|  | and when the feast days had run their course and he had sent | Another anticipatory subordination marked by wa+imperf. (converted), complicated by a temporal clause insertion with $k \hat{\imath}$. |
| וַיְקַדְּשֵּם <br> וְהִשִׁכִּים <br> וְהֶעֶלָה | and had sanctified them he would get up early and send up offerings | Resumption of main narrative |
|  | for Job said | Simple subordination with ki. |
| אוּלַי חָטְאוּ וּבֵרִכּוּ | perhaps they have sinned and "blessed" | Quotation, beginning a secondary sequence (type 3a). |
| כָּכָה יֶַַּשֶּה | thus he used to do | Disjunction marking the end of the general introduction to the narrative. |

Note the correct reversion to the imperfect in the final disjunction.
I Sam. 1:1-7.
(and) there was a certain man

וַיְּדִי לְפְנִנָּה (and) Peninah had children

וְעָלָה הָאִישׁ הַהוּא (and) that man used to go up

וַיְהִי הַיוֹם and when, on a given day וִיְְְַּּח

וִנְתן he would give

וּלְחַנָּה יִתּת $\quad$ but to Hannah he would give

וְכְעֲסַסָּה צָרָתָהּ and her rival would vex וְיֵן יְעֲשֶׁה

Beginning of main sequence, followed by four disjunctive non-verbal clauses (omitted here).
Continuation of main sequence, still with the ambiguous wayhî.
Continuation of main sequence, now clearly habitual, with the converted perfect.
Anticipatory subordination, doubled here with a temporal clause.
Continuation of main sequence.
Disjunction for contrast. Note the correct reversion to the imperfect.
Main narrative.
End of main sequence, as marked by the disjunction.

At this point in the narrative the writer turns to the specific occasion of Hannah's encounter with Eli and employs the regular past-punctual sequence, beginning with the wayyómer of vs. 8.

## 198. Vocabulary 55.



Reading: I Kings $8: 22-30 ; 44-58$ : Solomon's Prayer.





כַּאֲשֶׁר הֶרַּכְתָּת לְפָּני:

 הַבַּיִת הַוֶּה אֲשֶׁר בָּנָּיתִי:









 אֶל-אֶרֶץ הָאוֹיֵב רְחוֹקָה אוֹ קְרוֹבָה:
 דָטָאנוּ וְהֶעֶוְיִּנוּ8 רָשָׁעְבנוּ





``` שׁבֵיהֶם וְרִחִמִמּםּם
```




``` קָרְאָם אֵלֵיךָּ
```









```
                            (57) יְהִי
```



```
                                    אֶת-אֲבחתינוּ:
```

Notes to the Reading :

1. Note הַשָׁגַיִּם in the sense "heavenward" and "in heaven" throughout this passage.
2. The plural form in the consonantal text is pointed as a singular.
3. The הִנֵּה should be correlated with the אַף כִִּי "Since even the heavens and the heavens' heavens cannot contain you, how much less this house which I have built."
4. וּפָּנִיתָ continues the sequence of vs. 26.
5. Defectively spelled يֵינֶּ in the original text.
6. Here in the sense "toward".
7. Idiomatic: "if they lay it to heart, consider it".
8. הֶצֶּה to sin
9. רָשָׁע to act wickedly

* 10. מקוֹם = מָכוֹן

11. Idiomatic: "and you make them an object of compassion".
12. כּוּר a furnace
 new sequence. Compare the discussion at the end of $\S 132$.
13. בִּרְכַּים (dual) knees
14. Adverbially: "in a loud voice".

Appendix $A$

## A CLASSIFIED LIST OF NOUNS

The following list contains all the nouns appearing in this book, classified according to the vocalic pattern of the absolute singular. Nouns of a given pattern are included under a single number; differences in the inflected form, such as construct or plural, account for the further subdivisions. The principal forms are arranged as follows:

| absolute | construct | singular with | absolute | construct |
| :--- | :--- | :--- | :--- | :--- |
| singular | singular | 1 pers. sing. suff. | plural | plural |

Other forms with pronominal suffixes are listed under the appropriate stem.
When an entry presents a virtually unique type, parentheses indicate a conjectured, but securely based form. E.g., (יַמִּי) "my sea" is not attested, but the form is reasonably certain because יַמָּ "her sea" is attested. The same suffixal forms are given for each noun for the sake of consistency.

Square brackets enclose conjectures which are probable, but not as firmly established as those just mentioned.

Dual forms may be found in $\S 92$.
I. Monosyllabic nouns with a normally changeable (reducible) long vowel or ${ }^{〔} a$ (plural $\S 34$; constr. sing. $\S \S 73,75$; constr. plur. $\S \S 78-79 ;$ w. suff. §§85, 88, 96):


II. Monosyllabic nouns with a normally unchangeable long vowel (plural §34; constr. sing. $\S 73$; constr. plur. §§78-79; w. suff. §85):



Note: The once attested plural שְׁוָרים represents a rare alternative in nouns of this type.

| 5b. יום | יוֹם | (יוֹמִי) | יִיִים | יִיִי |
| :---: | :---: | :---: | :---: | :---: |
|  | (יוֹמְםם) | יוֹמְדָ | ָיָ | יִיֵיכֵ |

5c. ראש
רֹאשׁׁכׁם

| ראׁ\% | 7 |
| :---: | :---: |
| רֹאשׁׁך | (רָאשׁׁ) |


 Also: $\quad$ in integrity ר multitude



III. Dissyllabic nouns with penultimate stress (the Segholates) and related rarer types (plur. $\S \S 19,50$; constr. sing. $\S \$ 73,75$; constr. plur. 99; w. suff. §§99, 104).


 צֶרֶ (îm) cedar (îm) boy צֶּד (în evening
 (îm) man (în (îm) vineyard (îm/ôt) horn
 (ìm) way ( ֶֶּרֶּ (it) soul (îm) oil


Similarly : הֶבל (im) vanity; breath:do's w. . .

| 7c. קֶבֶר | קֶבֶר | קִבְרִי | קְבָרִים | קִבְרֵי |
| :---: | :---: | :---: | :---: | :---: |
|  |  | קִבְרִךָ | קִבָרי | קִבְרֵיכֶם |
|  |  | קִבְרֶם |  |  |


| Also : |  | (im) rain | פֶסֶל | idol | שֶׁמֶׁ | (otot) sun |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ¢ִּתֶר | remainder | צֶדק | righteousness ${ }^{\text {' }}$ | שֶׁקֶ | (im) shekel |
|  | לֶֶֶּׁ | (îm) lamb | קֶרֵר | midst | שֶׁקר | (im) deception |
|  | נֶדרֶ | (im) vow | רֶכֶב | chariotry |  |  |
|  | צֶּגֶר | (im) corpse | שֶׁבֶר | (im) breaking |  |  |



The following may belong here or to the next type ( 8 b ); evidence insufficient. (îm) Passover (îm) month שֶּחַח (în trust

| 8b. | ¢ֹבֶח | וִבְחִי | וְבָחִים | וֹבְחֵי | acrifice |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | ְִבְחִךָּ | ¢וְָָיֵ | ְִבְחֵיֶם |  |
|  |  | זִבְחִכֶם |  |  |  |






Also: צֵּמֶק (îm) valley (îm) rod

| 10b. צֵדֶר | צֵדרד | עְֶֶּדְרִרִי | עֲעֲדָרִים | עֶדְרֵיכֵם flock |
| :---: | :---: | :---: | :---: | :---: |
| Also : | חֵלֶב | (im) fat | צֵּרֶר | help |
|  |  | (im) share | , צֵֵטֶב | herbage |
|  | צֵגֶל | (im) calf |  |  |
| 11. קָדֶשׁ | קָדֶשׁ |  | קָדָשִׁים קָדָשִׁים <br>  | קדְשִׁי holiness קְדְשֵּכֶם |



 בּבּקר morning loins

The plural forms of (tent) show some irregularities:


| 12a. אֹרַח | אֹרַח |  | אֲרָחוֹת | (אָרְחוֹתוֹתיכֶם) | way |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 12b. רֹחַב | רֹרַב | רָרָחְבְבְּחְָּּׁ | - | - | ' breadth |



| 13a. | צֵין | צֵינִי | עֲיָינוֹת | צֵינוֹת | eye |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | spring |
|  |  | צֵינֶכֵּ |  |  |  |

Also: (îm) strength inִ


> Also: הָאֶ trouble אֶָָּ
16. שָׁוְא not inflected $\qquad$

nothingness
IV. Dissyllabic nouns with a sometimes changeable $a$ in the first syllable and a changeable vowel in the second.

| 17. | שְׁכֶם | שִׁכֶם | (שִׁכְכְמִּךְ |  |  | shoulder $($ ) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 18. | דִִּ | - | ִִבְשִיִי | - | - | honey |
| 19. | שְׁאָר | שִׁרָ | - | - | - | remainder |
| 20. | וְאֵב בְּר | $$ | (זְּאֵּארִי) | בִּאֵרוֹת זואבִים | בּארוֹת <br> זָאבֵי | well <br> wolf |

V. Dissyllabic nouns with an unchangeable $\partial$ in the first syllable and an unchangeable long vowel in the second (plural § 19 ; constr. sing. §73; constr. plur. $\S \S 78,79$; with suffixes $\S 85$ ).

| 22. בְּכוֹר | בְּכור | בּכוֹרִ | בּכּכוֹרִים | בּכּוֹרֵי | st-born |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | בּכּכוֹרֶדם | בּכוֹרוֹרָ | בּכּכוֹרַ | בּכוֹרֵירֶם |  |


| Also: אלוֹה | (im) god, God | חחלוֹם | (ot) dream | רחוֹב | (otot) street |
| :---: | :---: | :---: | :---: | :---: | :---: |
| אֲרוֹן (הָאָרון) | ark | חִמוֹר | (im) ass | שִׁמֹאל | left-hand |
| זִרוֹצַ | (ott, itm) arm | יֹ\% | Nile |  |  |



Also: לְבוּשׁ clothing נְּרוּב (in) cherub נִאוּם declaration רְכוּשׁ property

| (מְצִיליִ) robe
VI. Dissyllabic nouns with normally changeable vowels in both syllables (plural $\S 19$; constr. sing. $\S \S 73,75$; constr. plur. $\S \S 78,79$; with suffixes §85).


Also: אָדָם man (-kind)
 חָדָש new (adj.) עָנָן (ism) cloud


Also: חָרָש (imp) engraver


Also: כָּבֵד heavy (adj.) שָׁשִׁ complete (adj.)

שָׁמֵn glad (adj.)
שָׁכֵּ (in) neighbor

Also: צָרֵל uncircumcised (adj.)



Alsc עֵ עָּב שֵּצָר imp grapes hair

VII. Dissyllabic nouns with a normally changeable long vowel in the first syllable and an unchangeable long vowel in the second (plural §19; constr. sing. §73; constr. plur. §§78-79; with suffixes §85).


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A subtype of 28 a nearly always written defectively.
IX. Disyllabic nouns with an unchangeable first syllable (closed or with an unchangeable long vowel) and a changeable vowel ( $\bar{a} \bar{e} a$ ) in the second syllable (plural $\S 25$, constr. sing. $\S 73$, constr. plur. §§78-79, w. cuff. §85):

 כּוֹכָב (îm) star עוֹלָם (ism) eternity

Also: תیימָן south (no pl.)


Also: מחתן father-in-law (iv) appointed time כֹהן (om) priest ספֵר (ism) scribe


(îm) pasture מִגְרָּ (ism) number
wilderness מִדְבָּר



Note the irregular presuffixal form of שַבַּתוֹ:שַבָּת (his Sabbath).
39. אֶצְ אֶצְבְּעוֹת

| 40. | שִׁלִִן | שׁׁלִלִנִי | שׁׁלִחָנוֹת | שׁׁלִלְנוֹת | table |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 41a. צִוּר | - |  | צִוְרִים | - | blind |
| a $\quad$, ${ }^{\text {a }}$ |  | Also : | (adj.) |  |  |
| 41b. כִּסֵ | כִּסֵא | כִּסְאִי | ִִּסְאוֹת | (כִּסְאוֹת) | throne |
| pur, is |  | כִּסִּסֵךָ |  |  |  |
| 41c. מִזְַּּ | מִזְבַּ | מִזְבְּחִי | ִִזְְּּחוֹת | מִזִבְּחוֹת | altar |

X. Dissyllabic nouns with two unchangeable syllables (§50).

| 42. | אֶבְיוֹן | (אֶבְיוֹני) | אֶבְיוֹנִים | אֶבְיוֹי | poor (adj.) |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Also : | high, |  |  |


| 43. | גִּ3וֹ) | (13ּבוֹרִי) | גִּבּוֹרִים | ִּבוֹּוֹי | warrior |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Also : | (î |  |  |

44. 

Also: אַחֲרוֹן latter (adj.)


Also: רִאשׂוֹן first (adj.)

| 46. צַדִיק | צַדִיק | (צַדִיקי) | צַדִיקים | צַדִיקיֵי | righteous person |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 47. עַמּוּד | עַמּוּד | (עַמוּדִי) | עַמּוּדִים | עַמּוּדֵי | pillar |

/ XI. Nouns ending in -eh and -ēh (§88, §116).

| 48a. פֶּ |  | (פִּיכֶּךְ |  | mouth |
| :---: | :---: | :---: | :---: | :---: |
| 48b. שֶה | ֵֵּה |  |  | sheep/goat |
| 49. שָׁדֶה | שְדֵה | שָׁדִי <br> שֶTMT | שָּדוֹת | field |

Also: יָפֶה (adj.) beautiful קֶדה end
(it, ot) reed ${\underset{T}{T}}^{\text {שֶׁה }}$ (adj.) hard, harsh


Also: מִשְׁתֶה banquet


Also: מַטֶה (opt (int) staff deed appearance
52.
XII. Feminine nouns in $-\bar{a} h$ (plural $\S 53$; constr. sing. $\S 76$; constr. pl. §§78, 79; with suffixes $\S 85$ ).


Also: פָּרָה ( $\hat{O} \underline{t}$ ) heifer Likewise participles of Gal verbs from (ot) evil hollow roots, like שָעָה שָׁם , etc.



55. עוֹלַת
| עוֹלָתי
עוֹלוֹת burntoffering

Also: חוֹמָה (o tot) wall טוֹבָה (ont) law, Law


Also: חַיָּה (obt) wild beast

| 58a. פִּנְ | פִּנַת | (פָּנָתִי) | פִּנוֹת | פִּנּוֹת | corner |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | so: | (oty) measure ${ }^{\text {l }}$ |  |  |
| 58b. אִשָׁה | §ֵּ | אִשְׁתִי | נָשִים | נְשֵי | woman |
| 69. | חֻקַת | חתּתִי | חֻקוֹת | חתְּוֹת | statute |
| 60a.an | מַלְכַת | מַלְּכִתי | מִלָכוֹת | מַלְכוֹת | queen |
| 60b. נַחלָה | נַחְלַת | נַחִלָתי | נִחָלוֹת | נַחַלוֹת | portion |



| 61a. גִבְעָ | גִבִַַת | גּבִעָּתִי | גִבָעוֹת | גִבִוֹת |
| :---: | :---: | :---: | :---: | :---: |




| 62. |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| חתרדפָה | חֶרְ | חֶרְפָּתִ | חֲרָ | חֶרְוֹת | reproach |

Also: עֶּגְלָ (otut) heifer nakedness

|  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 63. | חָכְתַת | חָכְמָתי | חָכְוֹת | (חָכְוֹת) | wisdom |
| 64a.ברָרָה | בִּרִכַת | בִּרִּדֵּ | בִּרָכוֹת | בִּרִכוֹת | blessing |

Also: צְדָקָה (ôt) righteousness רְבָבָה myriad שְלָלָה desolation

| 64b.אדרָהד | אַדִמַת | אַדִמִתִי | עֲרַבוֹת | עַרִוֹת | nd |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | steppe |


| 64c. 64¢רָה | מִעָרת | מערוֹת | cave |
| :---: | :---: | :---: | :---: |
|  |  |  |  |




Also fem. adj. and stative participles of the type כְּבֵדָה .



69.

Also: אַלְמָנה (ont) widow


Also : מִלְחָמָה) war (מִלְֶמֶת) war

XIII. Feminine Nouns in $-t$ (plural $\S 62$; with suffixes $\S 111$ ).


Also probably the following (insufficient attestation):



Also the many other fem. adj. ending in -itit, such as שְׁלְשִׁית third, for which we have not made separate classifications.


86. אָח אֲחוֹת אֲחוֹת
[300]
XIV. Masculine nouns in $-\bar{a} h$.


## Appendix $B$

## QAL VERBS: THE PRINCIPAL PARTS ACCORDING TO ROOT TYPES

The following is a classified list of all the Qal verbs appearing in this grammar. Under the heading "imperfect" are included: (1) the normal imperfect, (2) the jussive (if it differs from the preceding), and (3) the converted imperfect. Under "imperative": (1) the 2nd pers. masc. sing., (2) the 2 nd pers. fem. sing., and (3) the "emphatic" form of the 2nd pers. masc. sing. in - $\bar{a} h$. Under "inf. constr.": (1) the free (unbound) form of the infinitive construct, and (2) the inf. construct with the suffix of the 1 st person singular. Under "other": (1) the active participle, (2) the passive participle, and (3) the infinitive absolute, in that order. The numbers in parentheses refer to the paragraphs of the grammar where the full paradigms of the form in question may be found. Minor deviations from the given type are indicated in parentheses.

## Perfect Imperfect Imperative Inf. Construct Other

1. Triliteral roots with no phonetic peculiarities (called Regular or Sound).
la.

גָּ גַּ to steal to break out
פדּרַך פָּרט to tread to spread


קבּק to gather
קבר קר
קָּקר
קצּר
קשׁר ${\underset{\sim}{T}}$ to bind together
רדף to pursue
שָׁרָ to burn
שׁׁבר
שׁׁבַת to cease, rest
שׁׁכַ
to observe 96
שׁׂטָ
שׁׁפָּ to pour
תַפטשׁ to catch hold of

Perfect Imperfect Imperative Inf. Construct Other

(to be small)
2. Roots II/III-guttural; II/III-Aleph

|  | Perf | fect | Imperf | fect | Imperative | Inf. Construct | Other |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 a. | בּדֵר | (48) | יבְּרַר |  | (102) בְּהַר | (114) בּדֹר | ) |
|  |  |  | וַיִבְּרַר |  | (13) |  | (128) בָּחוּר |
|  |  |  |  |  |  |  | בָּחוֹר |
|  | בָּרַר | to choose |  |  |  | פַָּל to do' |  |
|  | בָּחַן | to test |  |  |  | צָהַק to lau |  |
|  | בָּרַר to | to burn |  |  |  | צָעַק to cry | out |
|  | גַג | to redeem |  |  |  | רָחֵץ to was |  |
|  | גַּרַ to | to rebuke |  |  |  | שָׁñ to lau |  |
|  | זָעַק to | to cry out |  |  |  | שָׁwn to ask |  |
|  | מָאֵס | to reject |  |  |  | שׁׁnט to slaug | ghter |
| 2 b . | שׁׁnַע |  | ישׁׁמַע וַיִשׁׁמַע | (94) | (102) | (114) | (35) (3) |
|  |  |  |  |  |  | (14) | (128) שָׁמוּעַ |
|  |  |  |  |  |  | (שִׁמִִי | שׁׁמוֹעַ |
|  | בָּטַח to | to trust |  |  |  |  |  |
|  | בָּרַע to | to swallow |  |  |  | פָּתַ to ope |  |
|  | בָּקַ to | to split |  |  |  | קרַע to tear |  |
|  | to | to flee |  |  |  | רָצַח to kill |  |
|  | to to | to sacrifice |  |  |  | שָּבָע to be | ated ${ }^{\prime}$ |
|  | 何 t | to bow down |  |  |  | שֶׁמַח to rejo |  |
|  | to | to anoint |  |  |  | שׁׁuַn to for |  |
|  | Ot | to pardon |  |  |  | שֶׁלִלח |  |
|  | פָּגַ | to meet |  |  |  |  | st, blow ${ }^{\text {l }}$ |
|  | שׁׁטַע | to h |  |  |  |  |  |
| 2 c . | מָדא |  |  |  | (102) | (114) בְצֹא | (128) מָצוּא מצא |
|  |  |  |  |  | (1) מִצְאִי | מָצְִי |  |
|  |  |  |  |  | מָצְאָה |  | (128) מָצוֹא |
|  | בָּרָא | to create |  |  |  | קרָא to call |  |
|  | מָּרא | to find |  |  |  | רָפָא to hea |  |
| 2 d . | מָלא | (87) | (95) |  | (102) מלֹלָא | (114) מְלא | - |
|  |  |  | וַיִּמִלָא |  | - מִלִיֵ |  |  |
|  |  |  |  |  |  |  | (128) מָלוֹא |
|  | מָלא to be full |  |  |  | שֶׁנֵ |  |  |

3. Roots I-guttural (not I-Aleph)

4. Roots I-Aleph

Perfect Imperfect Imperative Inf. Construct Other


אָ to collect, gather
אָסַ to bind, take captive


|  | Perfect | Imperfect | Imperative | Inf. Construct | Other |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 4c. | (48) | (108) יאֶהַב | )(108) | (114) אַהַבָּ | (35) (128) |
|  | אָהֵב | יאהַב | - 100 | אַהְבָתִי | (128) (3) |
|  | אָהב to love |  |  | (יֶאְשַם) (ֵֵָׁם | be guilty |

5. Roots I-Nun

|  | Perfect | Imperfect | Imperative | Inf. Construct | Other |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 5a. | (43) | (118) | (118) נְפל | (118) נְפל | '/26) |
|  |  | וַיִּפֹל | נִפְלִי | נָפְלִי | (128) (128) (נָּוּל) |
|  |  |  | נָפְלָה |  | (128) נָפוֹל |
|  | נָגרך to strike |  |  | נָפַל to fall |  |
|  | נָדרד to vow |  |  | נָצָר to guard |  |
|  |  |  |  |  |  |
| 5b. | נָגַע (43) | $\begin{gathered} 133 \text { (118) יִגיגַע } \end{gathered}$ | บגַ (118) | (118) | צגגַ (35) |
|  |  |  | גְּעְּעִּ | גַּנְתִּ | (128) |
|  |  |  |  | נִגֶַַ | (128) |
|  |  |  |  | נָגצִי |  |
|  | נָגע נַ to touch |  |  | נָסָ to set out |  |
|  | נָטַע to p | lant |  |  |  |  |
| 5 c . | (52) | (118) | (118) | (118) | (35) |
|  |  |  | שִֵֵׁי |  | (128) נָשׂוֹא |
|  |  |  | שְׁאָה | שְׁאֵתִי |  |
|  | (to raise up) |  |  |  |  |
| 5 d. | (49) | \% ${ }^{\text {P }}$ (118) | \% (118) | (118) | (128) נָתחּן |
|  |  | - 13 | תְנִי |  |  |
|  |  |  | תֶּנְ | (128) (128) נָתוֹן |  |
|  | (to give) |  |  |  |  |
| 5 e. | (48) |  | (118) | (118) | (35) |
|  |  |  | \% | 134 |  |
|  |  |  | קִחָה |  | (128) |
|  | (to take) |  |  |  |  |

6. Roots I- Yodh


ישׁׁר to be upright





(to fashion)


$$
\begin{align*}
& \text { a }(a \sim 1) \text { in spioqti a }  \tag{307}\\
& \text { Hoght in olsoy }
\end{align*}
$$


7. Hollow Roots (II-WcIW/Yodh)

8. Roots III-Hē

(to stretch forth)
9. Geminate Roots (a sampling of major types only; for details see $\S 126$ ).

|  | Perfect | Imperfect | Imperative | Inf. Construct | Other |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 9 a. | סָבֵ |  | (126) סב | (126) סב | (26) סרֵב |
|  |  | (154 | (12. | 135-154 | (128) סָבוּב |
|  |  |  |  |  | (128)(128) סָּוֹב |

(to surround, go around)
 (to curse)

9c.
רַ to be bad
םתㅈ․ to be finished, completed
קַ to be light, contemptible

## Appendix C

## THE DERIVED CONJUGATIONS: A SYNOPSIS*

|  |  | Niphal | Piel | Pual Hip | Hiphil | Hophal | Hithpael |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Sound Triliteral Roots | (141) | (149) | $\begin{aligned} & 205 \mathrm{ft} \\ & (154) \end{aligned}$ | (158) | (175) | $e_{(178)}$ |
|  | Perfect | נִכְתַּ | כִּתֵּ | כּת | הִכְתִּביב | הָכְתַּבת | הִתְכַּתֵּ |
|  | Imperfect | יִכָּתֵב | יִכַתֵּ | יִכְתֵּבתִ | ַיבְּתִיב | ָיְּתֶּ |  |
|  | Jussive | יִכָּתֵב | יִכַתֵּ | יִיֶתַּבתב | ַיכְתֵב | ָיכּתַבת | יִּתְּתּ |
|  | Imperative | הִכָּתֵּתבּ | ַַּתֵּ |  | הַכְתִבת |  | הִתְכַּתֵּבר |
|  | Inf. Construct | הִכָּתבּתבת | כַּ |  | הַכְתִיבת | vote a | הִתְכַּתּבּתבּ |
|  | Inf. Absolute | נִכְתֹּבת |  | כּתּתב | הַכְתֵּתבּ | דָכְתֵ | הִתְכַּתֵּתבּ |
|  | Participle | נִכְתָּ | מִכַתֵ | מִכְתָּ | מַכְחִּבד | מָכְּבר | מִתְכַּתבּ |
| 2. | Roots I-guttural (excluding I-Aleph) | (141) | (149) | (154) | (158) | (175) | ${ }_{(178)}$ |
|  | Perfect | נֶעֶמַד | עִמֵּד | צַַֻּד | הֶעֵמִיד | הָָּּמַד | הִתְעַמִּד |
|  | Imperfect | יֵיָּמֵד | יַעַַּדִד |  | יַעְֲִֵיד |  | יִתְעַּמֵּד |
|  | Jussive | יָיָמֵד | יַעַמֵּד |  |  | יָּזְדָ | יִתְצַּדֵד |
|  | Imperative | הֵעָמֵד | עֵַּד |  | הַעֲמֵּדִד |  | הִתְעַמֵּד |
|  | Inf. Construct | הֵעָמִד | עַמִּד |  | הַעֲמִיד |  | הִתְעֵַּּדִד |
|  | Inf. Absolute | נַעֲמַד | עַּמֹד | צֻּמד | הַעְמַדִד | דָּוֶמֵד | הִתְעַּתֵּד |
|  | Participle | ֶֶֶֶד | מֶעֵַּּד | מְעֻמֶד | מַעֲמִיד | מָעָּדָד | מִתְעַמֵּד |

* The same root is used to illustrate all the conjugations of a given root type, regardless of whether it is attested in that particular form or not. References are to paragraphs in the body of the grammar where the complete paradigms may be found.

Niphal Peel Pal Hiphil Hophal Hithpael

4. Roots III-guttural (141) (149) (154) (160) (175) (178) (excluding III-Aleph)

5. Roots III-Aleph

Perfect
Imperfect
Jussive
Imperative
Inf. Construct
Inf. Absolute
Participle
6. Roots I-Nun

Perfect
Imperfect
Jussive
Imperative
Inf. Construct
Inf. Absolute
Participle
7. Roots I-Waw/Yodh

Perfect
Imperfect
Jussive

Niphal Piel Pual Hiphil Hophal Hithpael


Appendix $D$

## CHRONOLOGICAL TABLE

| Patriarchal Period, as reflected in the |  |
| :--- | :--- |
| traditional accounts of Genesis | c. $1900-1500$ B. C. |
| The Exodus | c. 1280 |
| The Conquest of Canaan | c. $1250-1200$ |
| The Period of the Judges | c. $1200-1020$ |
| Reign of Saul | c. $1020-1000$ |
| Reign of David | c. $1000-961$ |
| Reign of Solomon | c. $961-922$ |
| Division into the Kingdoms of Judah and Israel | 922 |
| Fall of Samaria (cap. of Israel) to Assyria | 722 |
| Fall of Jerusalem (cap. of Judah) to Babylon | $587 / 6$ |
| The Babylonian Exile | $587-538$ |
| Post-Exilic Period (Persian domination) | $538-332$ |
| Beginning of Greek Rule (with Alexander) | 332 |

## Appendix $E$

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## HEBREW-ENGLISH GLOSSARY

Verbs are listed according to the root. Conjugational types are abbreviated as follows:

| Q | qal | H hiphil |
| :--- | :--- | :--- |
| N | niphal | Ho hophal |
| P | piel | Ht hithpael |
| Pu | pual | Po polel |

All other words are listed alphabetically as they appear.
References of the types Alc and B3c refer to the Appendices A and B respectively.
All other references are to paragraphs in the grammar.

## $\kappa$

אָּ (-ot)father, ancestor (Alc)
אָבַד (iאבֵּ ) to perish, be deתֶאֵבִיד to destroy, kill
אָבָה (יאבּה) to be willing (B8e)
אֲבָּ truly, indeed; however
אֶבֶן (îm) stone (f.) A7a
אַבְרָהָם Abraham
אַבְּרָם Abram = Abraham
אָדָ Adam;man;mankind(80)

```
אֲדָָּה earth, ground, soil (A64b)
    אָן (îm) lord, master (A29a)
    אָהַב (M4c)
אַהַבָּ love (A60b)
            is or 1971
    (in (îm) light (A5a)
אוּרִיָה Uriah
    תוֹ (ôt) sign, omen (A5a)
        riven, the that time
```



```
    (אַחִים) brother (Ald)
```



| בֶּנְּאֶר | (ôt) well, pit (A20a) <br> (îm) garment (A7c) |  | what profit is there? (A8b) |
| :---: | :---: | :---: | :---: |
| (בדד) | -לְבַד-alone, only; 142 | בָּקַ | (יִבְקע) to split (B2b) |
| בְּהֵהד | (ôt) beast, animal; | צִּ | morning (All) |
|  | 80 (A65c) 79 | בָּקר | (large) cattle (coll.) |
| (בוא) | (יבוֹא) to come, enter (B7e) ; H. to bring | (בָּרָשי | P. בִּקּק <br> (יבּרָא) to create (B2c); |
| (בין) | H. הֵבִין to perceive, consider, understand; to make understand | דַּרִרִּת | N. pass. covenant, treaty (A83) (יִבְרַ) to flee (B2b) |
| $\cdots$ | (ôt) pit, cistern (A5a) 145 | (ברך) |  |
| (בוֹ) | (יִוֹש) (B) to be ashamed | בְּרָּרֶ | (ôt) blessing (A64a) |
|  | (B7d) | דָּשָּר | flesh, meat; |
| בָּזָה | (יִבְה) to despise (B8a) |  | mankind (A25a) |
| בָּחוּר | (îm) young man (A30b) | בַּת | (בָּנוֹת) daughter (A74) |
| דַּחַן | (יבְחַן) to test, try, examine (B2a) |  | ג |
| בָּחַר | (יִבְחר) to choose (obj. <br> with $\mathfrak{3}$ ) B2a | גָּ | (יִגאַ) to redeem (B2a); N. pass. |
| דָּטַח | (יִבטַח) to trust, rely (B2a) | גִּבּוֹר | (îm) warrior, hero; |
| בֵּין | between; $4741,180^{*}$ |  | + הַיִל idem (A43) |
| בִּינָה | understanding, percep- | גִּבְעָה | (ôt) hill (A61a) |
|  | tiveness (A56) | גּבְּרֶתֶ | mistress, lady (cf. A81) |
| ִַַּּתִ | (בָּתִּ) house (A13c) | גד | big, great (A29a) |
| דָּכָה | (יבְּכְּה) to weep, mourn (B8a) | גֶּדַל | (גִּדַדִּ) to be(come) great, big; to grow up (Blc); |
| דָּלַע | (יִלְל) to swallow (B2b) |  | H. to magnify, make |
| בִּלְּתִי | not(negates infinitive; 115 ) |  | great |
| 13 | (בָּנִים) son (A3c) | גדּדִ | ()atalat kid (A31a) |
| בָּנָ | (יבְנִ) to build (B8a); <br> H. caus., N. pass. | (גור) | (גָּוּר) גָּר) to sojourn, dwell (B7a) |
| בַּנְבַּרוֹר | for the sake of, because of 116 | (גיל) |  |
| בְַַּד | through; around; on behalf of; 17.4 | הגּ | (יִּלֶה) to reveal, uncover; go into exile (B8a); N . |
| בְּעֵינֵי | in the eyes of, in the opinion of |  | pass.; H. to carry away into exile |
| דַַַּּ | (îm) lord, master, husband, owner; 121 (A9) | גַּםּלְלָּד | Gilead also, too, even |
| בָּ | (יִבְעַ) to burn (tr. and | גָּמָּ |  |
|  | intr.) B2a; P. to burn (tr.), consume com- | $\underline{1}$ | (2, (A2a) |
|  | pletely 197 | 2גנָ | (יגְנִ) to steal (Bla) |
| צֶּצַע | profit, advantage; מַה־בֶּצַע |  |  |

גּ (îm) sojourner, resident alien (A3b)
(גרשׁ P. P. גרֵשׁ to drive away

## 7

דָּ (îm) word, thing, matter, affair; צַלֹתְּבַר because of, for the sake of
(דבר) P. דִּדֶר to speak, talk \|ौ
דִּבטש
דָּ (îm) fish (cf. Ala, lb)
fish (coll.) A53a
דָּ T David
דוֹר (îm, ôt) generation (A5a)
דּוֹתָּ Dothan

דַּל poor, §22 (A2a)
(du. דְּלִּת (A77)
(îm) blood (Alb) 181
(דמם) (דִּם) (דַםם) to be silent, astonished (B9a, c)
(îm, ôt) road, way (m. or f.) A7a
 require ( B 2 a ) 101*

## $\pi$

הַ $\underset{\sim}{\pi}$ the def. art.; § $14,18,21$
הַ interrog. marker
הַ (defective verb) give!
come! let's... ! 119
הֶבֶּ Abel

roar; meditate, imagine
(B8c)
הוּא he; that
הִוא
הִיא she, it; that

הֵיכָל (îm) palace, temple (A34)
 הוֹליך to cause to go,
lead; Ht. to walk back and forth, to go continually ( B 6 j ) 250

Halelujah, Praise
Yah(weh)
הִלם hither
הֵם they; those
הֵן if
see §
הֵּנָּ (f.) they (f.)
הֵּנּה hither, to this place, here


N. pass. (B3a)
 nant, conceive (B8b) 116

7
? and; 17
$i$
this (f.); 40

(îm) sacrifice (A8b)
this (m.) ; 40
זָּרז gold (A25a)
(îm) olive, olive-tree (Al3b) 26
 pass.; H. to mention, cause to remember (Bla) 215
זֶּר remembrance, memorial (A10a) 215
זָּרָ (îm) male (A25a)
 prostitute, harlot; זָּה a harlot (B8a)
צָּעָּ (in distress) B 2 a
 (adj.) old (Bld)

Trin (îm) old man, elder (of city) A26a
!ְקוּנים (pl.) old age (cf. A23,30a)
ְְרוֹע (îm, ôt) arm; fig. strength (A22)
אֹרֶע seed, offspring, progeny (A8a)

## $\pi$

(חבא) N. נֶחקָּא to hide (intr.); Ht. הדתחהֵּ to hide (intr.)
חָדֵל (יְחָדּל) to cease, stop; 117 (B3b)
חָ new (A25b)
Eve
(חוה) Hišt. הִשְׁתְחִּהָה to bow down, humble oneself
(ôt) city-wall (A55)
חוּץ outside; הַחוּצָה ,חוּצָה (to the) outside; ? מחוּץ ? outside (prep.)
חָזק (יחָּק ) to be(come) strong. firm, hard; (adj.) idem (B3b)
חָטא ( H. to lead into $\sin (\mathrm{B} 3 \mathrm{c})$

חַטָאת (חַטָּאוֹת) $\sin (\mathrm{A} 82)$
nַ living, alive; as-lives (in oath), 138 (A2a)
חָיָה (יחְחָה ) to live, be alive (B8d); P. חִיָה to let live, revive, restore to life; H. החתֶּ, same as P.

חַיָּ (ôt) animal, living thing (A57)
(חֲחִיִים) army; strength; warrior (Al3a)
חַיִּם life, lifetime (cf. A2a)
חיק bosom (cf. A3b)
חָכָם wise; wise man (A25b)
חָכְכָה wisdom (A63)
חָהָ milk (cf. A25b)
(ont) dream (A22)
(חלל) H. החל to begin
(חלל) P. חִלֵל to defile, pollute, dishonor
חָלַם (B3a)
(îm) he-ass, donkey (A22)
חַמִישִׁי fifth

חָּמטׁ five (f.)
חַמִּשָּה five (m.)
חֲמִּשִׁם
חן grace, favor (A3e)
(יָחון) חָנֶן to favor, be gracious toward (B9a); Ht. הִחתַנַן to seek or implore favor
חֶסֶ (îm) kindness, mercy, proper conduct
 to desire (B3d)
חֲצִי half (A31b)
חק (îm) statute (A5d)
חקקה (ôt) statute (A59)
(ôt) sword (f.) A7a
(Mt.) Horeb
חָרָה (יֶחרה to become enraged, angry ( B 8 c ); used impersonally with ? or with אַף
(חרם H. H. הֶחֵרִם to destroy, exterminate (often as a religious act)
חָרֵשׁ (1) plow; engrave (B3a)
חָטֶּדּ back for oneself (B3a)
 reckon, impute (B3a)
חֹשֶׁך darkness
חתחי Hittite
father-in-law (A35)

טֶַּח a slaughtering (A8b)

|  | $\operatorname{good}(\mathrm{A} 5 \mathrm{a})$ <br> children (coll.) A2a | ־ֵַַן | because (+inf.); צַעַן וַשֶׁר because |
| :---: | :---: | :---: | :---: |
| טֵרֵם | before, not yet; בְּטֶרֶם |  | Jacob |
| $x \geqslant 0$ | $\text { idem; } 121,140$ | יָָא | (יצֵא) to go out, to go forth (B6c); H. caus. |
| (יאל) | H. הוֹאִיל to be willing, content (173) | (יצב) | Ht. החתיצֵּב to take one's stand, to station oneself (ייצר) to form, fashion |
| " | The Nile; river |  | (B6g) |
| יֵּ | dry ground (cf. A70) | (יקץ) | יִיקי to wake up (B6d) |
| י | (du. áyim; pl. ôt) hand, | יקר | precious (A25a) |
|  | side (f.) A la | יָרֵ | (יִירא) to be afraid (of: |
| (ידה) | H. הוֹדָה to give thanks |  | B6f.; N. to be |
| יָדע | (יִדי) to know (B6b); H . |  | dreadful, terrible |
|  | to make known, teach, | יִיְאָה | fear (A61a) 274 |
|  | declare | יָּדיד | (ירִד) to go down, descend |
| יהוּדָה | Judah |  | (B6a) ; H. caus. ${ }^{2}$ |
| יהוה | Yahweh, "Jehovah," the | יִריוּשָּלַם | Jerusalem |
|  | Lord (59) | י) | H. הוֹרָה to shoot (arrows); |
| יוֹ | כַּיוֹם ,הַיוֹם ; pl. today (A5b) | יִיֵֵ | to direct, teach the moon |
| יוֹמָם | by day, in the daytime 10 | ירֶשׁ | (יִירַש) to inherit (B6d); to |
| יוֹסֵף | Joseph |  | dispossess |
|  | together | יִשְּרָאֵל | Israel |
| יַּדָּוּ | together | יִיֵ | there is, are |
| (יטב) | יִיַַto go well with (?) B6d | بָּשַב | (יֵשׁׁ) to sit, dwell (B6a); $2 c$ H. caus. |
| (יכח) | H. הוֹכִיחַ to reprove; to decide | יִשוּעָה | (pl. ôt) salvation, deliverance (A67) |
| ָיֹל | (יוּכַל) to be able; to prevail against (ל) B6i | ישְׁמָּעֵאלִים <br> ָּשֵׁן | Ishmaelites <br> (יִישׁ) to sleep (B6e) |
| יָּדיד | (יֵלד) to bear (a child); <br> N. pass.; H. to beget, engender (B6a) | רָשַׁר | H. הוֹשִׁיעֵ to save, deliver (יִשַׁ) to be pleasant, agreeable (B6d) 0.4 |
| ¢ֶלִד | (pl. îm) boy (A7a) | רישָׁר | just, upright (A25a) |
| יֶ | (pl. (יַּמִּם) sea; seaward, westward (Ale) | יִתְרוֹ | N. נוֹתַר to be left, remain 18 Jethro |
| ִיִ? | the right hand (f.) A28a |  |  |
| (יסף) | H. הוֹטִיף to add; to do something again; to |  | $\bigcirc$ |
|  | continue doing some- | כִ | like, as; ( + inf.) when, as ? |
|  | thing 5 \% | כַּאִשֶׁר | as, according as wher is |
| ָּפֶה | beautiful, handsome(A49) | כָּרֵד | (יִכְבֵּ) to be (come) heavy, |



מָאַס (יִמְאַ (י) to refuse, despise (B2a)
(pl.) sojourning, residence (A30a)
(ôt) plague, stroke (cf. A73) 110
מִדְבָּר wilderness (A37)
מָדַד (יָּד (B9a)
מַדּוּעַ why?
מִדְיָן Midian
מַה what?
מַהֵר ; P. מִהַר (מהר) quickly
death (A15)
(יָמוּת) מֵת (B7c); H. הֵמִית to kill
(מול) (מוֹמוּל) מָל (מוֹל (B7a)
(ont) altar (A41c) 104
(ôt) camp (A51)
(ôt) staff, rod; tribe (A51)
מָטָר rain (A25a)
מי who?
(pl.) water

 (B2d); (adj.) idem; P. מִלִא to fill $20^{\circ}$
(îm) messenger, angel (A38)
occupation, work (A64d)
טְלוֹן lodging place (A29a)
(ôt) battle, war (A72)
(îm) king, ruler (A7a)
 king (Bla)
מִּפַּעַל above (adv.); (+ ל ) above (prep.)
מִן from; some of
(ôt) offering (A61a)
(מסט) N. נָמס to melt

are innumerable; אַּנְשׁׂ
מסoְפָּa few men (A37)
 little: עוֹד מִעַט in a little while
מַעֲשֶׂה (îm) deed, act, work (A51)

נִמִצְא to be extant; H .
הִמְצִיא
מִצְוָה (olt)commandment(A61b)
Egyptian; fem. מִצְצִרִרי
Egypt; מִצְבַיַּמָה toward Egypt
מקָוֹם (ôt) place (A29a)
מִִקְנֶה cattle, property (A50) 110 H
מַרְאֶה appearance (A51)
מְרַגֵּל (îm) spy, scout
(P. participle)
(יִמְרד) מָרַד (Bla) to rebel (Bla)
(ôt) chariot (A71)
משֶׁה Moses

(יִמְשׁל) מָשַׁל ( to rule, have dominion (over: $\mathfrak{y}$ ) Bla
מִשָׁם from there; thence 104
place of confinement, jail (A37)
(îm) judgement, court decision; manner (A37)
מִשְתֶה banquet (A50)

コ
נָא particle used after imperative, jussive, or cohortative; 102, 105114
(נאץ) P.

prophesy 250
נָבוֹן intelligent, discerning (A29a)

נָבִיא (îm) prophet (A28a)


```
        the Negev, Southward
    \צֶגֶד before, in front of(cf.A7b)
    (נגד) H. הצד) הִגְּד to tell
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```
        H. הגְגְּשׁ to bring near
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```
    נָהר\mp@code{(ôt) river (A25b)}
    (יָנוחח) נָח (נוח) to rest, settle
```



```
        set at rest; H. הֲנִּחִ to
        set down, deposit, leave
        alone
(נום) to sleep (B7a)
(נום) to flee (B7a)
property, possession, in-
        heritance, portion
        (A60b)
(נחם) N. נִם) (יְּחָםם) to be sorry,
        repent, be comforted;
        P. נִחֵם) (ינְחֵם) to comfort,
        console
    נֶחֶמד
    נחָחש (îm) snake (A25b)
    # נָטָה (יֶֶה) to extend; pitch
        (tent); turn aside (intr.) !.
        B8f.; H. הטְה to turn or
        thrust aside, to incline
        (tr.)
    נִטטע\) to to plant (B5b)
    (\טשׁש) to leave, forsake,
        abandon (B5a)
(נכ) H. הכהָה to strike, smite,
        slay
נָכְרי foreign, strange
```



```
        journey (B5b)
    \ַ\עַל (îm) shoe, sandal (f.) A9
    \ֻעַר (îm) young man,
        attendant (A9),
```

    נָפַל (יִּל (י) to fall (B5a);
        H. הִּפִיל caus.
    צֶפֶׁ (ôt) soul, person, living
        thing; life; ( + pron.
        suff.) self (A7a)
    (נצב) N. נִצַּב to station oneself,
stand; H. הִצּיב to sta-
tion, set up
(נצל) N. נִבַּל to be rescued,
saved; H. הִצִיל to de-
liver, rescue
female (A65a)

(B5c) ; N בִשָׁא pass.
(נשׂג) H. הִשִׁיג to reach, attain,
overtake $\alpha 15$
נָתן (יֵתן (one give, set, put,
44 allow (B5d)
נָתן Nathan
סָבָב (יָּב) to surround, go
around (B9a); H. הסoב
to turn away, to turn
around (tr.), cause to
go around

סוּס (îm) horse (A6)
(סור) to turn aside
(intr.), to depart (B7a);
H. הֵọיר to remove,
take away, turn away

(ֵֵפֶר (îm) book, writing (A10a)
סָפַר (יְספּר) to count (Bla); P.
סִפּר to tell, narrate
eunuch, officer
(A28b)
(סתר) N. נִסְתַר to hide (intr.);
H. הִסְתִּר to hide (tr.)
บ
(îm) servant, slave (A7a)

| עָבַד | (יעִבד) to work, serve, till (ground) B3a | עֵּלִי | Eli <br> with, together with |
| :---: | :---: | :---: | :---: |
| צַבוֹדָה | work, task, servitude | עַם | (im) people, nation (A2a) |
|  | (A66) | עַָּד | (יִעֲמֹד) to stand (B3a); |
| עָבַר | (יָעַּר) to cross; to transgress (B3a); H. הֶצֶבִיר caus. | צֶֶ̌ק | H. הֶצֵמִיד to station, set up, appoint (îm) valley, lowland |
| צִבְרִי | Hebrew; fem. צִבְרִיָּ (196 |  | (A10a) |
| צֵגֶל | (îm) calf (m.) Al0b | עָנָ | (יֶעְנֶ) to answer (B8b); |
| עֶגֶלד | (ôt) heifer (A62) $51 \pm$ | 140 | P. צִּנְ to oppress 20 d |
| עַד | to, as far as, by ; ( + inf.) | עָנִי | affliction (A32a) 244 |
|  | until; צַד־אֻשֶר until; | עָ | (îm) cloud (A25b) |
|  |  | צֵץ | (îm) tree, wood (A3a) |
|  | עַד-עוֹלָם forever | עֵּדָה | counsel, advice (A54) |
| צֵדָה | congregation, assembly <br> (A54) | צֶּרֶקב | + אִשֻׁר/ כִּי because 65 evening |
| צֵּדֶר | (îm) flock, herd (A10b) | עָרַב | (יֶערב) to stand as pledge |
| צוד | again, still, yet 111 |  | for (B3a) |
| (עוד) | H. הִִִיד to warn, protest | עֶרְדָ | shame, nakedness (A62) |
| עוֹלָם | (îm) eternity; צַד־עוֹלָם. Uלעוֹלָם,forever (A33) | עָרךך | (יְערך) to arrange, set in order; draw up (in |
| עָּן | (ôt) guilt, iniquity, punishment (A29a) | צָרֵ | battle array) B3a uncircumcised; (fig.) de- |
| עוֹף | birds, fowl (coll.) A5a |  | ficient, inept |
| (עור) | Po. צוֹרר to arouse, stir up | צֵֶּׁ | grass, herbage (coll.) Al0b |
| צַז | strong, mighty (A2a) | עָָּה | (יַעִשׂה) to do, make, act, |
| צז | strength (A5e) |  | bring about (B8b) |
| Vָּ10 |  | עֶשִׁיִירי | tenth; fem. עֲשִירִית |
| Vָּרָ | (יִעְׂר) to help (B3a) | עֶשֶּר | ten (f.) |
| צֵּרֶ | help, assistance (A10b) | עָּטָר | -teen (m.) |
| צַּין | (du. צֵינַים) eye; spring, | צֻשָּרָה | ten (m.) |
|  | well (f.) A13a 101 | עֶשְׁרֵה | -teen (f.) |
| צִיר | (עָרִים) city (f.) A4b | צֶשְׁרִים | twenty |
| עַל | on, upon, over, against, $43^{*}$ | עָשִׁיר | rich (A28a) |
| H/ | concerning; עַל-דִּר for | צֵת | (îm, ôt ) time (f.) A75 (¢) |
|  | the sake of, because of; צַל-יד beside, in the | עַתָּ | now, then, (and) so then with tiach, 169 |
|  | company of, to the side 40 |  | פ |
|  | of; עַל־כֵּן therefore; <br> על־פּני on the surface | פַגַ | (יִפְַּ) to meet, encounter (בְ |
|  | of, up against $10 * *$ | פָּדָ |  |
| עָלָה | (יעִלֶלה) to ascend, go up (B8b); H. הֶעֶָה caus. | פֶה | mouth; עַל־פִּי, כִּפִּ according to; כְּפִי אֲשֵׁר |

according as; פֶה אֶחָ unanimous, in agreement (A48a)
פ่ here
Potiphar
(פלא) N. נִפְּלָא to be wonderful,
"rl marvelous
(פלל) Ht. הִתְפַּלֵל to pray
פְּלְשְתִּם the Philistines
פֶּ lest, so that not
פָּנָה (יְּנֶה) to turn (toward) (tr. \& intr.) B8a
פָּנִים (pl.) face; לִפְנִ before, in
 מִלְְִִני עַל-פְּנֵי 75 of, up against. 100,101 (A89)
(פֶּסִיִים) idol, image (A7c/ 28a)
(îm) time
פָּקַד (יפְּד ) to kcep one's promise to; to pay attention to; to visit; to appoint; to pass in review (Bla)
פָּרָ (ôt) cow, heifer (A53b)
פְּרִ
פַּרְעֹה Pharaoh
 breach, burst (out) B1a
(פרר H. הֵפר to annul, cancel
 Bla
פָּרָׁ (פָּרִשׁים) horseman (A25c)
(יִּתְתַּח) to open (B2b)
(îm) opening (A8b)

## $צ$

צאן small cattle (sheep and goats) cf. A5c
צָבָא (ôt) army, host (A25e)
צַּדִּיק

צֶּ righteousness (A7c)
(ôt) righteousness, righteous act (A64a)
צָהְרָיִם noon (cf. A12b)
(צוה) P. צִוּהָה to command, charge, appoint 153
(צום) (ציצוּם) צָם (B7a)
(צור) (יָצוּר) צָר (יָּ (צוּ) to besiege, confine (B7a)
צוּר (îm) rock, cliff; (fig.) support, defense (A6)
צֵל (צְלָלים) shade, shadow, protection (A3f)
(צלח) H. הִצְלִיחַ to make prosperous; to be prosperous
צֶּ (îm) image, likeness (A7a)
צֵלָע (îm, ôt) rib, side (A27b)
צָפִיר small, young (A28a)
צָעַק (in distress) B2a
צָרָה (ôt) distress, trouble (A53b)
$p$
קבקִ gather (intr.)
קֹבֶר (îm) grave, sepulchre (A7c)

קדוֹש holy
קֶדֶם east; eastward;
? ְִקָדֶם to the east of (cf. A7b)
(îm) holiness (A11)
(קדש) P. קדֵּשׁ to sanctify
קהדָל assembly, congregation (A25b)
קוֹל (opt) voice, sound (A5a)
(קום) (קיקום) (B7a); H. הקיקים to establish, set up

קטקן small, little, unimportant; also קָָָ (cf. A25d)
Cain
(ôt) wall (A4a)
(יֵּקל) קֵל (קלל) to be light, of little importance (B9c); P. קילּ to curse
 תֶ/ְ); to be zealous (for:५)
קָנָה (יְקנהּ) to acquire, purchase ( B 8 a )
R end; at the end of (A3e)
שקֶה end, border; מְקֶה at the end of (A49)
קִָּר harvest, crop; time of harvest (A28a)
 (against:עַ) Bla
 (Bla)
 mon, declare, read; (+ א) to call unto; ( + ? to summon (B2c)
קרָא (יְקָא (יְרָא a common variant of קָּר
 near, approach (Blc); H. הִקִיריב to bring near, present
 within, inside of (A7c)
קרָרה (יְקרֶה ) to meet, encounter, befall (person usually object) B8a; N. בְּקְרָה idem (person usually subject; object with (עַל/אל/בּ
קרוֹב

קשֶׁה difficult, hard, harsh (A49)
(יְּשְׁר together, conspire (B1a)

## 7

(יִרְאֶה) to see (B8a); N . נִרְאָה to appear: ${ }^{53} \mathrm{H}$.
חֶרְה to show $28^{\circ}$
ראאוּןן
head, top, chief
ראשׁון first (A45)
רַ much, many, numerous (A2a)
(יִּבְהֶה) to be(come) numerous, great (B8a); H . הרְבָּה to make numerous, great ; to do (something) much
רְבִיצִית .fourth; fem רְבִיעִי
רֶגֶ (du. foot (f.);
בְּרַגְלִי in the following of, belonging to (A7a) 101
 persecute (+ אַחִרֵ) Bla
(ôt) spirit, wind, soul
(רום) (רירוּם) רָם (ר) to be high, lofty (B7a) ; H. הרִים to lift up, off; Po. רוֹמֵa to raise up
(רוץ) (ירוץץ) רָץ ( ) (B7a)
רָחָ broad, wide (A25b) 215
distant, far; מָרָחוֹק at a distance, from afar; of old (A29a) 140 ©
Rachel
רָחץ (ירְחַץ) to wash (B2a)
ריק empty, worthless, idle (cf. A3b) 145 1

(moveable)property(A23)
רֶֶׁש creeping things (coll.)
רֵ (îm) friend, companion (A3b)
רַ evil, bad, wicked (A2b)

רָעָ famine (A25b)
(יִרַׁב) to be(come) hungry (B2a); (adj.) idem (A26)
(îm) shepherd (Qal part. act.)
(יִשֶׁה (יְָׂה) to tend flocks, shepherd (B8a)
(רעע) to be bad, wicked (B9d); H. הרֵע to injure, to act wickedly
(ירָפָּא (יִָּא ) to heal, cure (B2c)

רַק only
רָּקיעַ firmament (A28a)
רָשָׁ evil, bad, criminal (A25a)

|  | 305 ש |
| :---: | :---: |
| שָׁדֶד | (ôt) field (A49) |
| (שים) | (יְשים) שָׁם to put, place; to make ( x ) into (y) B7b |
| שֵּיָה | old age, grey hair (cf. A56) |
| שְׁמֹאל | left (hand); north (cf.A22) |
| שָׁmַח | (יִשְׁמַח) to rejoice (B2b); |
|  | P. שִׁמַּ to gladden |

שִׁמְחָה (ôt) joy (A61a)
(ont) cloak, outer garment (A61a) 145

שָּפָּ (du. שְׁפָּתָּם lip; language; edge (A53d)
שַׁ (îm) sack (-cloth) A2a
רַׁ (îm) chief, leader (A2b)
שָּרַף (יָּרְ (יְּף) to burn (tr.) Bla; N . to burn (intr.)

## $ש$

שָׁאָּ (ישְׁאַל) to ask, inquire, request (B2a)
שְׁאֹל Sheol
(שׁאר) N. נִשְׁאַר to be left over, remain, survive
שׁשָבה (ישְׁבֶּה) to take captive (B8a)
(ôt) oath (A67)

שׁׁבִיצִית .
(שׁׂע) N נִשְבַּעּ to swear; H. הִשְׁבִּיעַ to cause to swear
שֶׁבֶע seven (f.)
שִׁבְעָה seven (m.)
שׁׁבְצִים seventy
(יְשׁבּר) (יְּבַר to break, smash (Bla)

שַׁבָּת (שַּבָּתוֹת) sabbath (f.) cf. A82
שָׁוֹא emptiness, vanity; לָׁשָ in vain (Al6)
 come back (B7a); H. הֵשִׁיב to bring back
שׂוֹר (îm) a head of cattle (A5a [note])
(יִשְׁחַט) to slaughter (an animal) B2a
שִׁיר (îm) song (A4a)

 set (B7b)


שְׁכֶם Shechem
(שכם) H. הִשִׁכִּים to do something early in the day 173
שָׁכַן (ישְׁכּׁן) to settle down, dwell (Bla)
שׁׁלוֹם peace, well-being, health; שָׁאֵל לְשָׁלוֹם ל to ask about someone (A29a)
שִׁלִישִיׁית third; fem. שִׁלִישִי
 שִׁלִּח to expel, send forth, let go
(ôt) table (A40)

(שלם) P. שִׁלִלִם to restore, make good, recompense
שָׁלשׁ three (f.)
שׁׁלשׁׁה three (m.)


## ENGLISH-HEBREW GLOSSARY

A
abase, to: הִשִּפּיל
a: (see §14)
abandon, to: נָטַשׁ, עָּוַב
Abel: הֶבֶל
able, to be: יذל
above (prep.): עִ
Abraham: אַבְרָהָם
according as: כַּאֲשֶׁר כַּר
according to: כִּפִי, עַל־בִּי, לְפִי, כְּ
accursed: אָרוּר
acquire, to: קנָה
act, to: הָשָׁה ; הרָע
act: מַעַשֶּה
Adam: אָדָם
add, to: הוֹסִיף
שֵׁרֵת : administer, to:
advantage:
advice: עֵצָה
afar; from --: מרָחוֹק
affair: דָּבָר
affliction: צָנִי, צָרָה
afraid:יריָא; to be --: ירֵא
after (prep.): אַחַר, אַחְרֵר
(conj.): אַחֲרֵי אֲשֶׁר
afterwards: אַחְרֵי־כֵּן, אַחַר
again: צוֹד; to do --: שָׁב, הוֹסִיף
against: צַ
agreeable; to be --: ישׁׁר
alive: חָּי to be -
all: כָּלֹת , כֹל

also:
altar: מְְִֵּחַ
although: see §§135-136
and: ?
angel: מַלְאָך
anger:
angry, to be(come): חָרָה; he became

animal: בְּהָמה, חַּיָּה לוֹה
annul, to: הֵפֵר
anoint, to: מָׁשַח
answer, to: עָנָה
another: אַחֵר
anything: מֹאוּמָה; anything + adj.: כֹ + adj.
appalled, to be: שָׁמֵם
נִרְאָה
appearance: מַרְאֶה
appoint, to: שָׁם, צִוּהּה פָּקד
appointed, to be: נִצֵּב כוּב
approach, to: הִקְרִיב, קָרבב, נִגַּשׁ
arise, to: קד
ark: אֲרוֹן
זְרוֹעַ :
army: צָבָא, הַיִּל בָּל
בּבַד
arouse, to: עוֹרֵר
arrange, to: עָרַך

ascend, to: צָלדה
ashamed, to be(come): בּשׁ
ask, to: שָׁאַל
ass: (m) אָתוֹן (f) ;חְמוֹר
assembly: עֵדָה, קהָהל
assistance: צֵּזֵר
astonished, to be(come): דַּם
atone for, to: כִּ פֶּר
attain, to: דִשִּיג
attend to, to: פָּקד

## B

bad: רָשָׁע, רַע
bad, to be: רַ
band together, to: קשׁׁר
bank: שָׁפָה
banquet: מִשִׁתֶּה
battle: מִלְחָמָה
be, to: הָיָה
יַיַד : bear (child), to:
bear witness, to: הֵצִיד
beast: חַיָּה, בְּהֵמָה
beautiful: יֶֶּה
because: ציצַן אֲשֶׁר
צֵּקֶב כִּי/אִשֶׁר,


befall, to: נִקְרָא, קָרָא, קָרָה הדה
 inf., לֶּרֶּ (בְ)
beget, to: הוֹלִיד
begin, to: הֵחֵל
beginning: תְחִלָה
behalf; on -- of: בַּדּד

 בְּרַגְלִי (§93)
below: (prep.) מִּתַחַת (adv.)
beside: צַלֹתיַד, אֵצֶל
besiege, to: צדר
better: comparative of "good"
בֵּין between:
big:
big, to be(come): גָדל
bind, to: קשׁׁר
birds: עוֹף
בַּרך
blessing: בְּרָכָה
blood: דָם
book: סֵפֶר :
border: קצֶה
bosom: חֵיק
bow down, to: הִשְּתַּחִוָה

bread:
הֵפר ,שָׁבר
פָּרק
bring, to: הִקִריב ,הִבִיא
bring about, to: עָשָׁה
bring across, to: הִֶֶּיר
הֵשִׁיב : bring back, to:
bring down, to: הוֹרִיד
bring near, to: הִגּיש, הִּקִריב
bring out, to: הוֹצִיא

broad: רָדב
brother: אָח בָּ
build, to: בָנָה
burn, to: (intr.) בָּ ַַר ,שָרֹף
בִּעֵר ,שָׁרָף (tr.)
burst out, to: פָּרץ
bury, to: קבַר
but: ? וֹבָל , אַך
but rather: כִי־אםם
by ( = near, at): לֵֵ

C
Cain: קאקין
calf: עֶגְלָה צֵּגֶּ
call, to: קָרָ
camel: גָּמָּ
camp: מַחֲנֶּ
can: יכל
Canaan: כְּוֹצַן
captive, to take: שָׁבָה ,לָכַד לָּ
capture, to: לָכַד
cattle: (large) צדּקן; (small) a
head of --:
מִקְנֶה
cease, to: חָדַל ,שָׁבַת
chariot: מֶרָּדָה
chase, to: רָדָף
chief: שַּר רַשׁ
children: בָּנִיםם טַף
choose, to: בָּרָ
circumcise, to: מָ בר
cistern: בּוֹר
city: צִּר
cliff: צוּר
cloak: שִׁמְלָה

close, to: סָגרר
cloud: עָּ
come, to: בָּא; see also "to go"
come back, to: שָׁב
come to an end, to: תֵם ,כָּלָה

commandment: מִצְָׂה
command, to: צִּהּה
commit (a sin), to:
companion: רֵ
conceal, to: הִסְתִיר ,כִּחֵד
conceive, to: הרדה
concerning: עַל
confine, to: צָר
confirmed, to be: צאאמַן
congregation: עָדָה ,קָהָל
consider, to: חָשַׁב
console, to: נִחַם be -- ed: נִחםם;
conspire, to: קשׁׁר
consume, to: אָכָּל; be--ed: ל
content, to be: הוֹאִיל
continue (doing something), to: הוֹסִיף
counsel: עֵצָה
count, to: סָפַר
countless: = without number
covenant: בְּרִית
cover, to: כִּסָּ פּ
cow: פָּרָה
create, to: בָּרָא
creeping things: רֶמֶשׁ
criminal (adj.): רָשָׁ
crop: קִִּ̣ר
cross, to: עָבַר
cry ( = weep), to: בָּכָה
cry out, to: צָעַק , צָעָק
cure, to: רָפָא
curse, to: אָרַר
cut, to: כָּרַת

D
darkness: חֶשֶך
daughter: בַּת
David: דָּוִד
day: יוֹם; by ---: יומָם
daytime; in the --: יוֹמָם
dead: מֵת
death: צָּתֶת
deed: מַעֲשֶּה
defence: צוּר
חֵלִל :
decide, to: הוֹכִיחַ
declare, to: הוֹדִיעַ ,קָרָא
deliver, to: הוֹשִׁיעַ
deliverance: ישׁוּעָה
depart, to: סָר
depleted, to be(come): כָּלָה
deposit, to: הִנִּיחַ
descend, to: ירָד
descendants: צֶרֶע
desert: מִדְבָּר
desire, to: חָפָ
desolated, to be(come): שָׁמֵם
despise, to: בָּזָה ,מֵָס
destroy, to: הֶאֶבִיד ,הִשְׁמִיד הֶחֶרִים הֶה
destroyed, to be: אָבַד
die, to: מֵת
difficult: קֶשֶׁה
discerning: נָבוֹן
dishonor, to: חִלֵל
distance; at a --: מֵרָחוֹק
distant: רָחוֹק
distress: צָנִי ,צָרָה
do, to: צָׁטָה; to -- early in the day: הִשְׁכִּים
do again, to: השָ , הוֹטִיףּ
donkey:(m) אֲחמוֹן (f) ;חְוֹר
door: דֶּלֶת
draw near, to: נִגַּש , קָרַב
draw up (for battle), to: עָרַך
dread: אֵימָה
dream: חֲלוֹם to --: חֲלָם
drink, to: הִשְקָה : שָּתָה
drive away, to: גּרֵשׁ
dry ground: יַבָּשָׁה
 הוֹשִיב

emptiness: שָׁוְא
empty: ריק
encounter, to: נִקרָא , נְקִרָה ,קָרָא , מָרָה

to be at an --: כָּלָה ,
איב
engender, to: הוֹלִיד
enter, to:
entire: כֹל
establish, to :הֵכִין; be - - ed: נָכוֹן
eternity: עוֹלָם
Eve: חַּוּה
even (adv.): גַּם
evening: צֶרֶב
every: לֹּ everything (which):
(§66) ֹלֹל אֲשֶׁר
evil (adj.): רָשָׁע ,רַע
evil (noun): רָעָה ,רַע
evil, to be(come): רַע
exalt, to: רוֹמֵם ,הֵרִים ,נָשא
except (that): צֶפֶשׁ כִּי , דִּי־אִם , פֶּם
expel, to: שִׁלַלח
extend, to: . שֶׁלַח ,נָטָה
exterminate, to: הֶחֵרִים ,בִּצֵר


## F

face: פָּנִים
fall, to: נָפַל
famine: רָעָ
far: צַד
fashion, to: ,יצֵר
fast, to: צָם
father: אָב
father-in-law: חתן
favor: חִחקחמֵּן
fear: יְִאָה ירְי
female: נְקָבָה

field: שָדֶדֶ
fifth:
fifty: חֲמִשִׁים
fight, to: נִלְחַם
filled $=$ to be full
finished, to be: תַּם , כָּלָה
fire: אֵּש
firm: הָזָק; to be(come) - -: נָכוֹן ,חָזק
firmament: רָקיעַ
first: ראשׁון
fish: דָּגדּ
five: חֲמִשָׁה ,חָמֵּשׁ
flame: לֶהָבָה
flee, to: נָס ,בָּרַח בָּה
flesh: בָּשָׁר
flock: צֵּדֶר
following; in the - - of: בְּרְלִלי
food: לֶּחֶם
foot: רֶגֶּ

foreign: נָכְרִי
forever: עַד-עוֹלָם ,לְעוֹלָם
forget, to: שָׁכַח
form:
form, to: יצַר
forsake, to: נָטַשׁ , צָּבָ
forty: אַרְהָּצִּם
four: אַרְדָּעָה וַרְבַּעּ
fourth: רְבִיצִי
fowl: עוֹף
friend: רֵ
from: מִן
front; in -- of: פֶּגֶד ,לְְִנֵי
fruit: פְּרי

gain:
garden:
garment: בֶּגֶּ
gate:
gather, to
genealogy: תוֹלְדוֹת
generation: דּוֹר
give, to: נָתָ
give birth to, to: ילַד
gladden, to: שִׁמַּח
glory: כָּבוֹד
go, to: הָּדַך; to cause to - -: הוֹליךך;
to - - continuously: הִתְהַלִּך
go around, to סָבַב
go back, to: שָׁב
go down, to: יָרַד
go forth, to: יָצא
go up, to: עָלָה
go well with, to: יַטַב.
god: אֵל
God: אֵל אֶלדִים
gold: זָהָב
good:טוֹב; to make - - (as compensaשִׁלִלֵם :
grab, to: תָפַשׂ
grace: חֵ
gracious; to be - - toward: חָנַן
grasp, to: הֶחֵזִיק ,אָהַז
grass: צֵּ
grave: קֶ קֶר
great: גְּדוֹל; to become--: make --: הִגְדִיל
grey hair: שֵּיבָה
 the --: אַרְצָה
grow fond of, to: (מָצָ חִן בְּעֵינֵי)
grow up, to: גָּדַל
guard, to: שָׁמַר ,נָּר
guilt: עָ
guilty, to be: אָשָׁם

H
half: חֲצִי
hand: יָד
handsome: יֶָה
hang, to: תָּלדה
hard:
harsh: קשׁׁה
harvest, to: קֵַר
harvest: קצִּר
hate, to: שָׁנֵ
he: הוּא
head: ראשׁ
heal, to: רָפָא רא
health: שָׁלוֹם
hear, to: שָׁמַע
heart: לֵבָב ,לֵב
heaven(s): שָׁמָּיִּ
heavy: כָּבָד; to be --: כָּבָד
Hebrew: עִבְרִי
heed, to: בְּ/לְקוֹל ;בְּלִ
heifer: עֶגְלָה ,פָּרָה
help, to: ָָזַר
help: צֵּרֶ
herbage: צֵשֶׁב
herd: צֵּדֵר
here: פֿה see also § 135

הִתְחַבֵּא ,נֶחְבָּא ,נִסְתַר
high, to be: רָ
hill: גְבְעָה
history: תוֹלְדוֹת
hither: הֵנָּה, הֲלּם
Hittite: חִחּי
holiness: קָדֶשׁ
honest: כֵּן
honey: דִבַּשׁ
honor: כָּבוֹד
horse: סוּס
horseman: פָּרָׁ
host: צָבָא
house:
how?: איכָה
however: אֲבָל ,אַך
hundred: מֵאָה
רָעָ
hungry, to be: רֵָּ
hurry, to: מִהַר
hurt, to: הֵרַע
husband: אִישׁ

I: אָנכִי , אֲנִי
idle: ריק
idol: פֶּסֶל ,צֵלם

image: צֶּלֶם
important: כָּבֵד
in: $\exists$
indeed: אֻמְנָם , אֲבָל
inherit, to: ירַשׁ
inheritance: נַחֲלָה ציך
iniquity: עָּ
injure, to: הֵרַע
inn: מָלוֹן
innumerable: אֵין מִסְפָּר לִ
inquire, to: שָׁאַל , דָּרַשׁ
inside: בְּקֶרֵב ,בְּתוֹךְ
instead of: תִּ תַּ
intelligent: נָבוֹן
Israel: ישְׂרָאֵל,
is (see "to be")
it: הִיא ,הוּא

## J

Jacob: יֶעַקב
jail: מִשְׁמָר
jealous, to be: קִּאֵ

Joseph: יוֹסֵף
journey, to: נָסַ
joy: שִמְְחה
Judah: יהוּדָה
judge, to: שָׁשפּטט : judge
just: ישׁׁר

## K

kid:
kill, to: מוֹתֵת ,הֶאֶבִיד ,רָהַח ,הָרג
king: מֶּלֶך; to be(come)--: מֶלך
know, to: יָדע

בִבְשָּה , ֶֶּבֶשׁ
land: אֲדָמָה , צֻרֶץ
language: שָׁפָּה
תוֹרָה
lead, to: הוֹלִיך
רֶעֶבִיר : רֶוֹר
lead into sin, to: הֶחֵטִיא
leave, to: נָטַשׁ , צָזַב
leave alone, to: הִנִּיַּ
left, to be: נוֹתַר, נִשְׁאַר
left hand: שְּמאל
left over, to be: נוֹתַר
lengthen, to: (tr.) הֶאֶרִך
lest:
lie down, to: שָּכַב
life: צֶפֶּשׁ, חַּיִּם
lifetime: חַּיִּם
lift up, to: הרִים ,נָשָא
light: אוֹר
like (prep.): כְ
likeness: צֶּלֶם
lion: אַרְיֵה ,אֲרִי
lip: שָּפָה
listen to, to (see "obey")
 little while: עוֹד מְעַט; little by little מִעַט מִַַט

living (adj.):
lodging-place: מָלוֹן
lofty, to be: רָם
long, to be: הֶאֶריך
look at, to: הִבִּיט
lord: הַּצַּל ,אָדן
Lord: יהוה
Lot: לוֹט
love: אַהְבָה
love, to: אָהַב
low, to be(come): :שָׁפְ; to lay - -: הִשְׁפִּיל

| M | name, to: קרָא |
| :---: | :---: |
|  | narrate, to: הִגִּיד , סִּר |
| magnify, to: הִגְדִיל | Nathan: נָ |
| maidservant: שְְִׁחָה ,אָמָה | nation: צָּ |
| make, to: עָשָּה כַּרַת בִּרִית |  |
| male: זָכָר כָּ | near, to be: קרַר |
| : | Negev: צֶגֶּ |
|  old --: זָּקן | new: חָדָ |
|  |  |
| manner; in this - כֹה , כִּ | Nile, the: יֶאר |
| many: רַ |  |
| marvelous, to be: נַפלא | ninety: תִּשְִׁים |
| master - ִִ | none $=$ no one, not one (cf. §65 end); |
|  | use negative with verb or predicate |
| דָּרָ |  |
| measure, to: מָדרד |  |
|  | nose: אַ |
| meditate, to: הָגר | not: לאין; there is --: |
|  (§ | not yet: טُרֵרם (בְ) |
| melt, to: נָ | now: עַתָּ; see also §135 |
| mention, to: הזכּר | าม |
| memorial: זֶּרֶ | numerous: רַסבר |
| messenger: מַלאָך |  |
| midst; in the - of: | O |
| - - of: מִתוֹך | oath: שִׁוּצָה |
|  | obey, to: שָׁמַ בְּ לְקוֹל |
| mighty: ַׁ | observe, to: שָׁמַר |
| milk: חָדָ | occupation: מְלָאכָ |
|  | offering: מִנְחָ |
| money: כֶּסֶך |  |
| month: חדֶש | offspring: ¢ֶרֵ |
|  | olive (-tree): |
| morning: בּקר | old : זיָּ; old man : idem |
| Moses: משׁׁה mother: אם |  |
| mother: | omen: אוֹת |
| mountain: | on: בִּ |
| mourn, to: דָכַ | one: אַחֵת , אֶד |
| mouth: פֶּ |  |
|  | open, to: פָּתַ |
| N | opening: ¢ֶּתֵח |
|  | opinion; in the - - of: בִּינֵ |
| name: שֵّם | oppress, to: עִנְּ |

or:
order; in -- that: לִסַעַן
other: אַחֵר
outside: חוּץ (הוּצָה (הֵ); outside of: מִחוּץ ל
overtake, to: הִשִּיג
overwhelm, to. כִדָּ
own, to: (use idiom for possession
with ?)
owner:

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palace: הֵיכָל
palm: כַּך
pardon, to: סָלִח
peace: שָׁלוֹם
people: גוֹי , גַם

perceptiveness: בִינָה בִּ
perform, to: עָָּׁה
perish, to: אָבָד
permitted, it is not --: אין ל (+ inf.)
persecute, to: רָדף
person: אִישׁ, צֶפֶשׁ
פַפרְעֹה : Pharaoh
Philistines: פְּלְשִּתִּם
pit: בּוֹר
pitch (tent), to: נָטָה
place: מָקוֹם
place, to: הִצִּיב,הֶעֶמִיד ,שָׁת ,שָׁם נָּתַן
plague, to: נָגגף
plague: מַגֵּפָה
plant, to: נָטַע
pleasant: נֶחְמָד
pleased with, to be: $x$ was pleased with $\mathrm{y}=\mathrm{y}$ found favor in the eyes of $x$
pleasing, to be: ישַׁר
pledge; to stand as - - for: עָרַב
plow, to: חָרַשׁ
portion: נַחִלָה
pollute, to: חִלֵל
poor:
pour, to: שָׁפַּך
praise, to: דִלֵל
pray, to: הִתְפֵּלִל
prayer: חֲפְלָּל
precious: יָּר
pregnant, to become: הָרָה
prepare, to: הִכין
presence; in the - of: צֶגד ,לִשְנֵי
present, to: הִמְצִיא ,הִקְרִיב ,הֵבִיא
prevail, to: יذל
priest: כֹהֵן
prisoner: אָסִיר
proclaim, to: הוֹדיעַ
profit:
progeny: זֻרֶע
property: נַחְלָה ,מִקְנֶה ,רְכוּשׁ
prophesy, to: הִתְבַבֵּא, נִבָּא
prophet: נָבִיא
prosperous, to make: הִצְלִיחִ;
to be - -: הִצְלִיחַ
prostitute; to be(come) a - - : זָנָה
prostitute: זָנָה
protection: צוּר
protest, to: הֵצִיד
punishment: עָּן
purchase, to: קנָה
pursue, to: רָדַף
put, to: שָׁת שָּם
put forth, to: שָׁלח

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quickly: מַהֵר

## R

rain: מָטָר
raise, to : רוֹמֵם ,הִרִים , מָּא ; ( = to rear)
גְּדּל
ransom, to: פָּדָה
read, to: קָדא
ready; to make - -: הֵכִין
reap, to: קַצָר
rebel, to: מָרַד
rebuke, to: גָּעַר
reckon, to: חָשַׁב
recompense, to: שִׁלֵּ
redeem, to: גָּאַל
refuse, to: מֵאֵן ,מָאַס
rejoice, to: שָׁמַמַּח
remain, to: ( = stay) ${ }^{\text {Tw }}$; ( $=$ be left over): נִשׁאַר , נוֹתַר
remember, to: זָכַר
remembrance: זֶכֶר
remind, to: הְְִכִּיר
החסִיר : הֵּר
remove completely, to: בִּעֵ
rend, to: קרַע
repent, to: נִחַם
reprove, to: הוֹכִיחַ
request, to: שָׁאַל דָּרַשׁׁ
require, to: דָּרַשׁ
rescue, to דִצִּיל; to be - - ed: דִִִּל
residence: מְגוּרִים
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restore, to: שִׁלם
return, to: שָׁב
revive, to: החחָּה ,חִיָּה
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rich: עָשִׁיר
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right hand: יִמין
righteous: צַדִיקיץ
righteousness: צְדָקה ,צֶדֶק
river: נָהר
road: צֶּרֶד
rock: צוּרך
rod: מַטֶּ
roof: גְ
rule, to: מָלָּ מָשַל
run, to: ריץ
sack: $\underset{\text { ẅ }}{ }$; sack-cloth: idem
sacrifice, to: זָבָח
sacrifice: זֶבַח
sake; for the - of: עַל-דְבַר ,בַּעֲבוּר
salvation: ישׁוּעָה
Samuel: שִׁמוּאֵל
החקְדִּיש, קִדֵּשׁ
sandal: צِעַל
הִצִּיל ,הוֹשִּעַ
say, to: דִדבּר אָמַר
sea: יָם ; seaward:
second: שֵׁנִי
secure, to be: נָכוֹן
see, to: רָאָה
seed: ֹֹרֶע
seek, to: דָרַשׁ ,בִּקּשׁׁ

self: נֶּפֶשׁ ( + suffix)
sell, to: מָכַר
send, to: שָׁלַח
send forth, to: שִׁלַח
servant: צֵּבֶד
serve, to: עָבַד
serious: כָּבָּ; to be --: כָּבֵד
serpent: נָחָשׁ
servitude: עֲבוֹדָה
set, to: שָׁת שָׁם ,נָּתָּ
set at rest, to: הֵנִיהַ
הרנִיחַ ה set down, to
set in order, to: צָרך
set out, to: נָסַע
set up, to: הִצִּיב , הֵעִיד
settle, to: (tr.) הוֹשִׁיב
settle down, to: שָׁכַן ,נָח
שִׁבְעָּה ,שֶׁבַע
שִׁבִיצִי : seventh:
seventy: שִבְעִים
shade: צֵל
shadow: צֵל
shame: צֶרוָה
she: הִיא
Shechem: שְֶׁם
shed (blood), to: שָׁפַך
shepherd: רָעֶה; to - - : רֶעָה
Sheol: שְׁאֹל
shoe: jِ
side:
sign: אוֹת
silent, to be: דַם
silver:
since: see § 135 ; (= because):
sinful: רָשָׁ
sing, to: שָׁר
sin:
sin, to : החטָא: cause to - - :
sister: אָחוֹת
sit, to: דישׁׁ
six: שִָּׁׁׂה ,שֵׁשׁׁ
sixth: שִׁשִׁי
sixty: שִׁשִׁׁים
sky: שֵַָּׁיִם
slaughter, to: שָׁחַט ,טָבַח
slaughtering: پֶבַח

slay, to: מוֹתֵת ,רָצַח , הָרַג
sleep, to: נָם ,רָשׁׁן

smash, to: שָׁרַר
snake: נָחָש
so that: so that...not: تֶּ
soil: אֲדָדָה
sojourn, to: גר
sojourner: גֵּר
sojourning: מְגוּרִים
sole: כָּ
some (of): מִן
son: ביָ
song: שִׁיר
sorry, to be: נִחם רפם
soul: רוּחַ, ֶֶפֶשׁ
sound: קוֹל
south: דָּמִין
spare, to:
speak, to: דִּדּר
spend the night, to: ?
split, to: בָּקע
spread (out), to: פָרששׁ
spring: בְּאֵר צַּיִּ
spurn, to: נִאֵץ ,מָאַס
spy: מְרַגֵל
staff: מַטֶה
 הִתְיֵּצּב
star: כֹוֹכָב
station, to: הִִּיב ,הֵֵֶּמִיד; to - - one-

steal, to: גָּנב
still (adv.): עוֹד
stone:
stop, to:
strange: נָבְרִי
strength: צi, צָּיָּל
strike, to: הִכָה
stroke: ֶَגֶּ
strong: צָּזָּ
stumble, to: כָּשַל
surround, to: סָרב
summon, to: קרָא ל לָ
sun: שֶֶׁשׁׁ

support (fig.): צוּר
surely: אֻמְנָם ,אִבָרל
surety: (see pledge)
surface; on the - of: עַל פְּנֵי
survive, to: נוֹתַר ,ִִשְׁאַר
swallow, to: בָּלַע

sword: הֶרֶ
table: שֶׁלִחִן
tablet: לוּוּ
talk, to: דִבּר
task: עֲבוֹדָה ,מְלָאכָה
take, to: לָקִח
take across, to: הֶעִִיר
החסִיר : take away, to:
take captive, to: שָׁבָה ,לָכַד
take hold of, to: תָּפַשׁ , אָחַּ
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חָפֵץ :לכר
teach, to: ?
tear, to: קרַע
הִּבְּיד : tell, to
temple: הֵיכָל
ten: צְ צָשָרָה צֶּשֶׁר
tend (flocks), to: רָָה
terror: אימָה
test, to: כָּחָּ
that (conj.): כִּי בִּ
that (rel.): אֲשֶׁר
the: see $\S \S 14,18,21$
then (at that time):
then (and --): ? (and) so then
thence: מִשָׁם
there: שָׁם
therein $=$ "in it" or "in them"
there is/are: יִשי
there is/are not: אין
therefore: לָכֵן ,עַלֹ־כֵּן
thing: מְאוּמָה , דָּבָר
think, to: חָשַׁב
third: שְִׁישִׁי
three: שְלשָׁה ,שָׁלֹשׁי
thirty: שְׁלשִׁים
thousand: אֶּ
throne: כִּ
through: בְַַּד
throw, to: הִשְלִיך
thrust aside, to: הִטָה
thus: כֹה , כֵּן
till, to: עָבַד , חָרַׁ
time: צֵת ,פַּעַם
time; at that - - :
to: אֶל
today: כַּיוֹם הַּיוֹם
together: יִחְדָּ , ציצַּד
together with: אֵת
too ( = also) : an
too: see $\S 31$
top: ראשׁ
touch, to: נָגַע ר
toward: עַד ,יְקְרַאת ,אֶל
travel, to: נָסט
transgress, to: עָּר
treaty: בְּרִית
tree: ֵּ
tribe: מַטֶה
trouble: צָרָה ,עֲנִי כָּ
true: כֵּ
truly: אֻמְנָם ,אֲבָל
trust, to: הָּטַח הֶאֶמִין
נֶאֶמַן : trustworthy, to be
truth: אֶמֶת
tunic: כִּרֶנֶת ,כְּתֶּנֶת


turn away, to:(tr.) הסֵב ,הֵסִיר הפר
turn toward, to: פָּנָה

twice: פַּעַמַּיִּם

U
unanimous: פֶּה אֶחָד
uncircumcised: עָרֶ
under: תूּחַ
understand, to: הִבִין
understanding: בִּינָה
unimportant: קטְ קטן
unless: לוּלֵא , דִּי אִם
until: עַ
until now: צַד-הֵּדָּה
up against: עַל־פְּנֵי
up to: עַד
upon: צַ
upright: יָשָׁר
utensil: כְּ?ִי :
vain; in --: לטָשוְא
valley: צֵּקֶק
vanity: שָׁוֹא
verified, to be: נֶאֵּן
very: מַרְבֵּה, מִאד
vessel: כְּלִּ
vineyard: צֶּרֶם
visit, to: פָּקד
voice: קוֹל
vow: צֵּרֶר
vow, to: נָדר

## W

wake up, to:
walk, to: הָּדֶ; to - - back \& forth: הִתְהַּלּד
wall: קיר
wander about lost, to:
want to, to: אָבָה , אָפָ
war: מִלְחָמָּה
warn, to: הֵצִּד
warrior: גְּוֹר
wash, to: רָחֵץ
watch, to: נָצָר שָׁמַּר
water:
we: אֲנַּחְ
weep. to: בָּכָה
well: בּוֹר ,בְּאר
west: יָּ westward:
when: $\mathfrak{כ} / \boldsymbol{ְ}+\mathrm{inf}$.
whence: מֵیֵּ
where?: איפּה אֵּה
which: אֲשֶּ
while: כְ 3 - inf.
whither:
who?: מִי
who (rel.):
whole: כל
why?: מַדּוּעַ לָּמָה ,לָּמָה
wicked: רָשָׁ ורִע
wide: רָחָ
wife: אָשָּ
wilderness: מִדְבָּר
willing, to be: הוֹאִיל אָבָה מרד
wisdom: חָכְמָה
wise:
with: אֵת , צִם , מִּם
withhold, to: חָשַׁך
without; use אֵּן
write, to: כָּתָב
woman: אִּשָּ
wonderful, to be: נִפְּלָא
wood: צֵ
word: דָּרָר
work: מַשְֶּׁה , עֲבוֹדָה ,מְלָאכָה;
עָשָּה ,עָבֵד
worse: (comp. of "bad")
worthless: ריק

Y
year: שָׁנָה
yesterday: אֶחְמוֹל
yet: עוֹד



Z
zealous, to be:

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| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
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# Annotated Key to LAMBDIN'S INTRODUCTION TO <br> BIBLICAL HEBREW 

H.G.M. Williamson

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H.G.M. Williamson

T.O. Lambdin's Introduction to Biblical Hebrew, to which the Key relates, is published by Darton, Longman \& Todd, 1 Spencer Court, London SW18 4JJ

First published by JSOT Press 1987 Reprinted 1992, 1995, 1996, 1998, 2000, 2002, 2004

Copyright © 1987, 1992, 1995, 1996, 1998, 2000, 2002 Sheffield Academic Press A Continuum imprint

Published by Sheffield Academic Press Ltd
The Tower Building, 11 York Road, London SE1 7NX
15 East 26th Street, New York, NY 10010
www.SheffieldAcademicPress.com
www.continuumbooks.com
www.tandtclark.com

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British Library Cataloguing-in-Publication Data
A catalogue record for this book is available from the British Library

Williamson, H.G.M.
Annotated key to Lambdin's Introduction to Biblical Hebrew (JSOT Manuals, ISSN 0262-1754; 3)

1. Hebrew Language-Grammar
I. Title
492.4’82421
II. Lambdin, Thomas Oden. Introduction to Biblical Hebrew
PJ4564

ISBN 1-85075-045-9

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## Preface

The general advantages and drawbacks of a key to a teaching grammar are well known, and need not be rehearsed again here. A particular justification in the present instance is that T. O. Lambdin's Introduction to Biblical Hebrew has been found helpful by many students working on their own without a teacher. They, at least, are unlikely to abuse the answers to the exercises, and I hope that the notes will be helpful to them, for such people deserve every encouragement in their efforts.

I have tried to include comments on matters which I have found cause difficulty to students working through Lambdin, and not simply to repeat what may already be learnt by careful reading of his text. This explains why some items receive more emphasis than others. While on the whole I regard Lambdin as the best teaching grammar currently available, particularly in its handling of the verb and of syntax, I have some reservations about its abolition of the traditional division of nouns into declensions. In the early chapters, therefore, I have made a special effort to supplement Lambdin's comments on noun formation; those who experience no problems with Lambdin's explanations can always ignore these passages!

With this one exception, my aim throughout has been to follow Lambdin's practices as closely as possible, even where these might not coincide with my own preference (e.g. the use of the expression wàw-conversive and the scheme of transliteration in the first ten Lessons). This has resulted, I am aware, in a certain inconsistency in the handling of the exercises: some are rendered quite literally, others more idiomatically. Always, I have asked myself what someone who has reached this stage of learning from this particular book can be expected to know, and to work within the limitations of that framework. For similar reasons I have attempted to put clarity before technical exactitude when writing the notes to the exercises.

If I could offer one word of advice to those embarking on this course, it would be to encourage them in each Lesson to study the 'Hebrew into English' exercises first. These give particular practice in the points raised in the Lesson, and will, it is to be hoped, enable these to be mastered correctly before going on to composition in Hebrew itself. My notes will be found to follow this same approach.

This Key was originally prepared several years ago at the suggestion of a publisher who then found after many attempts that its production was going to prove too costly for its intended market. I am not the first author with an unexpectedly spare manuscript on his hands to have turned to my good friends at the JSOT Press and to have found that they have a convenient series which was prepared to adopt the orphan. I am most grateful to the editors for their willingness to accept this book for publication. Not unreasonably in the circumstances, however, they asked me to produce 'camera-ready copy', and this has necessitated (not before time!) my learning how to use a word-processor that could handle pointed Hebrew and transliteration. For much help in this regard I must pay tribute to the patience of my instructor, Mr Mike Thompson, a doctoral student here in Cambridge. Readers who find the following pages pleasing to the eye largely have him to thank.

Others to whom I owe a debt of gratitude include Mrs J. Hackett, who several years ago typed the original draft of what must have seemed a more than usually dreary manuscript and did so with her customary cheerfulness and skill. Several friends have
looked over parts or the whole of the text at various stages and made helpful suggestions for its improvement. Dr Iain Provan and Dr Michael Weitzman both deserve special mention in this regard. Sadly, it is almost inevitable that some errors will remain. While I naturally accept the full responsibility for these, I must at the same time seek the forgiveness and understanding of fellow teachers. At least any errors will serve the useful purpose of trapping the unwary student who uses the Key mechanically as a way of saving work! More seriously, teachers will, I am sure, agree that if a few more are encouraged to learn Biblical Hebrew, the whole exercise will have proved worthwhile.
H.G.M.Williamson

Cambridge
June 1987

## Lesson 1

(a) This exercise is based on 'Sounds and Spelling' 2, p. xviii. Remember that in Hebrew every syllable must begin with a single consonant (which includes $\grave{z} l e \bar{p}$ ).

| Ş-mā-'t-n? | mik-ko-ko-be |
| :---: | :---: |
| way-dab-boro 1 | do-bā-râw |
| biq-qa $-t i-\underline{\underline{x}} \bar{a}$ | $50-10-51 m$ |
| yit-tont-h0 | yos-medo |
| bä-ra-kt-nt | So-do-te-kem |
| hlg-gad-tánt | ya-'am-da |
| way-yatmot | ziq-né-hem |

${ }^{1}$ This form is slightly anomalous for reasons which will not be explained until Lesson 40. A beginner could not be faulted for transliterating and dividing the word as wa-yz-dab-bo-To.




5.


Note the difference in no. 2 between the use of the inseparable preposition $\ddagger$ bo ('in') with and without the article. Without the article it is joined directly to the following word; with the article the consonants are the same, but the vowels are those of the
 (like'). With all three prepositions the it $h$ of the definite article should never be written. See $\$ 15$.

For 'is/are', as in nos. 4 and 5 and the following exercises, see $\$ 16$.
(c) 1. Where is the boy? The boy is in the house.
2. Where is the old man? The old man is there.
3. Where is the house? The house is near the river.
4. The field is near the river.
5. The boy and the old man are in the field.
6. Where is the old man? The old man is on the road.
(d) Note that Lambdin uses the symbol ${ }^{*}\left(={ }^{\prime}\right.$ in transliteration) to indicate a stressed syllable if it is not the final syllable of the word (cf. 'Sounds and Spelling' 3, p. xviii). It is not actually used in Biblical Hebrew, but has been added in the Grammar as a reading aid. It will be used similarly throughout this Key, but students need not necessarily include it in their written exercises.

1. habbáyit wohaśsädeh 'tşel hannāhär.

ו
2. hanná'ar 'al-haddérek.
3. 'ayyēh hanná'ar wohazzäqēn. 2
4. hanná'ar bassādeh.

3
5. hannāhār 'ésel habbáyit.

4
5

## Lesson 2

(a) All the words in this exercise begin with one of the six 'begadkepat' letters (see 'Sounds and Spelling' 4, pp. xviiif.). The addition of $\boldsymbol{Y}$ (la) means that these letters now follow a vowel, so that the daghesh (59) drops out (i.e. the spirantized form is used). Of course, if the article were included, the daghesh would reappear, but this פלהןן kōhēn, לְלָהן lokōhēn, לֵלֹהֹן lakkōhēn.

| לְלֵהן | lokōhēn | ? לִךֶל | lobābel |
| :---: | :---: | :---: | :---: |
| ? ? | lokérem | לִכוֹר | leborr |
|  | lokeleb | ? לךְ | labagār |
| לְתוֹרֶה | lotôrāh | ? | lager |
| לקרֶ | lıp̄āās | ? | $l o p$ ésel |
|  | lodamméseq | לִלֶרֶך | lodérek |
| לִדוֹר | lodor | קִלֹוֹרֶל | loğor $\mathrm{ra}^{\text {a }}$ |
| ? | lopeğer | לִלִיך | lop̄1kā |

(b) This exercise is designed in particular to give practice in the procedure of 'propretonic vowel reduction' (cf. 'Sounds and Spelling' 5 (a), pp. xixf.). This is when the vowel of an open syllable two places back from the tone syllable is 'reduced' to a shewa, ә. Students should always check to see whether this has become necessary by the addition of an ending (e.g. for the plural or for the feminine) to a noun or
adjective．Mastery of this important matter at an early stage in the study of Biblical Hebrew will save much difficulty later on．

| נְּבוּלִים | gabulfm | 溉 | ＇ănànim ${ }^{1}$ |
| :---: | :---: | :---: | :---: |
|  | rahobot | \％ | nohārot |
| Tingu | soba＇＇ot | \％ | sokènim |
| קיָּים | qวhāllm | ［17\％ | haserot ${ }^{1}$ |

${ }^{1}$ Note that guttural letters are not followed by 2 ，the＇voiced shewa＇，but by $\begin{aligned} \\ \text {（less }\end{aligned}$ commonly ě or $\varnothing$ ），the＇composite shewa＇；cf．＇Sounds and Spelling＇6，pp．xxf．
（c）

| 77\％ | hehädar |
| :---: | :---: |
| דֶּ | he＇apar |
| － | hä＇ādàm |
| הָ | härıb |


| דָּ | hā＇ădamāh |
| :---: | :---: |
| הֶדֶדֶ | hehāTab |
| 1 | hahokmāh |
|  | hahekāl |

1 In this word，as the transliteration shows，the qames sign represents a short 0 ，not a long $\overline{\mathbf{a}}$. Consequently，the article is vocalized ha－，not he－（cf．§18c）．
（d）In addition to the points revised in exercise（b）above，remember that in the plural the stress always moves to the final syllable．Propretonic reduction is therefore necessary for all the words in this exercise．

| －97 | pagarim | עֲקרים | ＇ábādfm |
| :---: | :---: | :---: | :---: |
| 隹 | seqālfm | ¢ | molakim |
| ETPT | qobārim | － | dobärim |
| םT？ | yolădm | ！ | zeqēnim |
| ¢ | casamot | 吅 | dorākım |
| －17\％ | ＇abànim | Tn¢09 | nopasot |


| 仿 | no'ärım | תחדרִים | hădāarim |
| :---: | :---: | :---: | :---: |
|  | nohärôt |  | hăräbot |

(c) 1. עr
2.

4.




Note that numbers 1,2,5 and 7 involve the use of nouns whose plurals are irregular. They are all very common words, however, and are therefore worth learning thoroughly. פָּחים battim is especially curious: the doubling of the $n t$ means that the first syllable must be closed. Now, there is a general and important rule in Hebrew that unstressed closed syllables must have a short vowel. Quite exceptionally, however, קיחּים bāttim has a long vowel, and consequently it is marked with metheg (cf. §11).
(f) 1. The men are in the city.
2. The women are in the house.
3. The king and the servants are in the palace.
4. The books are in the house.
5. Where are the young men? The young men are in the field.
6. Where are the houses? The houses are in the city.
7. Where are the rivers? The rivers are there.
8. The cities are there and (or but ${ }^{1}$ ) the road is here.
${ }^{1}$ The conjunction $\boldsymbol{\eta}$ wa means 'and' or 'but' according to the sense required by the context.
(g) 1. hā'ănāsim wohannāsim bā'ir.

I
2. hammélek bahekēā.

2
3. hannāsim pōh.

3
4. 'ęp̄ōh (or 'ayyēh ) hanns'ärim
wohā'rabadim?
5. hassopärim bā'ir.
6. he'ärim 'etsel hannahārôt.

的 4
?
5
6
${ }^{1}$ Note that although 7 nāhār, 'river', is a masculine noun, it has a plural in ni-- $\mathbf{6 t}$. Lambdin does not state this in the Lesson or Vocabulary, but see exercise (b). ם māqorm, 'place', is another noun of the same sort. Conversely, the feminine noun עִיר 'Ir, 'city', goes טִּ 'ārim in the plural. Students will find it helpful to remember that information of this sort is included in the Hebrew-English glossary at the end of the Grammar, but not in the English-Hebrew glossary. Lambdin indicates the gender of nouns only when their gender is not what their form would suggest; i.e. nouns ending in $-\bar{a} h, ~ e t$, and at are assumed to be feminine unless otherwise stated, and all others (including those ending in -ch ) are assumed to be masculine unless otherwise stated; see $\$ 12$.

## Lesson 3

 קint rähǫq,




 hära'


3. ${ }^{2}$ ™

 לוֹד
 'esel hä̀ir haggədôlāh
 haggādol
 be'arim haggodolot ${ }^{4}$
8.促
9.

${ }^{1}$ See p. 13, middle.
${ }^{2}$ See the last examples in $\$ 22$.
${ }^{3}$ Note that the adjective agrees with the noun in having the definite article but that the inseparable preposition $\mathfrak{\Xi} \boldsymbol{b}$ is not repeated.
> ${ }^{4}$ Students should be sure that they fully understand each progressive step in this question and the next one.

${ }^{5}$ See the list at the bottom of $p$. 12 , the first three words of which are all extremely common.
(c) 1. The woman is very wicked.
2. He is handsome.
3. The man and the woman are very beautiful. ${ }^{1}$
4. Where are the good men? The good men are in the small city.
5. Where is the wicked young man? He is in the big house.
6. Where is the king? He is in the big palace.
7. Who is good? The beautiful woman is good. ${ }^{2}$
8. The word (or thing) is very good.
9. The famine is severe (literally 'great') in the city.
10. The servants are very wicked.
11. The elders are near the house.
12. The small cities are near the great river.
${ }^{1}$ When an adjective qualifies two nouns of which one is masculine and the other feminine, it always agrees with the masculine noun so far as gender is concerned. Naturally, it is also plural in number.
${ }^{2}$ The presence or absence of the article leaves no doubt as to which adjective is being used attributively and which predicatively.
(d) 1. hannāsim yāpot mo'od.
2. hä Ir gədofah mo'od.
3. habbayit 'Ásel sādeh qātōn.
4. hā'ănāsimm wohannāsím 'al-hadderek.
5. habbätlum haggodohm bā 'ir.
6. hannā̀im rä ott.
7. haddâbār qātōn.
8. haggān haqqätōn 'ṫsel haddérek.

1
2
3
4
5
1 1, 6
7
התגן הַקטן
${ }^{1}$ Remember that an adjective must agree with the number and gender of its noun, and that the latter cannot always be told at a glance from the ending. Thus a 期 nasim is still feminine, despite having a masculine looking ending. The result is that adjectives do not always 'rhyme' with their noun; see further note 1 to exercise (g) of Lesson 2.

## Lesson 4

(a)

| לק? | sōporfm |
| :---: | :---: |
| ם | mo' 'ădim |
|  | $m i s k a ̄ n$ |



ロ品 miskānim miqdāsim

Some students may find it helpful mentally to divide the nouns in this exercise (as in §25) into two classes. The first two nouns in the left hand column have in the singular the form of the active participle ( $\bar{o}-\bar{e}$ ), and they decline like it (pretonic reduction). The remainder form their plurals along the same lines as nouns studied earlier once the overriding rules are remembered (i) that an unstressed closed syllable must have a short vowel (see the note to Lesson 2, exercise (e)), and so cannot be reduced to Shewa (o), and (ii) that an unchangeably long vowel cannot be reduced to Shewa.


3.
4.
5. Th hammal'ākhöek
6. hā hs nōtēn
7.

${ }^{1}$ Note the spelling. When the vowel point holem and the diacritical point above the of
 follows the $\varpi s$.) In some printed forms of the Hebrew Bible, however, this spelling is not followed, the two dots being included side by side.
(c) 1. (c) hassopotim yōsobim
2. hammalākim kōtoblm
3. הַיְךִים1 הלְכים haylādim hōlokim
4. $\quad$ צ

6. hā'ănāsim nōtonlm

8. hannāsim hōlokôt
${ }^{1}$ Cf. the first part of $\$ 21$.
(d) 1. הַ hassopet hayyōsēb
2.






(e) 1. The judge is giving the book to the man.
2. The woman is sitting and eating in the house.
3. The men are going to the big palace (or temple).
4. The king is sitting and writing in the book.
5. The messengers are going to the palace.
6. The matter is evil ${ }^{1}$ in the opinion of the people.
7. The young men are going to the river.
8. The king is sitting on the throne in the palace.
9. The people are dwelling in the large land.
10. The man and the woman are dwelling ${ }^{2}$ in the wicked city.
11. The judges are going to the river.
12. The boys are sitting beside the small river.
13. He is writing the words on the book.
14. Where are the women sitting?
15. The servants are good in the eyes of the king.

1 Note the word order in the Hebrew, perhaps to give added emphasis to 87 ra ; 'evil'.

2 See note 1 to exercise (c) of Lesson 3.
(f) 1. haylädim hölokim 'el-hā'îr. $\quad \begin{array}{r}1 \\ \end{array}$
2. hā'ábādim yōsobim "tsel habbāttlm haqqotannim.
3. hayyeled noten 'et-hasséper làns. $\quad$.
4. hā̀is wohā'ıssāh yōsobim baggān 4

5
5. hā'ănāslm nötonim 'et-hassādeh haqqätōn wo'et-haggān lammélek.
6. hā'ām yōsēb bo'eres tôbāh.

6

1 In $\S 27$ Lambdin says that ${ }^{\prime} \boldsymbol{\$}$ may be repeated before each member of a compound object'. Students are advised to regard this as a rule at this stage of their work.

2 Being a collective noun, hā hām, 'the people', may also be followed by a plural verb, in this case $\quad$ a should be followed by the singular, and 'people' thought of as a collection of individuals should be followed by the plural.

## Lesson 5


${ }^{1}$ Lambdin's rule stated in $\$ 21$ is not so absolute as at first appears. The plural of


2 Students should ensure that they understand why the two forms are the same in this example; compare $\S \S 18 c$ and 29 c . The correct translation into English will depend on the context in which the word is used.

3 These two forms appear to be alike, but of course the initial gámes is different in each case, the first being qámes hātū . This is one of the rare occasions when a metheg may be correctly used in both cases, so that it does not help to distinguish
between the two (cf. §11, 3). Once again, the context will usually make clear which is intended.
(b) 1. 1.10 bib mēhayyeled
2. gädolmēhabbayit
3. gãdolmēhannāhär




${ }^{1}$ Or $\begin{gathered}\text { Q min-hayyeled. The same altemative is possible for the other phrases in }\end{gathered}$ this exercise except for nos. 4 and 6 , in which there is no definite article.
${ }^{2}$ The doubling of the first consonant of the noun is to be explained by the 'assimilation' to it of the $\boldsymbol{\eta}$ of $p \mathrm{~min}$. This happens regularly in Hebrew when a non occurs at the end of a short, closed syllable; *minşàdeh becomes missādeh. Forms of p min with the article exhibit an extension of this same rule: because the $\boldsymbol{i} \boldsymbol{h}$ cannot be doubled, the vowel in front of it is lengthened to make up for it ('compensatory lengthening'), i.e. from ( $)$ ) min to D me.
(c) 1. hayyeled bastādeh haggādol

2.

haddab̄ārım basst̄̄er
haddabārim 'ǎser basstēper
3. הָה

Tָה Mả'issàh 'ǎser 'al-haddérek
4.
hazzāhāb 'áser bahekāll
5.

$$
\begin{aligned}
& \text { hakkesep babbayit }
\end{aligned}
$$

(d) 1. Wisdom is more precious than gold.
2. The work is too hard for the men.
3. The slaves are more just than the kings.
4. David is very just.
5. He gives wisdom to the king who is sitting on the throne.
6. The words which are in the book are evil.
7. Wisdom is better than silver.
8. The men are just.
9. David and the men are dwelling in Jerusalem.
10. Who is more righteous than Samuel?
11. The advice is very bad.
12. Where are the just and righteous men ${ }^{1}$ ?
${ }^{1}$ The noun is not expressed. The translation has to be deduced from the fact that the adjectives are in the masculine plural state; 'people', or simply 'ones', are acceptable alternatives.
(c) 1. hammélek nōtēn 'et-hazzähāb wo'et-hakkésep 「反'ănāsim

1
.

## "aser bahekāl.

2. yoqärāh hokmāh mikkesep̄.
2
3. hammal'ākim 'aser birosālaım rälmmo'od.
4. zoma'el wodāwīd yosārim
 3
רצִים صאוֹ.
. 4 wasaddigim.
5. qāsāh hä'äbơdāh mēhayyeled.
6. gādôl hassādeh mēhaggān7. rä'1m hassopon!m mēhammolakim.
路 ..... 6
'ǎser "tsel habbaytt. ,
 ..... 7

## Lesson 6

(a) This exercise and the following one are designed to test knowledge of participles in which the presence of a guttural letter affects the vocalization (§35). Verbs of this type (and others like them to be encountered hereafter) have traditionally been called 'weak verbs', although many labour under the mistaken impression that they are 'irregular'. Since many of the commonest verbs come into this category, it is a great advantage of Lambdin's Grammar that he introduces these verbs early on so that students quickly become familiar with the commonest items of Biblical Hebrew vocabulary. Earlier grammars often left them until the end. Another advantage of the present arrangement is that students should learn to appreciate sooner that very often the so-called 'irregularities' of these verbs are nothing other than the direct application of rules which are already familiar. For instance, the form for we have already learnt that under a guttural letter a Shewa $\boldsymbol{\rho}$ regularly becomes a 'composite Shewa' (or 'reduced vowel'), usually $\begin{gathered}\text { a } \\ \text {; cf. } \S 6(p p . ~ x x-x x i) ~ a n d ~ p l u r a l ~\end{gathered}$ forms such as $\begin{gathered}\text { עָ } \\ \text { n } \\ \text { ' abbädim . Students are thus strongly advised as they go along }\end{gathered}$ to work out as far as possible where these changes are conforming to such recognizable principles. This will not only help memorization (since one can predict what the form ought to be) but will also lay the groundwork for much of the work on the verbs which is to follow, where the same principles will recur time and time again.

1. K
2. hā iscūh nōta'at

3. 


${ }^{1}$ This is the first example in an exercise of the so-called patah furtivum (furtive patah) or 'glide vowel'; cf. 'Sounds and Spelling' §6, p. xxi, and §10 (4), p. xxvii. When a strong gutural letter, such as $\pi h$ or $\nu^{\prime}$, comes at the end of a word and is preceded by any long vowel except qatmes, the patah is added as an aid to pronunciation. It is placed under the guttural letter, but is pronounced before it.

2. hannāstm nọ̀a'ôt
3. hassōpottm sōlahim


(c) 1. The men are planting many trees on the mountain.
2. The young man is sitting under the tree (which is) in the garden.
3. The trees which are in the mountains are bigger than the trees which are near the river.
4. Many peoples dwell in the land because the land is very good.
5. The people are crying out ${ }^{1}$ with a loud (literally, 'great') voice because the work is very hard.
6. Who is leaving ${ }^{2}$ the wicked city?
7. The words are evil in the eyes of the just king.
8. The woman is going out of the house.
9. The servants are planting a small vineyard near the field.

1 Cf. note 2 to exercise (f) of Lesson 4.

2 ns yōse' is often best translated 'leaving' in English. However, it is as well to bear in mind the more literal meaning 'go forth', as then one is more likely to remember that it must be followed by $\dagger$ min, 'from', rather than a direct object.
(d) 1. hammélek sp̄「ea h 'et-hammal'ākim 'el-hassōpet 'aser bä'ir.
2. häān yōso'tm mîrosālàm $k 1$ hāräab gādol mo'od
3. mi sōeq babbaytut.
4. hakkerem wohaggān 'ésel habbáytt.
5. ha' yōsēb táhat 'es gàdobl.
6. fobim hā'ănāaim wohā"abādim rā̀m.
7. tobinhhā'a̋bādimmēhammal'ākim 7
${ }^{1}$ Cf. 830 c .

2 קֶּר käbēd , literally 'heavy', would be a more idiomatic adjective to use with 'famine', but Lambdin does not introduce it until later.

3In most cases the conjunction $\boldsymbol{\eta}$ wo is sufficient as a translation of 'but', since the context will make clear that a contrast is intended. The variations in word order which Hebrew permits may also help to bring this out, thus in the present example 'men' and 'servants' have been juxtaposed in a way which is not possible in English.

## Lesson 7

(a) The forms of the pronominal suffixes which are introduced in this Lesson and tested in this exercise will crop up again in many different situations later on in the grammar. They are therefore worth mastering thoroughly as soon as possible.

1. yēs $n$ bayit (gan, sādeh, kérem) ( 1
2. 'ên lăh '๋s ("ăbādìm, késep, sopārim) 2

קקִרים (
3. 'ên lánu mélek (s̄ōpet, 'ir, gəmallim)

3
(ק)
4. 'ên 'issāh là

4
5. yēs lāhem sō'n lgomallin, zāhāb,
késep̄)
6. 'ên 'esîm bāhār

6
7. yē̄ bāttim rabbim bā̀ir

7
8. yēs pöh mal'ākim rabbim
9. $h a^{\prime}$ Sōé $h$ 'ōtañ 8

9
10. ha'kōtēblána

10
11. ha'nötēn lana lehem

11
12. ha' yōsēb bó

12
13. hit'solahhat 'ōtäm

13
14. hi'nota at 'oto lahem


Note on word order. There are aspects of word order in this chapter which may appear puzzling at first sight. Generally speaking, the indirect object follows the direct object, e.g.
hā'TS nōtēn 'et-hasseper layyeled
The man is giving the book to the boy.
However, if the indirect object is expressed pronominally (i.e. lo with a suffix), then it immediately follows the verb (preceding even the subject in cases where the sentence order is verb-subject), e.g.

The man is giving the book to him.
 introduced by $\boldsymbol{?} 10$ (i.e. the possessor) to precede the object possessed. Thus, when preparing an English sentence such as 'I have a book' for translation into Hebrew, it

 la'1s lehem.

Make sure that the word order of the examples given by Lambdin on pp. 30-31 and in this exercise is clear.
(b) 1. There is no one (or no man) sitting on the throne.
2. There is a book there.
3. There is no just judge in the city.
4. The messengers are coming down from the mountain because there is no food for them there.
5. The rich are giving bread to the poor who live there.
6. The men are leaving the city and going to the mountain.
7. The women are leaving the city and going down to the river.
8. We have a large house and a small garden.
9. Who are the men who are going to the city?
10. The boys are sitting and eating in the vineyard.
11. He is very rich. He has silver and gold.
(c) 1. 'ên lammélek ìir wo'ên 10 'éres.
2. 'ayyēh yōsoblm wa'ōkolim hanno'ärîm.
3. yēs làã̌irim lehem
3. yē̌ la'ăsirim léhem
woladdallım 'ên léhem.
4. haddallım șō'ăqim $k 1$ 'ên lāhem
3. yē̌ la'ăsirim léhem
woladdallım 'ên léhem.
4. haddallım șō'ăqim $k 1$ 'ên lāhem
lehem
1
2

品 3

4
hassōpäṭim sōlahim 'et-hassopārim
5
'el-hammélek kı yēs bāhem
dəbārim tôbim rabbim.
6. hammélek sōたah 'ōt1
'el-hassōpèt k1 yēs 16 dābār qāseh.
7. yē̌ gomallim rabbîm pōh.

6

7
${ }^{1}$ See note 3 to exercise (d) of Lesson 6.

2 There are two words in Hebrew which may be used to render the preposition 'to' -- ל Io and $\boldsymbol{b}$ 'el-. They are not rigidly distinguished, but the following division will serve as a rough rule of thumb: verbs of motion and verbs of speech should be followed by -לקֶ' ('he went to'; 'he said to', etc.). ל lo, on the other hand, is used to express the indirect object ('he gave [to] me', etc.).

## Lesson 8

(a) 1. härāàb hazzeh
2.
3. הָהעִיר חַדִּא hā"r hahi'
4. $\quad$ hakkesep̄ hazzeh



8. hehärim hàelleh

${ }^{1}$ Note that before an exception to the rule stated in $\S 18 \mathrm{c}$.
(b) 1. $\quad$ zeh hāra־āb
2. 'Elleh habbātlım

4. zeh hakkesep

6. zō’t hā'esāh
7. 'Elleh he'arim
8. 'elleh hehārlm

(c) 1. This prophet is poor and he has no food.
2. These men are going up to the mountains.
3. The just prophets walk in righteousness.
4. Understanding and wisdom are better than gold.
5. The fire is falling upon the house which is near the palace.
6. The men are building a large house in that city.
7. The people are wicked because they have no understanding.
8. He is sending us a righteous prophet.
9. There is no king in Jerusalem.
(d) 1. II haggomallm hā'elleh wohaggomallm hāhēm lokā.
2. 'ên lokā blınāh.
3. ha' 'oleh 'el-habbāqār 'ǎser
behärîm.
4. hi' nōpélet.
5. haylād̄!m bōnìm báyit qaatōn
"ésel haggän.
6. hāàm yōsobilm bā'áres hazzō't
ki hi'godôlāh woyāpāh.
7. ho' nōtēn 'ēs 'al-hā'ir härä'āh hahr'.

1

2
3
קדּ7
4
5
ה
6

7
הַחהּיא.

## Lesson 9

（a）It hardly needs saying that complete familiarity with the scheme of the perfect is vital for continuing successfully with the study of Hebrew．By way of encouragement it may be noted that the same endings are also used for the perfect tense of all the ＇derived verbs＇which follow in Lessons 37－51．

| 77 | yärad |
| :---: | :---: |
| ＊77\％ | yäradāh |
|  | yärádtà |
|  | yāradt |
|  | yārádtı |


| － | yāsab | T！ | zākar |
| :---: | :---: | :---: | :---: |
| \％ | yā̧obāh | \％ | zākə ${ }^{\text {ajàh }}$ |
| ¢ | yāsábtā | ！ | zäkártā |
| 号 | yāsabbt | ¢冖¢！ | zākárt |
|  | yāsábti |  | $z a ̄ k a r t ?$ |


| 7T7 | yärodo |
| :---: | :---: |
| ¢ | yoradtem |

｜กָּT：yoradten
解 yärádnu

7רTำ zākəru

紋 zokartem
，ymasabten




2． 2 2．hokmāhubināh
3．
4．$\quad$ Sō＇n Ubäqär

| 5. |  |  |
| :---: | :---: | :---: |
|  | גְמִים ועבדּים | gamalhm wa'zabadim |

6. $\quad$ ר
7. 'issäh dallah uqutannāh
8. 

${ }^{1}$ There is one further rule about the pointing of $\}$ wo which Lambdin does not give and which unfortunately applies to this first example. It states that if two words being joined by 'and' go closely together in a pair (such as 'gold and silver', 'day and night') and if the second word has its stress on the first syllable, then $1 w$ is pointed $\rceil w \overline{\mathrm{a}}$. On the basis of the information which Lambdin has supplied in this chapter wokesep would be the expected spelling.
${ }^{2}$ There is a useful mnemonic to help remember the rule stated in $\S 46 \mathrm{a}$, namely the word BUMP (i.e. before words beginning with the letters $\mathrm{B}, \mathrm{M}$ and P , the conjunction is U ).
(c) 1. The man sat between the river and ${ }^{1}$ the field.
2. The prophet gathered the people near the large temple.
3. On that day fire fell from heaven (or the sky).
4. The people went to the just judge but they did not go to the evil prophet.
5. Who are the prophets who are going ${ }^{2}$ to the city?
6. In that night the men came down from the mountains.
7. We sat in the middle of the city and did not go from that place.
8. The woman gave birth to many beautiful children.
9. For whom have you collected the silver and gold? ${ }^{3}$
10. Not one of the young men fell.

1 It is usual in Hebrew to repeat the preposition ${ }^{\prime \prime}$ Tw ben like this, but of course it cannot be represented in an English translation. When translating such a phrase into Hebrew, students should think of it as 'between the river and between the field'; again, 'between the house and the garden' becomes 'between the house and between the

$\mathbf{2}$ Remember that the participle can be used adjectivally. Hence the definite article should be used in sentences like this one rather than 7 'ǎser. Literally translated, it reads 'Who are the prophets the ones going to the city?'.

3 In English the whole phrase 'the silver and gold' is definite. We do not usually repeat the definite article: 'the silver and the gold'. In Hebrew, however, it must be repeated - together, of course, with $\boldsymbol{T} \boldsymbol{N}$ ' $e t$ if the word is part of the direct, definite object, as here.
(d) 1. nätan hokmāh ubināh lannobi ìm
2. šāloho 'et-hazzāhāb wo'et-hakkésē 'elhā'ănāsim bahekāl.
3. hā'ăbơdāh hazzō't qāsūh mo'od k1 'ên lann bināh.
4. hayyón hā'ănāsim bōnim báyıt bā'ir.

1
ב 2

3

4
ֶּעִיר.
5. 'ayyēh kätobu 'et-haddəb̄ärim hāhēm. . 5
6. zākátl kl nätan 11 'et-hasséper.
7. yе̄̌ ra' bammāqôm hazzeh.

6
8. 'ahat mēhannāsim yōṣèt mēhā'îr.

8
${ }^{1}$ Remember that the object marker 7 'et is not used if the object is indefinite, as here.

2 Cf. §44(2).
${ }^{3}$ This word is used as a masculine noun as well as an adjective.

## Lesson 10

| (a) הָּדך | hālak | אֶּ | ākal | צָיַP | sāaq |
| :---: | :---: | :---: | :---: | :---: | :---: |
| תֶקדה | hālokāh | צֶקלה | 'ákolāh | צ\% | șā'ăqāh |
|  | hälaktā |  | 'àkaltā | צ\% | ssäáquta |
| \%\% | hälakkt |  | 'ākalt | Mp\% | sā̈áqt |
|  | hālakta |  | 'ākaltı | צ\% | säágut |
| הֶ\% | hāloko | צ1\% | 'äkolo | 19\% | sāăqu |
|  | hălaktem | צֶּ | 'rkaltem | צ\% | so'aqtem |
| הֶלדֶן | haxlakten | \% | "akalten |  | so'aqten |
| דֶּרֶני | hālàkno |  | 'àkán ${ }^{\text {a }}$ | 18 P | sā'áqno |


| \% | şālah | 20) | nàta ${ }^{\text {a }}$ |
| :---: | :---: | :---: | :---: |
| \% ¢\% | sālohāh | \#10 | nāta'āh |
|  | sālahtà | \% | nātátà |
| 1 190\% | sālablat | 109\% | nàta 'at |
|  | sualáht | 免 | nāta 'tt |


| \% | sāloho | 4, | nàto'0 |
| :---: | :---: | :---: | :---: |
| - | solahtem |  | nota'tem |
| ¢ | solahten |  | nota 'ten |
| \% | salahno | \$19\%4 | nātáno |

${ }^{1}$ See the note at the top of p. 44. In fact, neither this form nor actually occurs in the Hebrew Bible.
(b) 1. näto'0 'ēsim rabbim

3. $\quad$ - ֶָּ

5. lāqhti 'et-hakkesep
6. $\quad$ דārağ $\mathfrak{a}$ 'et-hanna'ar
7. làqáh(a)t'et-hammáyim
8.
9.

${ }^{1}$ It is not possible to formulate any rule to govern the use of daghesh lene in a begadkepat letter at the start of the word if the previous word ends in a vowel. We should expect the absence of the daghesh to indicate that the word is thought of in close association with the word which precedes (e.g. a verb following the negative
 surprised at the apparent inconsistencies in this matter. Variation must therefore also be allowed for in the exercises.
(c) 1. The men planted a large vineyard on the hill.
2. I did (or $\mathrm{do}^{1}$ ) not know that he killed the prophet.
3. The wicked slaves stood in front of the king.
4. I have chosen you as ${ }^{2}$ king over this great people.
5. Many warriors fell in that battle.
6. There is a camp between the river and the mountains.
7. Who sent you to this place?
8. Who killed these men?
9. The woman took some of ${ }^{3}$ the fruit and gave it to the man.
10. The people chose David as their king. ${ }^{4}$

1 The perfect tense of this verb is often used to express the present; cf. §44(2).
${ }^{2}$ Notice this construction: definite object (cf. Vocabulary $10, \$ 51$ ) and $\zeta$ lo to introduce the office etc. for which the object has been chosen. See also note 4 below.
${ }^{3}$ This use of the preposition $j p$ min is often called 'partitive': 'the woman took from the fruit' = 'the woman took part of/some of the fruit'.
${ }^{4}$ Literally, 'the people chose David (קָּחך bähar followed by direct definite object, rather than the more usual $¥ \ggg \boldsymbol{b}$ ) to/for themselves as king'.
(d) 1. nāata' 'es bot $\delta \underline{k}$ haggān hazzeh.
 haqqās̄āh hazzō't.
3. bāhăral lahem ba'éres wวyāšobu ūām.
4. läqวhQ hā'ănāstm 'et-hazzāhāb wa'et hakkesep mēhahêkāl.
gam häroḡa 'et-hannabl im 'ăser säm.
5. yādə'ăh kı haddabārìm hāhèm rā 1 mma mod.
6. nāpal 'ehād mēhanns'ârìm bammilhämāhhahî':

2

3
|
4


.
5
רַעִּם מְאֹד .
6

7. nätonoln lêhem wämáyim
wolo' nātattl Tahem 'et-hakkesep̄.

6 ( 7
.
${ }^{1}$ See Vocabulary 6, §36, on p. 28.
 'al-dobar. Note carefully the distinction between 'because' as a conjunction (i.e. when it is followed by a verb, such as 'he cried because he fell over'), in which case $\overline{7} \mathrm{k} 1$ is usually used, and 'because' as a preposition (i.e. when it is followed by 'of plus a
 dobar should be used.
${ }^{3}$ No variation in the order of these last three words is permissible; cf. $\S 40$ : The demonstrative stands last in a series of adjectives'.

4 Strictly speaking this form is not correct, but the correct way of adding the conjunction to a verb cannot be introduced into the grammar yet.

5 For the word order, see Vocabulary 9, §47. If al gam preceded hannobi I 1 m , it would mean 'they slew the prophets also', implying that they had previously slain some other group of people.

6 See note 1 to exercise (b) of Lesson 9 above.

7 The rule which governs the dropping of the nan is quite regular. We have already met it in the case of the preposition $\boldsymbol{\eta} \mathrm{min}$, and it will recur frequently later: if non occurs at the end of a short closed syllable within a word, it assimilates to the following consonant, becoming a daghesh forte. If the letter cannot take a daghesh, the short
vowel $i$ is lengthened to $\bar{e}$ in compensation. (This latter part of the rule is not, of course, relevant to the perfect of $\begin{aligned} & \text { ח nätan) Cf note } 2 \text { to exercise (b) of Lesson } 5\end{aligned}$ above.

## Lesson 11

Note that, in accordance with Lambdin's procedure, transliteration will no longer be supplied.
(a)

| צֶרוֹת | עיצוֹח |
| :---: | :---: |
| עוֹלוֹת | กip |
|  | חimble |
| עַ | עֶרֶוֹח |
| nothen | ¢ ¢ |
| ¢0p |  |
|  |  |

Note that all these nouns follow the regular pattern of inflection summarized in the note to exercise (a) of Lesson 4 above, namely (i) the stress falls on the last syllable; (ii) if the pretonic syllable is open, it has a long vowel. Naturally, if it is closed it has a short vowel because of the overriding rule that an unstressed closed syllable must have a short vowel; (iii) the vowel of the propretonic syllable is reduced to Shewa (unless, of course, it is a closed syllable). Lambdin states at the beginning of $\$ 53$ that 'the majority of feminine nouns in -ah show no change in the stem before the plural ending'. The reason for this should now be clear: since the plural ending $\boldsymbol{n i n}^{-}$ replaces the singular ending $\pi_{-}$, there is no change in the position of the stress and
hence in the pattern of vocalization. As far as the small group of nouns at the end of §53 is concemed, the pointing of the plural is quite regular, as in the case of their masculine counterparts (e.g. historical reasons, are vocalized differently.
(b)


1 Or simply לֶעֶ. be used on its own (i.e. without ${ }^{\text {brhen }}$ ).
(c) 1. These are the words which the prophet wrote in that book.
2. They went to the city but they did not find the small boy.
3. The sun is in the sky and the moon also is there -- the sun in the day time and the moon at night.
4. Also in the night there are many beautiful ${ }^{1}$ stars.
5. Many warriors fell (in) that year.
6. He sent a large cloud which stood in front of the people.
7. The king said to him, ${ }^{2}{ }^{3}$ Have you sent the man to the mountain?'
8. Who created ${ }^{4}$ the earth and who created the heavens?
9. The law is good and the words which are in it are good.
10. A voice came out of the middle of the cloud.
11. Have you gone out of the wicked city?
12. The prophet called out in a loud voice to the people, "The words which you have spoken are very evil'.
${ }^{1}$ Note that in Hebrew the two adjectives need to be joined with the conjunction.

2 Notice that the subject, ${ }^{7}$, follows the indirect object $ל$, because the latter is expressed only pronominally. See the 'note on word order' following exercise (a) of Lesson 7 above.
${ }^{3}$ For לֵ, see Vocabulary $11, \S 56$. It is, of course, part of the verb 70\%, 'to say'. Its use in sentences such as this one gave rise in older translations of the Bible into English to such stilted expressions as 'the king spoke unto him, saying . . $\therefore$ Its function is not unlike the opening of inverted commas in English.

4 בָּרא 4 is only ever used in the Hebrew Bible with God as its subject. Strictly speaking, people do not 'create'things in the same way: they 'rearrange' what already exists. For this activity the appropriate verb is ithy , to do, make', a verb which can also be used with God as subject.
(d)

1 2 3

5
6


${ }^{1}$ The conjunction $\boldsymbol{\eta}$ must be added before each member of a series, apart from the first one, whereas in English 'and' is usually added before the last one only.

2 Literally, 'and to the dwellers'. This is much neater than

## Lesson 12

| (a) | 1 2 3 4 5 <br>  <br> 7 <br> 8 <br> 9 <br>  |
| :---: | :---: |

${ }^{1}$ Lambdin has not given the perfect of this common word in the vocabularies to date, but cf. §57. The participle is included in Vocabulary 8, §42. It means 'to go up, ascend'.
(b) 1. The warrior brought about a great deliverance for the people.
2. There is no salvation in God for the evil man.
3. Have you done this thing?
4. Have you remembered the covenant which the Lord made with ${ }^{1}$ the people?
5. There is great joy in Jerusalem because the Lord is there.
6. The city which we have built in this land is great.
7. I saw fire coming down from heaven and falling to the earth.
8. The old man travelled to the city.
9. God made the heavens and the earth.
10. The woman went up to Jerusalem because the judge was there.
11. You have not remembered the covenant which we made with the people.
${ }^{1}$ There is nothing in the form of the word $7 \underset{\sim}{s}$ to indicate whether it is the preposition 'with' or the object marker. The context, however, hardly ever leaves any doubt as to which it is. There appears to be no difference in meaning or usage between the two prepositions used instead of 7 Ts.
(c)

> 1 2 3
> 4
> 5
> 6
> 7
> 8
${ }^{1}$ See Lambdin's note at the start of Vocabulary 12, §59. The pointing used for the vocalization of the divine name in this Key is that found in the standard critical editions of the Hebrew Bible.

## Lesson 13

(a) In accordance with what is said in 860 , it should be clear that the sentences in this exercise may mostly be translated with or without demonstrative pronouns and with varying word order. Examples of each possibility are given below at random; students should not be concerned if they have thought of an alternative in this regard.
. 1
2
3
4
5
בקוּרק
6
7
8
9
(b)

1
2
3
4


(c) 1. They captured the cities which were in that land and also the people who were in them.
2. In the night $I$ had ${ }^{1}$ a dream, and this is the dream which $I$ had.
3. The woman sent the maidservant to the prophet.
4. Great fear fell upon the people because they had sinned ${ }^{2}$ against the Lord.
5. I have many beautiful daughters.
6. We were not wicked in the opinion of the prophet.
7. Fear is falling upon the land because we have captured the cities.
8. Many are the sins which you have committed ${ }^{3}$ against God.
9. He wrote in $a^{4}$ book the things which he had seen in the dream which he had.
${ }^{1}$ Hebrew is fond of using together a verb and a noun from the same root. This gave rise formerly to such translations as 'to dream a dream', 'to $\sin$ a great sin', etc. It is better to use an equivalent English expression, such as 'to have a dream' and 'to commit a great sin'.
$\mathbf{2}$ There is no pluperfect tense as such in Hebrew. The perfect has that significance when the context so demands.
${ }^{3}$ Literally, 'sinned'; see note 1.
${ }^{4}$ In an expression such as 'to write in a book', Hebrew will always use the definite article. As one Grammar puts it: 'Peculiar to Hebrew is the employment of the article to denote a single person or thing (primarily one which is as yet unknown, and therefore
not capable of being defined) as being present to the mind under given circumstances. In such cases in English the indefinite article is mostly used.' With reference to our particular example, it continues later on: 'So always to write in the book. . . . i.e. not in the book already in use, but in the book which is to be devoted to that purpose, equivalent to in a book'; W.Gesenius, E.Kautzsch, A.E.Cowley, Hebrew Grammar (Oxford, 1910), pp. 407-8.
(d)

> 1
> 2 3
> . 4
> 5 6

## Lesson 14

(a)

$$
\begin{aligned}
& 1 \\
& 2 \\
& 3 \\
& 4 \\
& 5 \\
& 6 \\
& 7
\end{aligned}
$$

$$
\begin{aligned}
& 9
\end{aligned}
$$

1 It will not have escaped attention that 'from us'. In more extensive contexts than the present brief sentences there is seldom any doubt as to which is intended.

2 Note that when the $n$ of the stem of $\boldsymbol{\sim} \boldsymbol{\sim}$ pomes at the end of a closed syllable and precedes another $\pi$, it assimilates to it; thus *
(b) 1. The king fell to the ground and did not get up the whole of that day until evening.
2. We put the vessels on the table; did you not find them there?
3. They made the vessels out of gold and silver because they were for the great temple which is in Jerusalem.
4. The people came to the city with great joy because they had had ${ }^{1}$ a victory in the battle.
5. We fasted the whole day and did not eat food or drink water. ${ }^{2}$
6. These are the men who are sojourning ${ }^{3}$ in the midst of this people.
7. Where did you put the fruit which you took from the tree?
8. All the warriors came here because they knew that the king was here (or All the warriors have come here because they know ${ }^{4}$ that the king is here).
9. The men drank some water and they also ate some bread.
10. This is the man whom you have chosen as your king. 5

1 Literally, 'because there was not to them', but the context demands a pluperfect; cf. note 2 to exercise (c) of Lesson 13.

2 Literally, 'and we did not eat food and we did not drink water'.

3 The article plus the masculine plural participle of $\mathfrak{7}$.
${ }^{4}$ Remember that the perfect of ${ }^{2}$ ? can have present significance; cf. $\S 44$ (2).

5 Cf note 2 to exercise (c) of Lesson 10.
(c)

> 1
> 2
> 3

# 4 <br> 5 <br> 6 <br> 7 <br> 8 

${ }^{1}$ For this pointing of the conjunction, see note 1 to exercise (b) of Lesson 9.
${ }^{2}$ Note that Ther is masculine. Contrary to his usual practice of indicating masculine nouns ending in $\pi_{-}$, Lambdin does not do so for this word in the glossary on p. 322; however, cf. Vocabulary 9, 847.
${ }^{3}$ See note 1 to exercise (c) of Lesson 13.

Lesson 15
(a)

1<br>2<br><br>4<br><br><br>7<br>8<br>9<br>10

${ }^{1}$ This is the only form that can be given at this stage. The correct form will be learnt later on.
(b) 1. We have transgressed the commandments which the prophet set before the people.
2. Have you abandoned me and the people who are with me?
3. This is the land which we inherited as God ${ }^{1}$ promised (said) to us.
4. That night I had a dream and in it I saw the stars which are in the sky.
5. The people are walking ${ }^{2}$ in darkness because they have no light.
6. God called the darkness 'night', and the light he called 'day'. 3
7. The enemy (pl.) have surrounded me but there is no deliverance for me from the Lord because I have committed many sins against the Lord and he has cursed me and the people who are with me.
8. We stood on the hill and from there we saw that the enemy had surrounded the city and killed all the people.
9. They captured the city and they also took all the vessels from the temple.
10. In the morning he crossed ${ }^{4}$ the river, he and all the people who were with him, according to the commandment which God gave (said) to them.

1 םThin, 'God', can be used with or without the definite article. Although in certain contexts there may be significance in this change, this is by no means always so.

2 'To walk' is frequently used with the meaning 'to live'.
${ }^{3}$ As well as meaning 'to summon someone', ? someone or something. The preposition $\}$ introduces the object named, while the name given stands in the absolute state.
${ }^{4}$ The verb is singular because 'he' is the main subject. It is true that strictly speaking the subject is plural, but this usage is permissible when the compound subject follows the verb. If it precedes the verb, the verb must be plural, and so must it be if the plural subject following is expressed by a single word, e.g. 'the men'.
(c)
-1
2
 4 5

## 6

1 I 1 and 0.7 are synonymous and are used here simply to avoid repetition.

## Lesson 16

| (a) | K | 7is | $\cdots$ | ロי\% |
| :---: | :---: | :---: | :---: | :---: |
|  | -1\% | 3 | 13 | 75 |
|  | 7 | הַיכל | דוּ | \% |
|  | - | 1 | 7Til | 12: |
|  | \% \%ֶ\% | Nจ》 | - | ד\% |
|  | םT\% | ְדִיל | פֹֹרב | - ¢ֶָ |
|  | 77 | ¢ק¢ם | ¢\%\% | 7\% |
|  | עִיר | ¢ ¢ֶֶ7 | రֵֶ\% | קר |
|  | ¢ֶ\%ֶך | [29] | Y | פַַ |
|  | לip | ? | jis | PT\$ |
|  |  |  | 0 | רֶบ |

In §73, Lambdin gives three rules which may be applied to most nouns in order to form the construct. These are generally satisfactory, although exceptions follow in the next Lesson. Some students may wonder, however, whether the whole process is quite arbitrary or whether there is not some reason for the changes which take place. Careful consideration of the nouns in this exercise will suggest some intelligible patterns; the following remarks are added for the benefit of those who find such suggestions helpful as an alternative approach to memorization.
(1) There is one group made up of nouns which are really participles, e.g. בK. These, of course, decline in the same way as other participles (i.e. pretonic reduction) and remain unchanged in the construct singular.
(2) A second group is made up of nouns which are accented on their first syllable and whose second vowel is usually saḡol (unless influenced by a guttural), e.g. unchanged in the construct state (perhaps precisely because of the influence of the tone on the first syllable by comparison with the third group, discussed below).
(3) The remaining nouns appear at first sight to be very mixed, e.g. דֶ, , wh,
 the construct state and the noun following it were thought of as standing in so close a relationship that the tone of the first noun was thrown forward on to the second. Thus the final syllable of the noun in the construct state is pointed as a pretonic syllable (i.e., if open, with a long vowel; if closed, with a short vowel) and the one before that as propretonic. Remember the overriding rules, however, that unstressed closed syllables must have a short vowel, and that unchangeably long vowels cannot be reduced. The following is a list of some examples which illustrate these points:


Note that monosyllabic nouns pointed with sēre (e.g. a consistent pattern in the construct singular, and so do not neatly fit anybody's scheme! On the whole, the seret could be thought of as unchangeably long in the singular, so that the construct (though now a closed, unstressed syllable) is the same as the absolute state. To this, $\bar{\eta}>\boldsymbol{ך} ך \boldsymbol{\eta}$ is a solitary exception (cf. §75c).
(b)

|  <br> (1) |
| :---: |
| 1-12) |
| ( |
| ( |
| (5) |
| (6) |


${ }^{1}$ Because proper names are definite, the whole of this phrase is definite. 'A mountain

(c) 1. The fruit of the tree
2. The tree of the garden
3. The man's small garden
4. The woman's evil husband
5. The evil woman's husband
6. The just judge of the people
7. The voice of the prophet
8. The good king's servant (or the king's good servant)
9. The rich man of the city
10. The famine of (i.e. suffered by) the poor
11. The big cloud in (of) the sky
12. The precious gold of the temple.

Note that in nos. 4, 5, 9 and 11 there is no possible alternative translation, given the agreement of noun and adjective. In nos. $3,6,8$ and 12, by contrast, the adjective could, in theory, qualify the other noun in the phrase. Common sense generally decides which is more probable; only in no. 8 is there genuine ambiguity.
(d) 1 . The people did not listen to the voice of the prophet because they were very wicked.
2. The prophet smashed the stone tablet and did not give it to the people.
3. Why have you rested ${ }^{1}$ from the work?
4. In the wicked city we saw a great image but we did not (or do not) know who it was.
5. Have you eaten the fish which we gave you?
6. The birds ${ }^{2}$ of the sky are very pretty.
7. Half ${ }^{3}$ the camp went out to the battle.
8. We came to the city but we did not find the prophet of God there.
9. The priest put the book of the law on the table.
10. I got up in the moming and/but did not remember the image which I had seen in the dream which I had had.
11. This is the king whom the people have put on the throne.
12. The woman came before the king but the king ${ }^{4}$ did not listen to the woman's voice (i.e. to what the woman had to say).
13. In the night and in the daylight the people are obeying ${ }^{5}$ God and walking in the way of the Lord according to the commandment which he gave them.
${ }^{1}$ See the remarks on $\Pi$ T at note 2 to exercise (a) of Lesson 14.

2 Being a collective noun, עוֹף needs to be translated as a plural in English (unless the somewhat rarified 'fowl' is used).

3 , it is in the construct state before

4 Notice how the subject here precedes the verb in the perfect tense, thus heightening the contrast between the woman and the king. Clearly in such a case the conjunction must be translated 'but'.
 and that is an appropriate translation in no. 13. It is obviously not appropriate in no. 12, however, where the student must accordingly find some alternative suitable form of words.
(e)

${ }^{1}$ Because 'Jerusalem' is a proper name, it is definite. before it, must therefore also be definite. Consequently, the particle 7 must be used, since the whole phrase is the direct, definite object of לֶכד.

2 Cf. Vocabulary 13, §63.

Lesson 17
(a) 1. The prophet's house
8. The man's difficult work
2. The advice of the king 9. The deliverance of the warriors
3. The year of the great battle 10. The hill of that land
4. The blessing of the fathers 11. The judge's son
5. The queen of heaven 12. The poor man's daughter
6. The law of God 13. The name of this land
7. The people's great joy
14. The camp of the enemy
(b) In this exercise it is important to remember that an adjective qualifying either noun in a construct chain must follow the whole chain and not intrude between the two nouns.
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Note that the pattern for forming the construct singular of feminine nouns in $-\bar{a} h$ is comparable with that explained in the notes following exercise (a) of Lesson 16 once, of course, $\pi_{-}$: has been substituted for $\pi_{-}$.
(c) On the first day God created the heavens and the earth. The earth was formlessness and void and darkness was on the surface of the water. God created the light. He called the light day ${ }^{1}$ and the darkness he called night. Thus did God do on the first day.

On the second day God made a firmament in the middle of the water and the firmament stood between the water which was under the heavens and the water which was above the heavens. He called the firmament sky. Thus he did on the second day.

On the third day God gathered the water which was under the sky into one place. God called the dry land earth and the water he called seas. And on the third day he created all the herbage of the earth and every tree.
${ }^{1}$ See note 3 to exercise (b) of Lesson 15.
(d)


[^10]2 Remember that in spite of the way it declines in the plural $n$ ity is a feminine noun.

3 It is not absolutely necessary to include this pronoun but it adds a certain clarity to the sentence.

## Lesson 18

(a) The construct plural should not cause difficulty if the principles governing the formation of the singular have been grasped. Once '- has been substituted for ${ }^{\prime}$ - as an open, and hence long, pretonic syllable (or ni- left as an unchangeably long vowel), one may point backwards through the word quite regularly: remember (i) the rule of Shewa, (ii) that unstressed, closed syllables have a short vowel, and (iii) that unchangeably long vowels must not be reduced. The only difficulty is caused by the segholate nouns, where the short vowel required by the rule of Shewa is not always hireq. The correct vowel is determined by factors deriving from the rather complicated history of these words, the net result of which is clearly set out by Lambdin on p. 78. (Note also the exceptional forms at the end of §78.)

1. The men of the city
2. The fish (pl.) of the sea
3. The wives of the king
4. The enemies of the people
5. The houses ${ }^{1}$ of the city
6. The hills of the land
7. The words of the book
8. The temples of the city
9. The mountains of the land
10. The kings of the land
11. The stars of the sky
12. The tablets of the law
13. The images of God (or the gods)
14. The daughters ${ }^{2}$ of the people
15. The paths of the mountains
16. The blessings of the prophets
17. The camels of the rich man
18. The heroes of the people
19. The elders of the city
20. The young man's dreams
21. The beast(s) of the field
22. The (wild) animals of the land/earth
23. The life of the man
24. The stones of the mountain
25. The temple vessels
26. The children of the women
27. The days of the kings 28. The king's messengers
${ }^{1}$ For the irregular plural of $\boldsymbol{n} \cdot \mathbf{?}$, see the note to exercise (e) of Lesson 2.

2 פָּ, 'a daughter'; plural: 2 :
(b)

${ }^{1}$ For this irregular construct plural, cf. §78(c).
(c) On the fourth day God created the sun and the moon. The sun is the great light which is for the day and the moon is the lesser (literally, 'small') light which is for the night. He also made the stars and put them in the firmament of heaven.

On the fifth day God created the fish which are in the seas and in the rivers and in all the other waters which are on the earth. He made the birds which are on the earth and across the face of the firmament of heaven.

On the sixth day God made the animals of the earth, every beast and every creeping thing. He formed man from the ground in God's image. He created them male and female.

On the seventh day God rested from all the work which he had done. (The seventh day, in which God rested, is the Sabbath day.)
(d)

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& 6
\end{aligned}
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${ }^{1}$ The word 'nothing' is not listed in the English-Hebrew glossary, nor has it been introduced in the Lesson Vocabularies so far. הקוּקוp is an indefinite pronoun meaning 'anything'. Thus with the negative ('not . . . anything') it can be used for 'nothing'.

## Lesson 19

(a) 1. We are going towards the city.
2. Are you (m.pl.) going up to Jerusalem?
3. Why are you (m.sg.) crying out?
4. What are you (f.sg.) drinking and what are you eating?
5. I am writing those words.
6. Are you (f.pl.) sojourning in the midst of this people?
7. What did God form from the ground?
8. Who is male and who is female?
9. What is the Sabbath day?
10. We are fasting but they are eating.
11. Are they calling to the prophet?

It will be noted that, although Lambdin correctly describes the use of the independent forms of the personal pronouns at the bottom of p. 82, he does not specifically mention their use with the participle. Where a participle is used verbally, as in several of the sentences in this exercise, it must have a subject expressed (whether noun, proper noun or pronoun). With verbs in the perfect and imperfect tenses, however, their inflected forms mean that the subject does not have to be expressed separately.
(b)


It is worth noting that when in is followed by an adjective it has exclamatory force; e.g. פחהּשׂ, 'how good!'.
(c) 1. The young men listened to (the voice of) the warrior because he was the wisest of (or wiser than) all the men.
2. The garden which you have planted in this place is beautiful and pleasant.
3. Those men are cursed because they sinned against the Lord God.
4. We ate some of ${ }^{1}$ the cattle meat and drank from the water of the river.
5. Why did you not give half of the meat to the poor since they were hungry? ${ }^{2}$
6. Where did you put the other stone?
7. Who broke these vessels which I made yesterday?
8. These are the words of the song which the king sang about the death of the great heroes.
9. The animal ate some of the grass of the field.
10. What work did you (m.pl.) do yesterday? (literally, 'What is the work which you did yesterday?')
11. They dwelt there all the days of the prophet's life.

## ${ }^{1}$ As well as meaning 'from', $\dagger$ can have the sense of 'part of and 'some of.

2 רֶך 2 means 'hunger' as well as 'famine'. A literal translation of the clause would be 'because there was to them hunger'.
(d)

${ }^{1}$ Hebrew tends to use the article in cases like this. It is known as the 'generic article'. Note its occurrence at Lesson 18, exercise (c), line 5.
(e) The man gave (literally, 'called') names to all the cattle, to the birds of the sky and to all the wild animals ${ }^{1}$ but for the man there was no helper suitable for him. The Lord God made the rib which he had taken from the man into a woman. The woman was with the man in the garden.

The snake was more crafty than all the wild animals which the Lord God had made. The woman obeyed the snake and ate some of the fruit of the tree which was in the middle of the garden because she saw that the tree was good and pleasant. The man also ate the fruit which the woman gave him.

God said to the man, ${ }^{2}$ 'Have you eaten from the tree which is in the middle of the garden?' The man said, 'The woman whom you gave to be with me, she gave me (some fruit) ${ }^{3}$ from the tree'. The Lord God said to the woman, 'What is this that you have done?' And she told him everything that the snake had said to her. The Lord said to the snake, 'Because you have done this you are cursed more than all the cattle and more than all the wild animals'. The man and the woman left the garden because they had sinned (literally, 'sinned a sin') against the Lord God.
${ }^{1}$ This is what is usually understood by 'animals of the field'.

2 For לֵ see Vocabulary $11, \$ 56$.

3 It is, perhaps, necessary to supply these words in English.

Lesson 20
(a) 1. Your (m.sg.) voice; her voice
2. Her elders; ${ }^{1}$ your (m.pl.) elder ${ }^{2}$
3. Our year; our years ${ }^{3}$
4. My joy; my joys
5. My throne; his throne ${ }^{4}$
6. Her stars; your (m.pl.) stars
7. His light; his lights
8. Your (m.pl.) earth; ${ }^{2}$ their (m.pl.) earth
9. Your (m.sg.) gold; your (m.pl.) gold
10. His wisdom; her wisdom
11. Your (m.sg.) commandments; your (m.sg.) commandment
12. Our salvation; your (m.pl.) salvation ${ }^{2}$
13. Her river, her rivers
14. My death; his death
15. Your (m.sg.) table; your (f.sg.) table
${ }^{1}$ Since Hebrew does not have a separate neuter gender, 'his' and 'her' may often have to be translated 'its'. In this example, for instance, the reference might be to a city, עיִ, which is feminine; hence 'its elders'.

2 Many students experience difficulty at first with the forms of the noun with a second person plural suffix because they do not seem to fit the rules of vocalization which have been followed up until now. In makes us think that the syllable is closed (כ7), since unstressed closed syllables have a short vowel. In that case, however, there ought to be a daghesh in the $J$, since it does not follow a vowel. Altematively, if the Shewa is voiced (since there is no daghesh), we expect a long $a$ ( $q$ atmes) under the $\beth$.

Grammarians do not agree about the proper explanation for this; it is treated quite differently, for instance, in the two most widely used reference Grammars! One senses, too, the difficulty Lambdin has in his treatment on pp. 86-87.

In view of all this, it is probably best at this stage of learning Hebrew to reckon with a third type of Shewa, not previously encountered. We will call it the 'middle Shewa', because it is 'silent' enough to close the preceding syllable but 'voiced' enough not to require a daghesh in a begadkepat letter following.

There is no way of predicting precisely when this Shewa is to be used. Students will simply have to learn the relatively few settings in which it occurs. These will be pointed out as we continue through the exercises. Suffice, then, to observe for the moment that it is used before second person masculine and feminine suffixes with both masculine and feminine singular nouns. Examples are to be found in numbers 2, 8, 9 and 12 of the present exercise.

3 The forms of the noun are quite regular, once it is remembered that the plural of ${ }^{3}$ is
 doubled 0 means that the first syllable is closed, and hence short (as in עַקִ).

However, as in the plural (cf. $\S 25$, p. 17), the daghesh drops out of the $O$ over Shewa.
(b)

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2
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4

6 רִקָּיו:

(c) 1. The army of the enemy is innumerable; they have as many warriors as the stars in the sky. ${ }^{1}$
2. There is nothing new under the sun.
3. A new king arose over the land.
4. He is stronger than I.
5. I am coming ${ }^{2}$ to you in the name of the Lord of hosts.
6. The king sent his horses, his chariots and his horsemen.
7. They sang their new song ${ }^{3}$ to the Lord.
8. I saw the sun and the moon and the stars and all the host of heaven.
9. These are the names of all the mighty warriors ${ }^{4}$ who fell in that battle.
10. They built a new house in their city.
11. The famine was severe (literally, 'strong') in the land and the people had no bread.
12. The angel said to him, 'The Lord is/be with you, mighty warrior'.
13. A great and powerful wind broke the rocks of the mountains.
14. Your men are cursed because they have sinned in the eyes of the Lord.
15. We saw the men riding on their horses.
16. Who is the mighty warrior who is riding on the chariot?
${ }^{1}$ See Lambdin's notes on ${ }^{7}$ in the Vocabulary to this Lesson. Literally translated, the sentence reads, There is no number to the army of the enemy; there are to them warriors as the number of (construct singular) the stars of the sky'.
${ }^{2}$ Since the sentence starts with participle, not the third person masculine singular perfect, 'he came'. 'I came' would, of course, be ber half of $\S 64$ on p. 60.
${ }^{3}$ Remember that if a noun has a pronominal suffix it is definite. An adjective following must then have the definite article.

4 It is difficult to know quite how to translate this common idiom. Note that 7 思 is in the construct state before does here, the definite article has to be added to $\begin{gathered}\text { חַטִ only. In no. } 12 \text { the phrase is }\end{gathered}$ definite as a way of expressing the vocative.
(d)

${ }^{1}$ See note 1 to exercise (a) of Lesson 15.
${ }^{2}$ Note this irregular plural. The 7 should really be doubled, but since it cannot be, the first vowel remains long in compensation.
${ }^{3}$ It is worth checking that this sentence is fully understood: $\boldsymbol{P}$. is in the construct before עיִיךם. Since the latter has a suffix, subject of the sentence, and so the verb (גָּלֶ, third person masculine singular perfect) agrees with it. צִיךְם is feminine singular and definite. Since the adjective 'great' qualifies it, דְַּּדוֹלְ must agree with it in all respects.

## Lesson 21

(a) 1. Ambiguous. 'His father died' (verbal) or 'his father is dead' (non-verbal).
 probably meaning 'The vessel is full of blood' in either case. If קָלא is the verb, other translations are also possible: 'The vessel was filled with blood', etc.
3. Ambiguous in the same way as the previous sentence. "The temple is full of (was filled with, was full of, etc.) the glory of the Lord.'
4. Verbal. 'The men died/are dead.'
5. Verbal, since the stress is on the first syllable: 'The woman died'. If it were on the second syllable it would be the feminine singular of the participle, and hence adjectival: 'The woman is dead'.
6. Ambiguous. 'The famine is/was/became serious.'
7. Verbal. 'We are/were ashamed because we have/had sinned.'
8. Adjectival. 'The men are dead.'
9. Adjectival. 'The stone is too heavy for me.'
10. Verbal. 'The waters were filled with/are full of fish.'
11. Verbal. 'We were filled with/are full of joy.'
(b) 1. according to your words
2. from his father's mouth
3. the words of your mouth
4. according to the words of your brother
5. according as you said
6. with his brothers
7. from the midst of my brothers
8. the brothers of our father
(c)

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Wos 6
(ד) 7
(d)

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5

6
(e) The man ${ }^{1}$ knew Eve. Eve bore a son to her husband and named the child Cain. She also gave birth to Abel, Cain's brother. Cain was one who tilled the ground whereas Abel was a shepherd. ${ }^{2}$ Cain brought some of the fruit of the ground as an offering to the Lord, and Abel too brought from the first-born of his flock. Abel's
offering was acceptable (literally, 'good') in the eyes of the Lord, but Cain's offering was not acceptable. Cain became very angry. Cain slew his brother Abel in the field.

The Lord said to Cain, 'Where is your brother, Abel?'
Cain said, 'I do not know. Am I my brother's keeper?'
The Lord said, 'What have you done? The voice of your brother's blood is crying out to me from the ground, and as for you, you are cursed from the ground which has received your brother's blood from your hand.'

Cain said to the Lord, 'My punishment ${ }^{3}$ is too great for me'.

1 n is both a proper name, Adam, and a general word for mankind. The former might seem to be more appropriate here, but it is precluded by the presence of the definite article. In fact, the Biblical text at Genesis 4: 1 adds infer., 'his wife', after the reference to Eve, and this certainly makes for a smoother reading.

2 In English, 'shepherd' implies one who cares for sheep. In Hebrew the verb $\bar{\square}$ has a broader reference, so that the addition of ${ }^{\prime \prime}$ 's is strictly necessary for the elimination of any ambiguity. In fact, however, רעֶה is often used on its own to mean 'shepherd', whether literal or metaphorical.

3 עֶוֹ 3 means both guilt and punishment. Despite Lambdin's note, the latter is more suitable here.

Lesson 22
(a) 1. They will burn the house
2. We will remember him
3. They will bury us
4. You/they (f.pl.) will sell them
5. I will seek silver from him
6. You (f.sg.) will watch me
7. You (m.pl.) will sell him/it
8. You (m.pl.) will make a covenant with us
9. You (f.sg.) will write to us
10. He will burn her/it
(b)

> 1
> 2
> 3
> 4
> 5
> 6
(c) 1. The Lord was with the king because he sought the God of his father and walked in his commandments.
2. They will bum the wicked woman with fire outside the city.
3. They will sell their young ${ }^{1}$ brother into the hands of the men who are going down to Egypt.
4. The man did all the work of the service of the house of the Lord.
5. On that day you will rest from any work which you do because it is the Sabbath day.
6. I will seek the Lord all the days of my life because he is my rock and my salvation.
7. Will you (m.pl.) sell me into the hand of ${ }^{2}$ my enemies?
8. What is your brother's work?
9. His enemies burnt the house of the Lord and the king's house and they burnt every large house ${ }^{3}$ with fire.
10. They called that day Sabbath because the Lord rested on it from the work.
${ }^{1}$ Sometimes in a context like this the adjective may itself carry the idea of the superlative: 'youngest'.
${ }^{2}$ A common idiom for 'into the power of.

3 Although there is no definite article, 'every large house' in a given city is clearly determined for the reader, and so $\mathbf{T}_{\boldsymbol{\beta}}$ is correctly supplied.
(d)

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\begin{aligned}
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& 3 \\
& 4
\end{aligned}
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\begin{aligned}
& 6
\end{aligned}
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## Lesson 23

(a) 1. Where will you (or she) send me to?
2. To whom will you (m.pl.) call?
3. Where will the women find ${ }^{1}$ bread for their sons and daughters ${ }^{2}$ ?
4. Why will the daughters of Jerusalem rejoice?
5. They will choose a king for them(selves).
6. I will not trust you ${ }^{3}$ or the words of your mouth.
7. Who will redeem me from the power of ${ }^{4}$ my enemies?
8. Where have you come from, my son?
9. I have come from ${ }^{5}$ east of the city, my father.
10. Where are you going to?
${ }^{1}$ Notice the spelling of the second and third persons feminine of the imperfect of IIIAleph verbs: the saḡol of the second syllable is not what might be expected at first.
${ }^{2}$ In Hebrew, both the preposition and the pronominal suffix must be repeated (literally, 'and for their daughters'), but this is not necessary in English.
 governs a direct object in English.

4 Cf. note 2 to exercise (c) of Lesson 22.

5 The context (i.e. the use of a verb of motion) shows that ${ }^{7}$ here must retain its usual meaning of 'from'. In other contexts לְ means simply 'on the east of.
(b)
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2
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5
信
7
8
(c) 1. Everyone who trusts in you will rejoice because you are the salvation of our people.
2. The men will lie down there until the morning.
3. The man who trusts/will trust in the name of the Lord is good.
4. The name of this man will be more important than the name of any man living in this land.
5. The sons of the old man will not heed the voice of their father because they are very wicked.
6. I know that he will redeem my people.
7. I rejoiced when I saw all that the Lord had done for us.
8. Who will redeem us from the power of the enemies?
9. The work will be heavy for you and you will cry out to me with a loud voice but I will not listen to you (literally, 'to your voice').
10. I will choose a man from amongst you to be a prophet for me. ${ }^{1}$
${ }^{1}$ This sentence is rather tersely expressed in Hebrew. Literally, it says, 'I will choose from you a man for me for a prophet'.
(d)

${ }^{1}$ See note 1 to exercise (a) of Lesson 15.
 normally to this for the most part: however, 'his brothers' is צֶּתֶיו.
${ }^{3}$ Cf. Vocabulary 20, §86. As usual, לָּ לָּ tense is required.
(e) Abram, the son of Terah, and Lot, the son of Haran the son of Terah, lived in Ur of the Chaldaeans. Terah set out with Abram his son, and with Lot his grandson (literally, 'the son of his son') and with Sarai, Abram's wife, to go toward the land of Canaan. They dwelt in Haran and there Terah, Abram's father, died. Abram went from Haran as the Lord had told him. Abram took with him Sarai and Lot his nephew (literally, 'the son of his brother') as well as (literally, 'and also') all the goods which were theirs in Haran.

They came to the land of Canaan. Abram passed through the land as far as the place called Shechem. ${ }^{1}$ The Canaanite was in the land at that time. In Shechem the

Lord said to Abram, 'I am going to give ${ }^{2}$ all this land to your progeny'. Abram built an altar there to the Lord.

He travelled from there to the mountain on the east of Bethel. There too he built an altar and he called there on the name of the Lord.
${ }^{1}$ Literally, 'the place of Shechem'. Many scholars believe that in addition to its usual general meaning, מקן can sometimes have the more particular meaning of 'sacred place', 'cult centre', 'sanctuary'. If so, that meaning would fit very well here.
${ }^{2}$ For the meaning of the participle, see the last paragraph of $\S 26$ on p. 19.

## Lesson 24

(a) 1. They slew our king and buried ${ }^{1}$ him outside the city.
2. God afflicted the people and sent his prophet to them.
3. They captured his goods and burnt his house.
4. They will call to him and take him and sell him into the hands of his enemies.
5. They came to the woman's house and lay there the whole night.
6. We have obeyed your voice and trusted your words.
7. They arose and chose themselves a king.
8. At noon we will ride on our donkeys towards the wilderness.
9. You will shout with a loud voice and go twice round the city.
10. Did you not hear with your ears the words of my prophet?
11. Our land is good and our vineyards are good.
12. We will break his image.
13. We remembered your kindness which you showed us (literally,'which you did with us').
14. Are these your (f.sg.) children?

The sentences in this exercise have been translated rather literally because it is so important to understand the principles of narrative sequence explained in this Lesson. Once these are mastered, it is preferable sometimes to introduce the use of subordinate clauses which English style demands. A fuller context will usually indicate when this
is required. For instance, no. 2 might be translated, 'After God had afflicted his people, he sent his prophet to them', etc.
${ }^{1}$ The vocalization of the conjunction before a verb in the imperfect in a narrative sequence is exactly the same as that of the definite article before a noun.
(b) Amongst other things, this exercise gives practice in the use of the pronominal suffixes with segholate nouns. We have already noted when dealing with the construct state that these nouns form a class of their own; see the comments on exercise (a) of Lesson 16. In the plural, they go very much like other nouns such as 7 TT. The only difference is that when the rule of Shewa has to be applied the short vowel to be supplied is not always hireq, but is the same for each word as that already leamt for the construct plural (see the introduction to exercise (a) of Lesson 18 and Lambdin, p. 78). Thus we have forms like פְלְכִיכֶם as well as שֶקרִיֶֶם.

It is with the singular noun that the real differences emerge, as Lambdin clearly explains in §99. One helpful factor is that the short vowel of the first syllable is the same as that already associated with each word in this class. Note that since this word is properly closed (hence the daghesh in מסלְּ) there is no question of the use of the 'middle Shewa' (see under Lesson 20 above) in forms with the second person plural suffix (מֻלְכְכֶם, etc.).

(c) 1. The Lord afflicted the king of Egypt because he had done wickedly (literally, 'done the evil') in his sight.
2. In the evening the woman put ${ }^{1}$ food and water before him on the table, but he did not eat or drink.
3. They came to the house and lay there until the morning.
4. The priests took the flesh off ('from upon') the altar.
5. They buried their father in the place in which their father had buried his father.
6. The men went to the palace and cried out with a loud voice in the presence of the king and the king listened to them (literally, 'hearkened unto their voice').
7. I will send the money to you because of your little (or youngest) son.
8. You have dealt kindly (literally, 'done kindness') with us and with our people.
9. They took their brother and sold him to (literally, 'into the hands of') the men who were going down to Egypt and they sold ${ }^{2}$ him to the Egyptians.
10. He rode on his donkey towards the city, (he) and his son with him.
${ }^{1}$ The accent on the first syllable shows that this is the third person feminine perfect. If the accent were on the second syllable, it would be the feminine singular participle.

2 Note how the pronoun interrupting the narrative sequence. The tense thus reverts to the perfect. The pronoun is perhaps used here for emphasis, so that the clause could be translated 'and they in turn sold him . . . '.
(d)

1

4


1 Since the conjunction with the perfect tense in narrative sequence is pointed according to the regular rules, it must, of course, be $\ddagger$ ('BUMP'; cf. note 2 to exercise (b) of Lesson 9).
(e) Abraham went down to Egypt because the famine was severe in the land of Canaan. When they came to Egypt, Abraham said to Sarah, 'I know that you are a beautiful woman to look at. ${ }^{1}$ The Egyptians will see you and say, "This is that man's wife". So ${ }^{2}$ they will slay me but they will take you. Say that you are my sister so that it may go well with me for your sake.'

So that is what Sarah did (literally, 'Thus did Sarah') when they came to Egypt. She spoke to the Egyptians according to the words which her husband had said to her. The Egyptians took her to Pharaoh's house and they did not slay Abraham. They gave to Abraham flocks and herds and donkeys and servants and maidservants and she-asses and camels because of Sarah.

The Lord struck Pharaoh with great plagues because of Sarah, Abraham's wife, and Pharaoh cried to Abraham, 'What is this that you have done to me? Why did you say, "She is my sister?" So he expelled Abraham and Sarah and everything which was his. Abraham went up with Sarah (literally, 'he and Sarah') and everything which was his and Lot with him towards the Negev. ${ }^{3}$ Abraham was very rich (literally, 'heavy') with cattle, silver and gold. ${ }^{4}$
${ }^{1}$ Literally, 'I know that a woman beautiful of appearance art thou'.

2 The Hebrew here continues, as so often, with an uninterrupted narrative sequence: 'and they will slay'.
${ }^{3}$ There is a small misprint where this word is introduced in the vocabulary to this Lesson, §101. There should not be a daghesh in the J of the absolute form of this word,
${ }^{4}$ Hebrew quite often uses the definite article where we should not do so in English in order to refer to refer to materials, the elements etc., even though only a part and not the whole of them is being considered. A comparable usage in English would be 'to fall into the water'.

## Lesson 25

(a) As a rather crude but simple rule of thumb it may be observed that the imperative Qal (the simple form of the verb studied so far) may nearly always be formed by deleting the first letter of the relevant part of the imperfect and making any necessary adjustment to the pointing demanded by the usual rules of vocalization. Thus:
$\gamma \quad$ תִּ

ְּ letter.


1. Seek (m.pl.) the Lord.
2. Gather (m.sg.) the people before me.
3. Capture (m.pl.) the cities of your enemies.
4. Bury (m.sg.) them there.
5. Ride (f.sg.) to him on your horse.
6. Do not make (m.pl.) a covenant with them.
7. Do not abandon (m.sg.) your priests.
8. Cross (m.pl.) the field to the vineyard.
9. Seek ${ }^{1}$ (m.sg.) the word of the Lord today.
10. You (m.pl.) shall not transgress the Lord's commandments.
11. Do not stand (f.sg.) there.
12. Send (f.pl.) the she-ass to me.
${ }^{1}$ See Lambdin's note towards the end of $\S 102$ about the effect of joining $4 \underset{4}{ }$ with maqqe$\vec{p}$ to a preceding imperative. Because the stress automatically moves to the $N \mathbb{q}$ in such circumstances, the second syllable of (note that there should be a daghesh in the first letter) now becomes an unstressed closed syllable. As is well known by now, this always has a short vowel, o in this case, of course.
(b)


All the imperatives in this exercise are taken as masculine singular with the exception of no. 9. In most cases plural and/or feminine forms would also be appropriate.
${ }^{1}$ See the note on word order following exercise (a) of Lesson 7 above.
(c) 1. You will attend (literally, 'hearken') to my voice and you will retum to the city lest your enemies slay you.
2. You (m.pl.) will stand here and listen to the words of your mistress.
3. We shall pass through the land and settle over by (literally, 'as far as') the sea.
4. I will ride to the mountain and slay the wicked men who live there.
5. You will gather the people before me and I will talk to them according to these words.
6. The young man lay down and had a dream.
7. You (m.pl.) shall not sin against the Lord your God.
(d)

$$
\begin{aligned}
& 2 \\
& 3 \\
& 4 \\
& 5 \\
& 6 \\
& 7 \\
& 8
\end{aligned}
$$

1 There are two points to be noted about this form. First, as seen in §103, I-guttural verbs sometimes take an $a$-class vowel and sometimes an $e$-class vowel in the first syllable of the imperfect. On the whole it is verbs which are stative in meaning which belong to the latter group. However, it is probably best at this stage to learn the correct form of the imperfect with each of these verbs as they occur. Lambdin gives the form each time in the glossary at the end of the book.

Second, it is important to understand why this word has two short $a$ vowels in its first two syllables. It is because of the application of the rule of Shewa, as carefully explained by Lambdin on p. 114. This affects the second person fem. sg. and the third and second persons masc.pl.
${ }^{2}$ This is taken here as feminine on the assumption that the sentence refers to the story of Abraham and Sarah. As it stands, it could equally well be masculine, $\boldsymbol{\eta}$.
${ }^{3}$ This is the participle of the stative verb N .
(e) Sarah, Abraham's wife, bore him no children (literally, 'did not bear to him') but she had an Egyptian maidservant whose ${ }^{1}$ name was Hagar. Sarah gave Hagar, her Egyptian maidservant, to her husband Abraham (to act) as a wife for him. Abraham went in to Hagar and she conceived.

Sarah was angry when she saw that Hagar had conceived.
Hagar was afraid of Sarah, her mistress, and she fled to the wilderness.
The angel of the Lord found her by a spring of water in the wilderness. The angel said, 'Hagar, Sarah's maidservant, where have you come from and where are you going to?' Hagar said, 'I am fleeing from Sarah, my mistress'. The angel of the Lord said to her, 'Return to your mistress. You shall give the name Ishmael to the son to whom ${ }^{2}$ you are about to give birth because the Lord has heard your distress.' Hagar returned to her mistress Sarah. Hagar bore a son to Abraham, and Abraham gave the name Ishmael to his son whom Hagar had borne.
${ }^{1}$ Literally, 'and her name was Hagar'. This is a simple example of what is known as a circumstantial clause. They will be analysed more fully later on. They generally need to be rephrased slightly in order to render into idiomatic English.

2 There is a small misprint in Lambdin's text: saḡōl, not ṣerè.

## Lesson 26

(a) 1. Let me lie down
2. Let us seek
3. He will remember or let him remember
4. Let us break
5. Let me rest
6. Open . . . and shut (m.sg.)
7. Read . . . and write (f.sg.)
8. Break . . . and (then) burn (m.pl.)
9. Listen . . . and (then) know (m.pl.)
10. Stand . . . so that you may hear ${ }^{1}$ (m.pl.)

1 Note carefully the difference between the pointing of the conjunction here and the pointing of the waw-consecutive described in Lesson 24. The latter is the same as the pointing for the definite article, whereas in the present example it has its normal, simple pointing. In this case it expresses purpose, as explained by Lambdin at $\S 107$ (c). (The reason for this may relate to the meaning of the Jussive and Cohortative. For instance, 'Let me go to town and let me do some shopping' equals 'Let me go to town in order that I may do some shopping'.)


#### Abstract

${ }^{1}$ The following saying may help in memorizing the five I-K verbs which regularly have $\bar{o}$ in the preformative of the imperfect (Lambdin $\S 108$ (a)): 'He said, "I am willing to eat what you bake, though I perish!"'


2 The English here should read 'choose', not 'chose'.
(c) 1. The king rent his clothes and said, ${ }^{1}$ The city will be destroyed and the enemies will take its people prisoner'.
2. In the morning they will open the city gate and then you (m.pl.) will flee with us to the mountain lest they find you and slay you. ${ }^{2}$
3. Let us send him to the battle so that he may perish there.
4. Bind them and then take them outside.
5. Close the city gate because the enemy is coming ${ }^{3}$ against us.
6. You (m.sg.) shall love your mother and your father.
7. The wicked will perish (or Let the wicked perish) because they have no salvation.
8. And the prophet said, 'An evil day is coming when (literally, 'and') God will smite you and your children ${ }^{4}$ because you have not obeyed (the voice of) his prophet nor kept the law's commands'.
9. Take half the money for yourself and give me the other half.
10. You shall not eat of the birds of the sky.
11. Let us tell the king that the work is too hard for us.
12. Let them take (or They will take) the gold and give it to the others.

1 The imperfect of with wāw-conversive is usually wip reverts to a (patah ) in the final syllable at the end of a clause cannot be fully explained at this stage, but will become clear when pausal forms are treated in $\S \S 152$ and 155.
 it, וֹדֶח
${ }^{3}$ Grammatically, $\mathrm{N} \mp$ could be either 3rd masc.sg. perfect Qal or the masc.sg. participle Qal. Sense suggests that the latter is to be preferred, though the former is not impossible. In sentence 8, however, $火 \boldsymbol{q}$ can only be the participle, as the sequence following it makes clear.

4 While $\begin{aligned} & \eta \\ & \eta\end{aligned}$ means a son, strictly speaking, it may also be used with the wider sense of
 children of Israel'.
(d)

1
2
3
4
5


Lesson 27
(a) The construction studied in this Lesson, $\S 110$, and its development in the next is very characteristic of Biblical Hebrew prose. It is thus a great strength of Lambdin's Introduction that he explains it sufficiently early in the course to enable students to become thoroughly familiar with it by the end. It would be a mistake to offer a literal translation of all the sentences in this exercise, but students should be sure, first, that they understand how the English is derived from the Hebrew and, second, to ask themselves whether, given the English translation, they can see how to work back from it to the Hebrew. Thus usually English, the sentences starting directly with the subordinate clause or phrase. It would be wrong, however, to write such sentences in Hebrew without or or on in Similarly, once the main verb of the sentence is reached (e.g. בhpll in no. 1), it will not be immediately apparent from the English that this is wāw + a 'converted' form of the verb. Again, however, it would be quite wrong to continue with a verb on its own; the construction demands the use of the wāw-consecutive at this point.

A completely literal translation is supplied with the first two sentences in the hope that this will make these points clear for the remainder of the exercise as well. Students will then be able to check how well they have mastered this construction when they come to use it for themselves in exercise (c).

1. And it was, after the death of our father, and we left our city and passed through the land to the sea > After our father's death we left our city and . . .
2. And it will be on the coming day and I will send my maidservant to you as you said to me yesterday > Tomorrow I will send you my maidservant as you told me to yesterday.
3. In the moming he forgot the dream which he had had in the night.
4. When you obey (the voice of) my prophet I will remember (you) that you are my people.
5. When he saw the well of water he rejoiced.
6. When he heard her voice, he sent his angel to her.
7. On that day you will tend ${ }^{1}$ your flock here lest our enemies tie you up and take the flock.
8. When I call to you, you must flee ${ }^{2}$ from this place and return home.
9. In that year your enemies will surround your city because the Lord has cursed you because of the sins which you have committed against him.
10. On the seventh day God rested from his work.
${ }^{1}$ From ${ }^{\text {Tעָ }}$, 'to shepherd, tend' (of flocks); cf. Vocabulary 21, §89. It should not be confused with $\boldsymbol{y}$ g్q, 'to be evil, bad'. Lambdin lists this latter verb in the vocabulary of the present Lesson as $\boldsymbol{y}$ 그․ What he means by this is that, being a stative verb from a geminate root, its third person forms are irregular, like those of ${ }^{\text {app }}$; see the closing remarks in §87.

2 Strictly speaking, 'you will flee' (a 'converted' perfect). The context suggests, however, that this is in sequence with an implied imperative, and this needs to be brought out in translation.
(b) 1. The voice of your (f.sg.) distress
2. Half of his fruit
3. The year of our war
4. The day of your (m.sg.) work
5. The days of your (m.sg.) old age
6. The words of my mistress
7. Maidservants and female slaves ${ }^{1}$
8. The sister of the Canaanite
9. The property of the Egyptians
10. The altar of the temple
${ }^{1}$ These two words are virtually synonymous
(c) See the introductory remarks to exercise (a) above.

${ }^{1}$ Note carefully how לִפְקָ goes with suffixes. Although we tend to think of it as a preposition, it is really only the preposition ? with the construct plural of When suffixes are added, the vocalization needs to be modified accordingly: לִקִּ,
 regularly to לקרקֵיכֶּ, etc.
(d) The Lord visited Sarah as he had promised. Sarah bore a son to Abraham in (to') his old age and Abraham named his son whom Sarah had bome to him Isaac. ${ }^{1}$ The
child grew up with the son of Hagar the Egyptian. When Sarah saw the son of the maidservant with her own son Isaac, she said to Abraham, her husband, 'Drive away this maidservant and her son'.

This seemed like a very bad idea to Abraham ${ }^{2}$ because of his son Ishmael, but God said to Abraham, 'Listen to everything that Sarah is saying to you ${ }^{3}$ for in Isaac will your descendants be named, and as for the son of the maidservant I shall also make him into a great nation ${ }^{4}$ since he too is your descendant'.

So after this Abraham expelled Hagar and her son. The maidservant wandered about lost in the wilderness, and when the water and the food which Abraham had given her were finished she lay down on the ground and wept. God heard the lad's voice and the angel of God called to her from heaven, saying, 'What is the matter with you, Hagar? Fear not! for God has heard the lad's voice.'

After these things Hagar found a well of water. God was with the lad, and the lad grew up in the wilderness with his mother.
${ }^{1}$ Hebrew narrative often continues for long stretches with the use of the wäwconversive construction while English style demands that it be broken up sometimes into more manageable sentences.

2 Literally, 'The thing was very bad in the eyes of Abraham'.

3 The Hebrew syntax seems at first to be a little disjointed: '(As for) everything which Sarah is saying to you, listen to her voice'. In fact, 'her voice' is included after the main verb as a way of resuming the whole of the clause which precedes, this being known technically as a casus pendens. It has the effect of giving a certain emphasis to the opening words of the sentence. See the next note.

[^11]pronominal object suffix attached directly to the verb (7pin = 'I will make him'), a form not studied until the last few chapters of the book.

## Lesson 28

(a) The infinitive construct with suffix may be regarded as the second main form in which we find what we have called the 'middle Shewa' (see note 2 to exercise (a) of Lesson 20). Thus in דָחקדי it is silent enough to close the first syllable, which thus has a short $o$ vowel (not a long $\bar{a}$ ), but voiced enough not to require a daghesh in a following begadkepat letter. Of course, if this middle letter of the verbal stem is a guttural, the Shewa will be composite, e.g. פָּחָּי.

1. so that you may observe the law
2. when he killed ${ }^{1}$ his enemies
3. when the king sent his servants
4. when the man heard our voice
5. when we made a covenant
6. when he created the creeping things
7. to kill all the males
8. when they cry out to me
9. when you wrote his words
10. when our enemies burnt the city
11. when he gave names to the animals
12. when I tore my clothes
13. because they shut the gate
14. until they find him
15. not to eat the beasts of the field
16. not to transgress his commandments
${ }^{1}$ The infinitive construct is not tied to any particular tense, but must be translated in a way which suits the wider context in which it is found. In the isolated phrases of this exercise there is no way of telling whether a past, present or future is intended.

(b)<br>1<br>2<br>3<br>4<br>5<br>6<br>7<br>8<br>9<br>10<br>11<br>12

${ }^{1}$ There does not appear to be any appreciable difference between the meaning of $\mp$ and Tith the infinitive construct; they may therefore be used interchangeably.

2 At the end of $\S 115$ Lambdin states correctly that the infinitive construct is negated with יְּקְּ; in fact, just as 'to do something' is expressed by ? + infinitive construct, so
 own. The examples Lambdin gives in his description should make this point clear.
(c) 1. When they choose him as king, he will sit on the throne. ${ }^{1}$
2. Why have you acted wickedly ${ }^{2}$ in my sight by not listening to my voice?
3. When he found the boy, he killed him.
4. When we heard the voice, we rejoiced.
5. I am/was not able to eat this bread.
6. They wanted to kill the inhabitants of the city but they were not able to find them.
7. After he has gathered the men to himself in his house he will prepare (make) a great banquet.
8. You are good because you have remembered my commandments not to sin against me.
9. When he saw her (and) that she was very beautiful in form and appearance, ${ }^{3}$ he loved her and desired her as his wife (literally, 'to him for a wife').
10. When the Lord visits Sarah she will conceive and bear a son to her husband.
11. Who will want to redeem you (f.sg.)?
12. They went out of the palace so as not to hear the words of the evil king.
13. After they ceased to listen to the voice of the prophet, they committed many sins.
14. The people have finished crossing over the river.
15. The years were like days in his sight while he loved her.
16. When the woman seized his garment, he left his garment and fled from the house.
${ }^{1}$ This sentence uses the same construction as that studied in the previous Lesson, but now with $\underset{\square}{ } \boldsymbol{\eta}$ or + infinitive construct in the subordinate clause. Lambdin refers briefly to this at the end of $\$ 115$ (a), but it is worth emphasizing that it is extremely common. The first sentence could thus be translated literally, 'And it will be, in their choosing him for a king, and he will sit (wāw-conversive) on the throne'. Note
carefully the same basic construction in numbers 3, 4, 7, 10 and 16 of this exercise. (Nos. 9 and 13 are similar, but they do not use the infinitive construct in just this way.)
${ }^{2}$ Literally, 'Why have you done the evil . . .?' We might have expected ${ }^{7}$ before
 always to use $\bar{T} \boldsymbol{K}$ in their own compositions, the Hebrew Bible is not itself fully consistent in its usage.
${ }^{3}$ Note this use of the construct of the adjective, 'beautiful of form and beautiful of appearance'. For the pointing of
(d)
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2
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6

## ${ }^{1}$ See 858.

${ }^{2}$ See $\S 117$ for this noun which frequently serves for the infinitive construct of
${ }^{3}$ Being a stative verb, §87.
${ }^{4}$ For some reason Lambdin does not explain at $\$ 115$ (b) that when infinitive of the strong verb it forms a closed syllable with the first letter of the verbal stem. If the second letter of the stem is a begadkepat letter, it must therefore have a
 down in that paragraph should thus be corrected to לִשׂ.

 However, the correct form of the infinitive construct of a III-He verb is not learnt until Lesson 31.

7 For the forms of the perfect tense of ${ }^{2}{ }_{*}$, cf. §87.

8 After יכל ${ }^{2}$ the infinitive construct may be used on its own or with ל; contrast nos. 5 and 6 of exercise (c). However, in the Hebrew Bible the construction occurs 122 times with ל, but only 27 times without. It is therefore better on balance to introduce the infinitive construct with לילל after לק

## Lesson 29

(a) 1. Give me two books
2. Take (f.sg.) your silver
3. The man will approach me
4. And the woman made (literally, 'vowed') a vow
5. Do not hate your (m.pl.) brother
6. And he smote them with ${ }^{1}$ many severe plagues
7. And they took his tunic and tore it
8. Two old men are walking on the road
9. Approach me, my daughter
10. Set out for (towards) Egypt!
11. Give us help
12. He will fall to the ground when you approach him
13. It is good of you to give me the silver (literally, 'your giving to me the silver is good')
14. Lift up your eyes towards heaven

1 Note that $ף$ is followed by a cognate accusative in Hebrew rather than by a preposition, as in English.
(b)

${ }^{1}$ Remember that, despite its form,,$\underset{\nabla}{\boldsymbol{\gamma}}$ is feminine. The daghesh in the $\Pi$ of the feminine forms of is unexpected and so needs to be learnt carefully.
(c) 1. I cannot/was not able to carry these stones ${ }^{1}$ because they are/were too heavy for me to pick up (literally, 'because they are heavy from my picking them up').
2. He will not want to approach you when you call to him.
3. Gather the people to this place ${ }^{2}$ lest they perish at the hands of the enemies.
4. He fled to the mountain so that they should not take him or his cattle.
5. Shut the gate of the city lest the men approach and kill us.
6. And they planted a vineyard there and many trees.
7. When he approached me I looked up at him (literally, 'I lifted up my eyes to him') and said, 'Why have you come to me, my son?'
8. The woman wandered about lost with her two sons and was not able to find water for them.
9. I wanted to set out yesterday but I could not find my garments or my tunic.
10. When they open the gate you will go outside.
11. Come now, let us hearken to his voice, for he is righteous in our eyes.
12. Take (m.pl.) your property and everything that is yours and travel to that land and you dwell too ${ }^{3}$ in the land of your fathers' residence.
${ }^{1}$ See note 2 to exercise (c) of Lesson 28.

2 In this sentence $\begin{aligned} \text { and } \\ \text { must be the adverb and not the fem. pl. pronoun. }\end{aligned}$

3 In this sentence 'you' should dwell in that land as well as 'your fathers' who did before you.
(d)

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1 When 'hands' occurs, it will virtually always be dual, as here; cf. $\S 92$.

2 Note carefully the pointing of the ל. As Lambdin observes at the end of $\S 118$, it is always pointed with qámes before an infinitive construct if it comes immediately in

${ }^{3}$ Cf. §118(e).
(e) Now ${ }^{1}$ Laban had two daughters; the name of the elder was Leah and the name of the younger was Rachel. Rachel was beautiful in form and appearance, ${ }^{2}$ and Jacob loved Rachel; so he said to Laban, 'I will serve you seven years for Rachel, your
younger daughter'. Laban replied (said), 'It is better for me to give her to you than for me to give her to any other (another) man'.

So ${ }^{1}$ Jacob served seven years for Rachel, and they (which) seemed like a few days to him because he loved her. Then ${ }^{1}$ Jacob said to Laban, 'Give me my wife because I have fulfilled my time (literally, 'my days are full')'. So ${ }^{1}$ Laban gathered all the men of the place and he prepared a banquet. In the evening he took Leah, his elder daughter, and gave her to Jacob and he came in to her in the night.

In the moming, when Jacob saw that Leah was with him, he said to Laban, 'What is this that you have done to me? Did I not work with you for Rachel, so why have you deceived me?' Laban said, 'In our place it is not (done) to give the younger before the firstborn. I will give you this one too in exchange for the labour with which you will serve me for another seven years.' Then Laban gave Rachel in marriage (literally, 'for wife') to Jacob, and Jacob served Laban for another seven years for Rachel.

1 While Hebrew narrative often uses the conjunction wāw as a connection, English style demands the use of words like 'so', 'then' etc.

2 Cf, note 3 to exercise (c) of Lesson 28.

## Lesson: 30

(a) 1. Our going down to Egypt
2. Sit here!
3. When you bear a son
4. Know that the king is coming!
5. Do not be afraid (f.sg.)!
6. You will not be able to sleep.
7. You (m.pl.) will inherit this land.
8. Go down to the city!
9. Sit (i.e. stay) in your house!
10. We will be able to go in the morning.
11. Leave (m.pl.) the city!
12. When you:inherit it (f.)
(b)


${ }^{1}$ Cf. §107(c).
(c) 1. The keeper of Israel will not sleep.
2. And the men came near to him to inquire after his health.
3. When the people call to me, I will answer them.
4. And when the child slept, he had a dream.
5. The valley to which you are going 1 is very far from this place.
6. They killed the master of the house and took all his property with them and left the city.
7. The man inquired and said, 'What have I done that you should hate me?'
8. I will lie down in peace to sleep ${ }^{2}$ because you are with me, O Lord God.
9. Come near to the temple and listen to the prophet's words.
10. Why did you not answer when I inquired after your health?
11. The evil will not come near your house because the Lord has given his angels to watch over you and all your ways. ${ }^{3}$
12. What will you request of me?
13. They captured the city before its inhabitants had fled to the wilderness.
${ }^{1}$ See $\$ 70$ for this construction.

2 Notice that this is not a wāw-conversive on the imperfect (which would have to be pointed like the definite article -- וָָּים -- and which in any case would not fit after a preceding imperfect), but a simple wāw on the imperfect which expresses result. or purpose: 'so that I may sleep'; see note 1 to exeicise (a) of Lesson 26, aind cf. $\S 107$ (c).
${ }^{3}$ A daghesh has been accidentally omitted from the first letter of this word in the Hebrew. It should read
(d)

1 2 3 4 5
${ }^{1}$ Under 'tell' in the English-Hebrew glossary, Lambdin gives 7Th, a form of verb which has not yet been studied. In fact, in a context such as the present one, where 'tell' means 'command',
(e) Jacob dwelt in the land where his father had resided (literally, 'the land of his father's sojournings') in the land of Canaan. This is the history ${ }^{1}$ of Jacob. Joseph, who was seventeen years old, ${ }^{2}$ was with the sheep, tending them with his brothers. ${ }^{3}$ Now Israel ${ }^{4}$ loved Joseph more than all his sons because he had been born to him in his old age (literally, 'because he was to him a son of old age'), and so he made for him a full garment with long sleeves. His brothers saw that their father loved him more than all his brothers and they hated him and could not speak peacefully to him.

Joseph had some dreams and in his dreams his brothers, his father and his mother would bow down before him. He told his dreams to his brothers and they hated him because of his dreams and because of what he said (literally, 'his words'), and he also told his father. Then his father rebuked him and said to him, 'What is this dream which you have had? Shall I, your mother and your brothers indeed come ${ }^{5}$ to bow down to the ground before you?

His brothers hated him, but his father remembered what he had said (literally, 'kept his word').

1 nas traditionally been given the meaning 'generations'. This kind of formula is used at a number of places in Genesis, usually to introduce the following block of narratives, but its precise significance is a matter of dispute.

2 Notice this idiom for expressing someone's age: 'Joseph, a son of seventeen year(s) was. . $\therefore$

3 This clause cannot be rendered directly into acceptable English and so needs to be paraphrased slightly: 'Joseph . . . was shepherding with his brothers over (in) the flock'.

4 An alternative name for Jacob.

5 Because Jacob includes himself (7) amongst the list of people who form the subject of the sentence, the verb in Hebrew must be in the first person plural.

## Lesson 31

(a) 1. They will build a new city.
2. Let there be light.
3. And he became very angry.
4. And the water ceased from off the face of the land.
5. And we went up to Jerusalem.
6. When I saw them.
7. We will make a wooden god (or wooden gods).
8. When they tended their flock.
9. And he answered and said.
10. Do not drink the water.
11. Do not wander about lost. ${ }^{1}$
12. Stretch out your hand.
13. Why are you weeping?
14. And they have finished doing the work.
15. And they went up to the mountain to see the animals.
16. He will tend his people like a shepherd.
17. And we sat down and ate and drank.
18. Do not weep for the wicked.
19. I will stretch out my hand towards heaven.
20. And the woman wandered about lost in the wilderness.
21. And they slaughtered some of the herd and some of the flock.
${ }^{1}$ Until now a negative imperative has been expressed only by with the imperfect; cf. §102. In fact, however, as in this case, the construction may also use the jussive.
(b)

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1. 5

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${ }^{1}$ In the expression 'to be afraid of something/someone', $\kappa$ ' is usually followed by either a direct object or by the preposition $ן$. 'To be afraid to do something', however, is expressed by $י$ ירא with the infinitive construct introduced by either or or
(c) 1. And the woman made (literally, 'vowed') a vow and said, 'I will give to the Lord this child whom I shall bear and he will dwell in the temple of the Lord and serve him all the days of his life.
2. And the man said, 'Why have you chosen me seeing that (literally, 'and') I am the youngest in my father's house?'
3. And the Lord answered him, saying, 'I will be with you in all that you do'.
4. Those who hate me have surrounded me and those who love me have abandoned me.
5. Why will you (m.pl.) leave the land where your father dwelt and return to that land?
6. We were ashamed because he did not take the offering which we had given him.
7. And the Lord said to Moses, 'Stretch out your hand towards the sky so that there may be darkness over the land of Egypt'. So Moses stretched out his hand towards the sky and there was darkness throughout the land of Egypt. People could not see one another and nobody got up from where he was. ${ }^{1}$

1 Literally, 'And they could not see each man his brother (cf. Vocabulary 31, §123) and they did not arise a man from his place'.
(d)



2 For the pointing of the conjunction, see note 1 to exercise (b) of Lesson 9. The qámes of the conjunction then has a similar effect on the pointing of $\gamma \underset{\sim}{~ T ~}{ }^{\top}$ as the addition of the


3 Note the construction after هضלא. See the note in Vocabulary 21, §89.

4 The article is generally used in this expression.
(e) And his brothers went ${ }^{1}$ to tend their father's flock at Shechem, and Israel said to Joseph, 'Are not your brothers shepherding at Shechem? Come now, I will send ${ }^{2}$ you to them. Go (and) see how your brothers are getting on -- and the flock.' So he sent him from the valley of Hebron and he came to Shechem.

When he did not find them at Shechem, he went and found them at Dothan. His brothers saw him from far off, and before he approached them they said to one another, 'Here comes the dreamer. ${ }^{3}$ Now come on, let's kill him and put him in one of the pits. We'll say that some evil beast has eaten him.'

Reuben heard what they were saying and said to them, 'Do not shed blood nor lay a finger on him (literally, 'and do not send a hand against him')'. But when Joseph came to his brothers they seized him and took his tunic from him and threw him into the pit. Now the pit was empty, without any water in it. ${ }^{4}$

1 The first word should have a daghesh in the yöd :
${ }^{2}$ Literally, 'Go in order that I may send you' (simple wāw + imperfect), but cf. Lambdin's remarks in the vocabulary to this Lesson, 'Idioms (2)'.

3 For the use of

4 An asyndetic (i.e. without the conjunction) clause introduced by ${ }^{\mathbf{N}}$, is quite often used to express 'without'.

## Lesson 32

(a) 1. And when the people ask him, he will not answer them.
2. Flee, because your enemies are pursuing you!
3. Who is the man who is running ${ }^{1}$ to meet us?
4. They sold the cattle which they had bought there.
5. Where did you put the vessels of water?
6. And he was a just man in all that he did.
7. And he saw that ${ }^{2}$ the king's officer was coming towards him.
8. And he arose and went with him towards the wildemess. ${ }^{3}$
9. And he put the books in front of his mother.
10. And at midday I saw a man coming to meet me.
11. And I arose and fled from before him.
12. I will lie down and sleep here until morning.
13. Our house is near to the temple.
14. Chase after them, for they have taken our property.
${ }^{1}$ The definite article with the masc. sg. participle of $\gamma 7$, 'to run'. Although students often find it hard to remember at first, it is much better style to use this construction when appropriate than to use xis.

2 See Lambdin's discussion under in in the vocabulary to this Lesson. The construction demands that $\mathcal{\beta}$ 习e construed as a participle, not a 3rd masc. sg. perfect.

3 The last word in this sentence should be pointed הַקְּ
(b)
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2. 11

1 'Leave' here has the sense of 'depart'. The two verbs listed under 'leave' in the glossary (

2 In Hebrew, 'to burn' is usually expressed with this addition of $\boldsymbol{b}^{\prime}$ 루, 'with fire'. Note that, as often with class and material, the definite article is used in this idiom.
(c) 1. Our hand will be against him when we kill him.
2. Arise (f.sg.) and return home.
3. We did not wish to fast.
4. What profit is there for us in sojourning ${ }^{1}$ here?
5. Let us put our brother on the throne.
6. I am not able to run.
7. Stop ${ }^{2}$ fasting.
8. And he dwelt there.
9. And he put him in his grave.
10. The boy will run to the field.
11. The young men are all returning to their own homes. ${ }^{3}$
12. Flee, for your enemy ${ }^{4}$ is coming!
13. They wanted to return, but could not.
14. Who wishes to dwell there?
${ }^{1}$ Literally, 'that we should sojourn here'.

2 Sense suggests that this is a case where the imperfect serves for the imperative; cf. $\S 106$.
${ }^{3}$ For this idiom of a plural verb followed by a distributive singular, cf. Vocabulary 31, § 123.

4 The htreq under the $y^{-0} \underline{d}$ is the result of the application of the rule of Shewa: the sere of دix reduces before the suffix, but this particular suffix opens with another voiced Shewa. The resulting impossible $\bar{\eta} \boldsymbol{\gamma}$
(d)

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1 Although there have been several occurrences of retracted tone affecting a form of the imperfect in the Hebrew-English exercises, this is the first time it has had to be used for a piece of translation into Hebrew. This feature may be said generally to affect forms of the imperfect Qal whose first syllable is open and pointed with a long vowel and whose second
 that with the waw-conversive the stress moves back from the last syllable to the penultimate. The last syllable is then an unstressed, closed syllable, which in Hebrew must always have a short vowel, as has been frequently noted. Thus forms like (the final syllable is pointed with a short $o$, not a long $\bar{a}$ ) result. The same will apply to the geminate verbs in the next chapter. First person singular forms are not affected, however (וָקוֹ), probably because of the different vocalization at the start of the word. Although these shortened forms of the imperfect with waw-conversive appear to be related to the jussive, this is coincidental. The shortened form of the jussive is part of the formation of that mood whereas the shortening of certain imperfects with wāw-conversive results merely from the new tone situation brought about by the addition of the waw with the consequent strengthening of the tone in the first syllable of the verb itself.

2 For the suffix, cf. §116 (2) and Vocabulary 31, §123.
${ }^{3}$ Cf. note 2 to exercise (b) above.
(e) Now the brothers of Joseph sat down to eat some food and when they looked up they saw a caravan of Ishmaelites coming from Gilead on their way down to Egypt. ${ }^{1}$

Then Judah said to his brothers, 'What shall we gain by killing our brother? Come on! Let's sell him to the Ishmaelites and let not our hand be against him ${ }^{2}$ for he is our brother, our own flesh. ${ }^{3}$

His brothers agreed (literally, 'heard') and sold Joseph to the Ishmaelites, and so Joseph went down with them to Egypt.

Potiphar, an officer ${ }^{4}$ of Pharaoh, an Egyptian man, bought ${ }^{5}$ him from (the hand of) the Ishmaelites, but the Lord was with Joseph and he was a successful man in his Egyptian master's household.
${ }^{1}$ The last four words of the sentence constitute a circumstantial clause; cf. note 1 to exercise (e) of Lesson 25. A circumstantial clause stands outside the narrative sequence in order to describe the circumstances prevailing at the time. Note the introductory wāw, the subject first, to break the narrative sequence, and the use of the participle to indicate that the description is co-temporal with the whole of the surrounding narrative. This last point is also emphasized by the use of לֹלךכים, 'going' before לדֶדֶח, 'to go down', when strictly speaking $[7\rceil^{4}$ alone would be sufficient.

2 I.e. 'Let us do him no harm'.
 own flesh and blood'.
 a definite noun, 7 , 9 ; cf. $\S 72$. Sense, however, suggests that this rule should not be pressed in every case.

5 Waw-conversive with the 3rd masc. sg. apocopated imperfect of 3 ; cf. the table of forms on p. 144 of Lambdin.
(a) 1. Do be gracious towards him ${ }^{1}$ and do not shed his blood.
2. The city will be desolated and its inhabitants will be silent.
3. Who is able to measure the sky?
4. The matter will be evil in his opinion.
5. They finished ${ }^{2}$ crossing the river.
6. They were dumbfounded when they saw us.
7. After you have measured the field.
8. And the words were evil in my eyes.
9. How will you do the work?
10. And they finished eating.
11. And now be gracious towards me, for I am your servant.
12. Before you (m.pl.) surround the city.
13. And the earth was silent when he stretched out his hands.
14. We counted (literally 'measured') the silver.
15. And when he heard my words, he became angry ${ }^{3}$ with me.
${ }^{1}$ 2nd masc. sg. imperfect or jussive; literally, 'you will be gracious'. The use of the particle ${ }^{-1}$ in in the following clause suggests that the verb here should be taken as jussive.
${ }^{2}$ Cf. §87.
 apocopated imperfect. The word means literally, 'burn, be kindled', and this can have the metaphorical meaning of 'to burn with anger'. In the idiom used thus far, ? $=$, it was kindled for him' = 'he was/became angry'. In the present sentence, the same meaning is reached, but by the idiomatic use of 9 为, 'his nose', as the subject of the verb; thus 'his nose was kindled' = 'he was angry'; similarly, angry', etc.
(b)

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$1{ }^{7}{ }^{\eta}$ is followed by the imperfect, never by the infinitive construct.

2 This is the form of the infinitive construct Qal of ${ }^{2}$ with suffix which we expect on the basis of the regular paradigm. In fact, only once is the infinitive of this verb used with a suffix in the Bible, and there it takes the form inmion (Ezek. 33:12). Perhaps, then, it would be safer to express this sentence in a different form: כית עִ לִידֵֶה
(c)

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${ }^{1}$ For this irregular imperfect, cf. §120, p. 139.

2 As with ${ }^{2}$ תָ in the previous exercise, we give here the form expected on the basis of the paradigm supplied by Lambdin. In fact, however, as he candidly observes at the start of §126, geminate verbs show little regularity in their forms. Thus, the only attested form of
 !לְחִגֶּ
 p. 134.

4 Note the interrogative adverb, 'whither?' before a verb of motion.

5 For this word, cf. Vocabulary 31, §123. In the glossary, however, Lambdin gives 1 T ;


6 See note 1 to exercise (d) of Lesson 32.

7 In Hebrew two verbs are often used together like this to express a single idea. Some of the commonest examples are discussed later in §173.
 appropriate here.

9 Note again how economical it can be to use the participle in cases like this one; cf. note 1 to exercise (a) of Lesson 32.
(d) After these things Potiphar's wife lifted up her eyes to Joseph ${ }^{1}$ because he was good looking and she said to him, 'Lie with me', but Joseph refused and said to her, 'My master has made me responsible for (literally, 'has put into my hand') everything which he has; there is no one greater than I in this house and he has not withheld anything from me except you, because you are his wife. So how can I do this great evil, and sin against God?'

Now, when she spoke to Joseph day after day, he would not listen to her request ${ }^{2}$ to lie with her (or) to be with her. So on a certain day when he came to the house to get on with his work and none of the household staff were there in the house ${ }^{3}$ she seized him by his garment and said, 'Lie with me', but he left his garment in her hand and ran off outside.

When she saw that he had left his garment in her hand and run outside, she shouted to the men of her household, saying to them, 'Look, the Hebrew slave came to lie with me, but I screamed out loud and when he heard me (literally, 'my voice') he left his garment by me and ran off outside'.

Then when her husband came home she told him the same story. 4 When he heard what his wife had to say (literally, 'the words of his wife') he was furious. He took Joseph and put him in the place where the king's prisoners were.
${ }^{1}$ Several modern translations interpret this as 'took notice of Joseph', whereas Lambdin's note suggests rather 'ogled, flashed her eyes at'.

2 This is supplied to make for a smoother translation.

 therefore used rather like the participle in the examples studied earlier (cf. note 1 to exercise (e) of Lesson 32).

4 'She spoke also to him according to these words.'

## Lesson 34

(a) 1. The stricken people or the people who are/were/have been stricken
2. The slain priests or the priests who are/were/have been slain
3. The vessels are/were/have been smashed
4. The vineyard is/was/has been burned
5. The accursed wicked men or thewicked men who are/were/have been cursed
6. The written word or the word which is/was/has been written
7. The Egyptian who was/has been sent
8. The planted trees or the trees which are/were/have been planted
9. The prisoner is/was/has been bound
10. The Hebrews who are/were/have been called
11. The built city or the city which is/was/has been built
12. The closed gate or the gate is/was/has been closed
13. The tablets are/were/have been smashed
14. The slaughtered cow or the cow which is/was/has been slaughtered.
(b) $\quad 1$ กing pu

# 3 4 5 

1 Or construct, now ind and so on for the other numerals in nos. 1-4.

2 A masculine collective noun.
 takes the masculine form of the numeral.

4 Or חָחֵט

5 Despite the form of its plural ending,
(c) This exercise gives practice in translating the infinitive absolute. For convenience, the number of the relevant section of $\S 129$ is added in brackets after each sentence.

1. And the man walked along weeping (2).
2. I have indeed seen the sin of my people (1).
3. Will you really give me some help? (1)
4. Remember the Sabbath day (4).
5. We shall certainly perform our vows (1).
6. You will obey my voice and keep my commandments (3).
7. You will certainly not rest from your work before it is finished ${ }^{1}$ (1).
8. Shall your mother and I really come before you? (1)
9. The man went back and forth ${ }^{2}$ (2).
10. You must certainly not forget the words of your wise men all the days of your life (1).

1 Infinitive construct of singular suffix, referring to 'the work'.
${ }^{2}$ For the pointing of the conjunction with qames, see note 1 to exercise (b) of Lesson 9.
(d)

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| 2 |

${ }^{1}$ If 'so that' introduces a final clause ( $=$ 'in order that'), it may be expressed by either $\}$ + imperfect or by include the use of the conjunction (כעעב construct; cf. $\$ 115$ (b). However, if 'so that' introduces a consecutive clause (= 'with the result that'), then simple wāw + imperfect (or sometimes jussive) will suffice. This construction may, however, also introduce a final clause.

2 Remember that, despite its form in the plural, ind is a feminine noun and so requires the masculine form of the numeral.

3 Cf. Vocabulary 16, §74.
(e) While Joseph was in the prison, he interpreted the dreams of Pharaoh's officers who were there with him, and as he gave them an interpretation, so it came about.

Now at the end of two years, ${ }^{1}$ Pharaoh had a dream. In it (literally, 'and behold') he was standing by the Nile when up from the Nile there came seven good-looking cows. However, just as ${ }^{2}$ they were grazing on the bank of the Nile, up came seven other cows, all gaunt-looking, 3 after them from the Nile. They stood beside the good-looking cows on the bank of the Nile, and then the gaunt-looking cows ate up the seven good-looking cows. At that point Pharaoh woke up.

In the morning he sent and called for all the wise men of Egypt, but they were unable to interpret Pharaoh's dream. Then the officer of Pharaoh who had been in the prison with Joseph spoke up: 'I was once in prison, and with me there was a Hebrew young man. He interpreted my dream for me, and the interpretation he gave me came true (literally, 'and when he interpreted, so it was').'

So Pharaoh sent and called for Joseph. 'I have had a dream', he said to him, 'but there is no one who can interpret it. However, I have heard it said about you that you know how to interpret a dream.'

Joseph replied to Pharaoh, 'May God grant Pharaoh's welfare ${ }^{4}$.'
After he had heard Pharaoh's dream, Joseph said, 'God has told Pharaoh what he is about to do. $5^{5}$ The seven good cows represent ('are') seven years of plenty and the seven gaunt-looking cows represent seven years of famine. This is what (literally, 'that is the thing which') God is about to do: seven years are coming (in which) there will be great plenty throughout the land of Egypt, but after them there will follow (literally, 'arise') seven years of famine.'

1 The dual of הมp.

2 An attempt to capture the force of

 ('gaunt' rather than 'evil') is suggested by the context; cf. the New English Bible at Gen. 41:3.

4 The translation of this sentence is not certain. I have followed the approach which Lambdin's note seems to suggest.
${ }^{5}$ For the use of the participle to express the immediate future, cf. §26. English style demands a slightly different word order from Hebrew here. Literally translated, the sentence says, 'What God is about to do he has told Pharaoh'.

## Lesson 35

(a) 1. Take the food lest you be hungry on the way.
2. Let us abandon the city and flee to the mountain so that we may live.
3. And he met ${ }^{1}$ the two men standing ${ }^{2}$ on the bank of the Nile.
4. Be with your brother lest ${ }^{3}$ evil befall him while he is travelling here.
5. The woman went to the temple weeping all the while ${ }^{4}$ and she lifted up her eyes towards heaven and made (literally, 'vowed') a vow to the Lord.
6. They pursued him, caught him and killed him -- and to think that ${ }^{4}$ he was the brother of the priest in Jerusalem!
7. Why did you slaughter these cattle, seeing that ${ }^{4}$ they were not yours?
8. It will go well with the rich, but the poor will perish.
9. He met us while we were going to the camp and he spoke to us after this fashion (literally, 'according to these words').
10. The men do not know that you are not my sister.
11. He put the firmament between the water which is above the heavens and the water which is beneath the heavens (by the way, ${ }^{4}$ the firmament is the sky).
12. There is no righteous man in the city -- only wicked ones.
13. There is no water in the cistern; there are only some stones there.
${ }^{1}$ This is the apocopated form of the 3rd masc. sg. imperfect Qal of ${ }_{\text {PT }}$.

2 A circumstantial clause as in $\S 132$ (b). Literally, the clause reads 'and they were standing $\ldots$. . = 'while they were standing'.


4 Attempts to catch in slightly different ways the force of these circumstantial clauses.
(b) So Joseph said, 'And now let Pharaoh choose ${ }^{1}$ an intelligent and wise man and let him set him over the land of Egypt so that ${ }^{2}$ he and his men may gather ${ }^{3}$ all the food of these good years which are coming and then the food will serve as (literally, 'be') storage supply for the land for the seven years of famine which will be in the land of Egypt; thus the land will not perish in the famine.'

This seemed like a good idea to (literally, 'And the word was good in the eyes of . . . ') Pharaoh and all his servants. So Pharaoh said to Joseph, 'There is nobody as intelligent and as wise as you. You shall be over my household and my people. Only in regard to the throne shall I be greater than you.' So Pharaoh said to Joseph, 'See, I hereby ${ }^{4}$ appoint you over all the land of Egypt'.

After the seven good years there was a famine in every country (literally, 'in all the countries'), but throughout the land of Egypt there was food. All the population ${ }^{5}$ of Egypt grew hungry and the people cried out to Pharaoh for food. Then Pharaoh said to all the Egyptians, ${ }^{5}$ 'Go to Joseph; do whatever he tells you'. Now the famine was across the face of the whole earth and so everyone ${ }^{5}$ came to Egypt to buy food. When Jacob realized (literally, 'saw') that there was food in Egypt, he ${ }^{6}$ said to his sons, 'Now that (literally, 'behold') I have heard that there is food in Egypt, go on down there and buy some for us so that ${ }^{7}$ we may live rather than ('and not') die'.
${ }^{1}$ The jussive Qal of wāw-conversive: K 근.
${ }^{2}$ Simple waw (not wāw-conversive, which with the imperfect is pointed like the article) to introduce a final clause; cf. note 1 to exercise (d) of Lesson 34.
${ }^{3}$ The verb is singular because 'he' is its main subject. subsequently by way of additional explanation.

4 The perfect sometimes has this present 'performative' meaning. It appears to have that meaning here because the sentence adds nothing otherwise to what Pharaoh has already said, and because it is given special emphasis in the present context by the repetition of the speech formula before it.

5 Notice how on three occasions in this paragraph a geographical location stands for the people who live in it: 'all the land of Egypt' = 'all the population of Egypt'; 'all Egypt' = 'all the Egyptians'; 'the whole earth' = 'everyone'.

6 There is no need to repeat the name Jacob in English.

7 Another example of simple waw with the imperfect (which is therefore not apocopated, of course); cf. note 2 above.

## Lesson 36

(a) 1. Your father is still alive.
2. And the officer said, 'Where are you, my lord?'
3. Run to meet ${ }^{1}$ him!
4. Where will we be able to find food, since there is no bread in the city?
5. Obey me so that you may be an intelligent and wise man.
6. I am not fleeing to the mountain.
7. Buy some food for us lest we be hungry.
8. Here is your wife; take (her) and go to your own country.
9. Build (m.pl.) yet (another) great city!
10. I am now giving you understanding and wisdom.
11. Your brother has fled from the city, so pursue him!
12. Do you not know that this is the Sabbath day?
 goes TMW? etc.
(b)

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${ }^{1}$ This word is not given in the vocabulary or the English-Hebrew Glossary, but cf. p. 329. It is, of course, closely related to
${ }^{2}$ Cf. §87.
(c) 1. Now that your father is dead, return to your own country and people.
2. And the king said to the prophet, The words of the other prophets are unanimous ${ }^{1}$ (in prophesying) good to the king, so let your words be as their words'.
3. Since she is your wife, why (literally, 'how?') did you say that she was your sister?
4. Here is the land before you; dwell in it in peace.
5. In three more days you will know that my words are truth (i.e. 'that I have spoken the truth').
6. Now that I am old and do not know the day when I will die (literally, 'the day of my death'), attend to what I say so that I may give you a blessing.
7. Since this city is near (enough) to flee to, let me flee thither so that I may live.
${ }^{1}$ For this idiom (literally, 'to be of one mouth'), cf. Vocabulary 21, §89.
(d)

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${ }^{1}$ Note that

2 When the particle $M i$ is joined to the preceding word with maqqēp, it takes the primary stress of the combination. In this case, therefore, the imperative $\boldsymbol{y}$ has to be shortened to because of the rule that unstressed closed syllables always have a short vowel; cf. §102.
${ }^{3}$ Note the discussion of this idiom in the Vocabulary to this Lesson.
(e) So Joseph's ten brothers went down to buy food from the Egyptians, ${ }^{1}$ but Jacob did not send Benjamin, Joseph's brother, with his brothers, for he said, 'Lest some evil befall him.' Thus the sons of Israel arrived amongst those who were coming to Egypt, because there was a famine in the land of Canaan. Joseph's brothers came and bowed down to him with their faces to the ground, and when Joseph saw his brothers he recognized them, but they did not recognize him. Then he spoke harshly to them: 'Where have you come from?' They said, 'From the land of Canaan to buy food', and then, as Joseph remembered the dreams which he had had, he said to them, 'You are spies! You have come to spy out ('see') the weak points in the land's defences (so NEB for 'the nakedness of the land')', 'No sir', they replied to him. 'Your servants have come to buy food. We are all the sons of one man. We are honest men; your servants have not come ${ }^{2}$ as spies.' But he insisted in reply (literally, 'he said to them'), 'No! on the contrary you have come to spy out the land's weaknesses'.

They said, 'Your twelve servants are brothers, we are the sons of one man in the land of Canaan. The youngest is even now ${ }^{3}$ with our father, while one is no longer alive.'

Then Joseph said, 'It is just as I told you when I said that you are spies. This is how (literally, 'in this') I am going to test you: as Pharaoh lives, you will not leave here unless your youngest brother comes here. Send one of you to fetch your brother, and you will stay here. In this way I will test your words (to see) whether you are telling the truth (literally, 'the truth is with you') or not. As Pharaoh lives, you are spies.'
${ }^{1}$ See note 5 to exercise (b) of Lesson 35.

2 This seems to be the force of $\begin{gathered}\text { hהי } \\ \text { here: 'your servants were not spies', i.e. in planning }\end{gathered}$ their journey it was not their intention to act as spies.

3 הַּוֹם on its own is used for 'today'.

## Lesson 37

(a) 1. The vessel was smashed:
2. The meat will be eaten: יהּקָ.

4. Words of truth will be heard: 7 I
5. No man will be cut off from the throne: יָּקר.
6. The voice of their song was heard:
7. Nothing has been withheld from you:
8. How will the people be tested?
9. We alone are left: גנְ
10. The word of God will be confirmed: ן.....
11. You will all be remembered:


14. And Joseph was sold into the hands of the Egyptians:

16. Those who flee will be seized: 湤.


19. Be opened, $\mathrm{O}^{5}$ gates!
20. The abandoned cities will be burned: דקהּקוֹרוֹת.
${ }^{1}$ This form comes about by application of the rule of Shewa: in the impossible which might be expected if the paradigm of the strong verb were applied mechanically, the first voiced Shewa has to become a short vowel -- obviously saḡl in this case.

2 It will be seen from this sentence that ${ }^{-1}$ can be used with a jussive as well as with the second person imperfect to express a negative command. This is quite normal in Hebrew, but is not included in the discussion in $\S \S 102$ and 106.

3 Students often want to point the plural participle Niphal as גְקחקבוֹח and rather than, as it should be, גְקָּזָּקָּוֹח for adjectives: in each case the pre-tonic syllable is open, and so long. The pro-pretonic syllable cannot reduce to a Shewa, however, because it is closed, and must therefore have a short vowel.

4 Despite the rubric to this exercise, this is a Qal verb.

5 Strictly speaking, since the verb is imperative, often introduced by the definite article. For 'let the gates be opened', a jussive would be used.
(b)

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(c) Joseph put his brothers in prison for three days, and on the third day he said to them, 'Do this and live, (as) I fear ${ }^{1}$ God; if you are honest men, let one of you brothers (literally, 'your one brother') be kept bound in the prison where you have been confined (literally, 'your prison') and (the rest of) you go and return to the land of Canaan with the food which you have bought. Then you will bring (literally, 'take') your youngest brother from there. He will come here with you so that your words may be confirmed and then you will not die.'

They said to one another, 'Truly we are guilty because of our brother, whose deep distress ${ }^{2}$ we saw but we would not listen; therefore this trouble has come upon us'. Reuben answered them, 'Did I not say to you, "Do not sin against the lad", but you would not listen? And now, moreover, (our penalty for shedding) his blood is to be exacted'. Now, they did not know that Joseph was listening because the interpreter was between them. Joseph turned away from them and wept. Then he returned to them, took Simeon and bound him before their very eyes. He gave them the food which they had come to Egypt to buy and he also gave them provisions for the journey. Finally, he put the money which they had given him in their sacks -- but they did not know about this ${ }^{3}$-- and they left there to go up to the land of Canaan.

On their way up they spent the night in an inn, and when one of them opened his sack to give some of the food to his donkey he saw his money right there in the mouth of his sack! He said to his brothers, 'Look! my money is in my sack'. When they saw, they were afraid and said to one another, 'What is this that God has done to us?'

When they came to Jacob their father in (literally, 'to') the land of Canaan, they told him everything that had happened to them: 'The man, the lord of the land, spoke harshly ${ }^{4}$ to us and said that we were spies and that we had come to spy out the weak points in the land's defences; we said to him, "We are honest men; we are not spies". Then the man, the lord of the land, said to us, "This is how I shall know that you are honest men: one of you brothers will be kept bound in the prison and as for (the rest of) you, go and return to your land and your youngest brother shall surely come with you
when you come down to me again". So we acted accordingly; they bound our brother Simeon before our very eyes and put him in prison.'

Then Jacob, their father, said to them, 'You have bereaved me: Joseph is no more, and Simeon is no more, and you are going to take Benjamin; everything is against me'. Reuben said to his father, 'You may kill my two sons if Benjamin does not return to you from Egypt with me. Put him in my charge, and he will return from there with me'.

Jacob said, 'My son will not go down with you, for his brother is dead and he alone is left. If evil should befall him on the way that you would go, then I should go down to Sheol in grief.'
 comparable forms, cf. §87. The translation here has deliberately been kept quite close to the Hebrew. A more idiomatic rendering would need to depart quite far from the Hebrew order and idiom, while retaining the same sense. For instance, compare the rendering of Joseph's words here in the Good News Bible: 'I am a God-fearing man, and I will spare your lives on one condition. To prove that you are honest, one of you will stay in the prison where you have been kept; the rest of you may go . . .' etc. (At this point Lambdin departs slightly from the Biblical text.)

2 Note this idiomatic use of ${ }^{2}$ : 'distress of soul' means 'deep distress'.

3 Notice how the narrative sequence is here interrupted by the addition of on. These three words thus describe the circumstances which obtain throughout the narrative, while the sequence itself is then resumed in the normal way with
${ }^{4}$ See Lambdin's note 6 to the reading in the previous Lesson.

## Lesson 38

(a) 1. I approached but was unable to stand before him.
2. Where will you (or 'she') spend the night?
3. Who will be chosen as head of the people? ${ }^{1}$ 귝․
4. They are fighting near the wall: גלקתָ.
5. You (or 'she') will not be remembered in the congregation of the righteous: ำ.
6. They will be gathered from the ends of the earth: :
7. Not one of the horsemen will remain:
8. Take the horses which remain:
9. Give me a little bread.
10. Who are the men who are stationed/standing there? תָקוקָּבים.

12. They sat on the bank of the river with their children.
13. I am not guilty; I have not done anything.
14. And a house was built for him: $\mid$ ? 1 .
15. I repent of the evil which I have done:
16. We saw his wonderful work and were dumb with astonishment. ${ }^{2}$
17. Why will these things be done?
18. And after the battle $I$ alone was left:
19. Silver and gold will be given ${ }^{3}$ to you:
20. Your great name will be known in all the earth:
21. And cattle were purchased there: ${ }^{[P}{ }^{P}$ '․․

23. And at the end of four ${ }^{4}$ days the city was abandoned:
24. These ${ }^{4}$ words will be read in your sons' hearing: 狈解?
${ }^{1}$ As this form is not attested in the Hebrew Bible, we cannot be absolutely sure whether the final vowel should be seres or pátah.

2 The verb דימם can mean 'to be silent' and 'to be astonished'. The two ideas are closely related and frequently coincide.
${ }^{3}$ A singular verb, despite the fact that the subject is, strictly speaking, plural. This may sometimes happen (especially in poetry) so long as the subject follows the verb. In addition, 'silver and gold' may be thought of collectively.

4 There should be a daghesh in the $b$ of
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[^12]${ }^{2}$ Or contrast between the two halves of the sentence.
${ }^{3}$ Cf. note 1 to exercise (a) of Lesson 37.
(c) Now the famine was severe in the land. When the food which had been purchased in Egypt was finished, Jacob said to his sons, 'Return to Egypt and get a little food from there'. Then Judah said to him, "The man said to us, "You will not see me (literally, 'my face') unless your brother is with you". If you are going to send our brother with us, we will go down to buy food for you; but if you do not send (him), we will not go down, because the man said to us, "You will not see me unless your brother is with you".'

Israel said, 'Why did you tell him that you have another brother?' They replied, 'The man most particularly asked about us, saying, "Is your father still alive? Do you have a brother?" and we replied to him along these lines (literally, 'according to these words'). How were we to know that he would say, "Your brother will come down with you"?'

Then Judah said to Israel, his father, 'Send the boy with me. Let us arise and go that we may live and not die, both we and you, and our children too. If the boy does not return to you with me, then I shall be accountable to you for ever (literally, 'all the days').' So Jacob said, 'If that is how things are, then this is what you must do: each of you take an offering, and take double money, and take your brother. Arise, return to the man, and may God give you favour before the man, and may he release to you both your brother and Benjamin.'
(d) The right hand column of this Psalm is to be read first, then the left. Normally in reading Hebrew poetry, however, one reads straight across; cf. Lesson 39 (d).

Lift up your heads, ${ }^{1}$ O gates,

And be lifted up, O ancient doors,
So that the glorious king ${ }^{2}$ may enter!
Who is the glorious king?
The Lord, powerful and mighty, ${ }^{3}$
The Lord, mighty ${ }^{4}$ in battle.

Lift up your heads, O gates,
And lift up the ancient doors,
So that the glorious king may enter!
Who is this glorious king?
The Lord of hosts,
He is the glorious king. Selah.
${ }^{1}$ The object marker $7 \mathrm{~m} / \mathrm{k}$ is not used in poetry.

2 Because Hebrew is relatively poor in adjectives, it commonly uses two nouns -- one in construct -- instead; thus 'king of glory' = 'glorious king'. Compare לקָ


3 בְּבּוֹר is an adjective as well as a noun.
${ }^{4}$ A use of the adjective in the construct state.

## Lesson 39

(a) 1. I will not be afraid to sleep when you are with me.
2. When we approached we saw the tops of the mountains.
3. Your nakedness will be seen and you will be ashamed.
4. In the morning the cloud will not remain in the sky.
5. Their hearts ${ }^{1}$ will melt before their enemies.
6. When the sun came out the stars fled and were not seen (i.e. disappeared).
7. You will be sorry that you did not accept my offering.
8. Trust the Lord with your whole heart.
9. Write my words on the tablet of your heart.
10. A new and intelligent king will be established on the throne.
11. When he prepared the banquet, he made (literally, 'slaughtered') a great slaughter.
12. God is our rock and our protection.
13. Have you washed your ears?
14. And he lay down in the shadow of the tree and slept.
15. My enemies are now on my right and on my left and I have been surrounded.
16. And the messengers approached him while he was sitting at the entrance ${ }^{2}$ of the house.
17. The city will be filled with blood ${ }^{3}$ according to the prophet's word.
18. Wonderful things will appear ${ }^{4}$ to you.
19. The soldiers ${ }^{5}$ are innumerable.
${ }^{1}$ Parts of the body like 'heart' are generally used in the singular in Hebrew. It may be helpful to think of using this like the distributive singular which is found in a number of other languages, though it is not agreed whether this is, strictly speaking, the correct explanation.

2 A loose use of the accusative to express place -- a not uncommon construction.

3 דֶׁא 3 means 'to be full of/with', so that it does not need to be followed by a preposition; cf. Vocabulary 21, §89.
${ }^{4} \mathrm{Cf}$ Lambdin's discussion of the meaning of the Niphal in $\S 140$ (4).

5 The masculine plural participle of ${ }^{2}$ חh, 'fighters'.
(b)

${ }^{1}$ See the first note to the preceding exercise.
 is preferred.

3 It would be better here to use the common verb ט'ph, 'to escape', but Lambdin does not include this in his vocabularies or glossary (though cf. the end of $\S 140$ ). It is used in the Niphal with active meaning (cf. French s'échapper), and so the correct form in


4 Dual; cf. §92.

 exception is that they take a composite Shewa before the second person plural suffixes: etc.
(c) So the men took this offering and they took with them (literally, 'in their hand') the double amount of silver, and Benjamin, and they arose and went down to Egypt. When they stood before Joseph, Joseph saw Benjamin with them. He said to the one who was in charge of his household, 'Bring the men to the house and slaughter some meat (literally, 'a slaughtering') and make ready, for the men will have lunch with me' (literally, 'will eat with me at midday').

The man did as Joseph commanded. The men were afraid because they were brought to Joseph's house, ${ }^{1}$ and they said, '(It is) because of the silver which (was) returned in our sacks on the first occasion (that) we have been brought so that (he may) take us as slaves, and our donkeys too'. So they approached the man who was in charge of Joseph's household and spoke to him at the entrance ${ }^{1}$ of the house: 'It was indeed to buy food ${ }^{2}$ that we came down on the first occasion, but when we came to the inn and opened ${ }^{3}$ our sacks, there was each man's silver in the mouth of his sack. We have brought it back with us; we do not know who put our silver in our sacks.'

Then the man who was in charge of Joseph's house said, 'Peace be with you. Do not be afraid. Your God and the God of your father gave you that silver. Your silver came to me. 4

He then brought Simeon out to them, and the man brought the men to Joseph's house. He gave (them) water and they washed their feet, and he gave food to their donkeys. They sat there until Joseph came at midday, for they heard that they were to eat some food there.
${ }^{1}$ See note 2 to exercise (a).
${ }^{2}$ The context suggests that this is how we should understand the verbal emphasis introduced by the infinitive absolute יָּר.
${ }^{3}$ Notice the use of the cohortative in narrative. This sequence occurs sometimes without any appreciable difference in meaning from the regular imperfect.
${ }^{4}$ I.e. I received your payment all right, so the silver in your sacks must have come there miraculously.
(d) I look up to the hills; where will my help come from?

My help (will come) from the Lord, the maker of heaven and earth.
He will not allow your foot to slip; your keeper will not ${ }^{1}$ sleep.
No! the keeper of Israel will neither slumber nor sleep.
The Lord is your keeper, the Lord is your protection on your right hand.
The sun will not smite you in the daytime, nor the moon at night.
The Lord will keep you from all evil; he will guard your life.
The Lord will keep you as you go out and come in from now and for ever.

1 is used here as a regular negative.

## Lesson 40

(a) 1. And he drove ${ }^{1}$ the men away twice and they did not return.
2. You have spurned my covenant and refused to keep my laws.
3. And the boy ministered in the temple of the Lord.
4. And he blessed him because he had found favour in his sight.
5. They will seek the guilty men and expel them from the city.
6. I alone am able to bless you.
7. You will keep my words in your heart.
8. They refused to eat the animals which had been slaughtered. ${ }^{2}$
9. Who ${ }^{3}$ are you looking for?
10. And they spoke to him according to these words.
11. A joyful sound ${ }^{4}$ will be heard in the land.
12. And he sanctified the men before they came to ${ }^{5}$ the house of the Lord.
13. I will refuse to pursue them.
14. And he spoke to me about the inn where he had spent the night.
15. You shall not eat the flesh which has its life-force ${ }^{6}$ within it.
16. She refused to wash the clothes.
17. While he slept they sought him and killed him.
18. On that day the mountains will dissolve and become like water.
19. You will sanctify the remainder because in my opinion they are trustworthy.
${ }^{1}$ Notice that only some verbs in the Piel have a retracted tone with the wāw-conversive
 Those that do are noted in the vocabularies by Lambdin, and should be learnt. It happens mainly with verbs whose middle letter is a rēs.
${ }^{2}$ The definite article with the feminine plural passive participle of ${ }^{\text {, }}$, here used adjectivally.
 'who?', which is indeclinable. Since the person presumably knows who she is looking for, it is definite, and is therefore preceded by $7 \underset{\text { ş }}{ }$.
${ }^{4}$ 'A voice of joy'; cf. note 2 to exercise (d) of Lesson 38.
${ }^{5}$ Cf. note 2 to exercise (a) of Lesson 39.
 literally 'in which is a living soul'; in several contexts in the Bible this is located in the blood.
(b). 124568
${ }^{1}$ This verb does not occur very often in the imperfect, but compensatory lengthening before the 'alep is also found: $\gamma$ Y

2 When the vowel under the rēs in this verb is reduced, a composite Shewa is generally used.
(c)

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${ }^{1}$ Cf. note 5 to exercise (b) of Lesson 39.
(d) From this Lesson on, the readings follow the Biblical text almost exactly. The slight changes in vocalization to which Lambdin refers in his introductory remarks do not alter the sense at all. There seems little point, therefore, in providing a translation of these passages in this Key. Students are advised to check their renderings against a conservative translation first (e.g. the Revised Version or the Revised Standard Version ), and then perhaps to look at a more idiomatic version (e.g. the New English Bible , in order to gain experience in translating Hebrew speech patterns into their modern equivalents. Only such additional comments to Lambdin's notes as seem desirable will be included here. The present passage (Genesis 44: 18-26) is free of any particular difficulty.

Lesson 41
(a) 1. And he commanded ${ }^{1}$ them to give a little food to their children.
2. They captured the property of the Canaanite and burnt it.
3. The maidservant heard a voice and she fell to the ground and covered ${ }^{1}$ her face with her hands.
4. And he commanded ${ }^{1}$ the men who had been stationed and they approached him.
5. He did not refuse to stand as pledge for the boy and he did not refuse to redeem him.
6. He expelled them from his land because they had conspired together against him to kill him and to choose another man as head of the people.
7. And the wicked king sacrificed his youngest daughter on the altar.
8. And they told him what had happened ${ }^{2}$ to them on the way.
9. So far I have not seen the salvation of my people.
10. Why do you want to oppress me?
11. I will praise ${ }^{3}$ you from now and for ever.
12. And he covered ${ }^{1}$ his face with his hands and wept.
13. Do not curse those who give you help.
14. And I fled because they sought me in order to kill me.
15. Remember those who trust in you and do not spurn their words.
16. And he handed ${ }^{1}$ his son over to the charge of those who remained because he was about to die.
${ }^{1}$ These forms are all wāw-conversive with apocopated imperfect Piel forms of III-He verbs.

2 The 'neuter' is frequently expressed by the feminine in Hebrew. Thus the feminine plural participle here stands for 'the things which (had) happened'. Note that the verb TTP, 'to happen, befall', governs a direct object.
${ }^{3}$ The verb here is cohortative, though a translation such as 'let me praise' is clearly unsuitable. In a context such as this, the cohortative expresses intention or desire (i.e. 'I want to praise you').
(b) In the remainder of this Key, the two accent signs 'atnah and sillaq will be used with the appropriate pausal forms as explained in §152. It is recommended that students should attempt to use them too. Any forms that might cause difficulty will be explained in the notes. It should be observed that because some of the sentences used in the exercises are rather short, the use of 'atnah will sometimes be rather artificial. Also from now on we shall use the sôp̄ pāsûq sign (:) rather than English punctuation.

${ }^{1}{ }^{7} \mathrm{~T}_{\mathrm{i}} \mathrm{k}$ becomes $\mathrm{Tn}_{\mathrm{N}} \mathrm{i}$ in pause. Strictly speaking this sentence is far too short for the proper use of 'atnah, as is no. 6 , and in future exercises it will not be used in such cases.
(c) Genesis 44: 27-34

Verse 30: In the last three words of the verse, the first suffix refers to Jacob and the second to Benjamin; hence RSV : 'his life is bound up in the lad's life'.

Verse 34: Notice that in Hebrew idiom evil or harm generally 'finds' (קצָג) someone whereas in English it 'happens to' or 'comes upon' them.

## Lesson 42

(a) 1. Why did you defile my holy place? ${ }^{1}$
2. And Moses did as he was commanded.
3. It was good (for me) that I was oppressed in order that I might remember your law.
4. For that which has not been told them they shall see, and that which they have not heard they shall know.
5. Those who are blessed by him ${ }^{2}$ will inherit the earth, but those who are cursed by him will be cut off. ${ }^{3}$
6. Gladden the soul of your servant for unto you, O Lord, do I lift up my soul. 4
7. A man who loves wisdom will cause his father to rejoice.
8. Like someone whose mother comforts him, so will I comfort you and you will be comforted in Jerusalem.
9. The Lord is great and very much to be praised ${ }^{5}$ in the city of our God, his holy mountain. ${ }^{1}$
10. And David and the elders, covered with (i.e. clothed in) sackcloth, fell upon their faces. ${ }^{6}$
11. He appeared to me in another dream after he had appeared to me at the first.
12. I indeed conspired against my master and I killed him.
13. And Cain said to the Lord, 'My punishment is too great to bear, now that you have just driven me from off the face of the ground'.
14. Do not turn aside to (the) right or left.
15. I will be covered with your protection (shadow).
16. The she-asses were sought but not found.
17. I have fasted until now because of my great guilt in order that it might be atoned for.
${ }^{1}$ Cf note 2 to exercise (d) of Lesson 38. The suffix then qualifies the whole compound idea.

2 Passive participles are sometimes used in the construct state before a genitive expressing cause (e.g. דברּד, ידֶֶה , 'blessed by the Lord'). A suffix on a passive participle can be used with similar force, as illustrated by the two examples in this sentence.


4 Cf. note 1 to exercise (d) of Lesson 38.

5 Niphal, Pual and Hophal (cf. Lesson 49) participles are sometimes used like a Latin


6 A singular verb may precede a plural subject, especially if the leading element in the subject is expressed separately, as 'David' is here. Elements agreeing with the subject
 the context of this sentence, which is rather curious when read in isolation, cf. 1 Chron. 21:16.
(b) 1

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${ }^{1}$ It will be seen in Lesson 55 that the apodosis of a conditional sentence is frequently introduced by waw-conversive, i.e.

2 With the majority of segholate nouns, the first soḡol changes to games in pause. There is no way of predicting which ones do not follow this rule but remain unchanged in pause. Again, some of these nouns never happen to occur in pause in the Hebrew Bible, while in a few cases both forms are attested (e.g. nouns listed in Lambdin's Appendix A, $7 \mathrm{a}, \mathrm{b}, \mathrm{c}$ and 8a and b, the following is a complete list of all that certainly do not change in pause: ITM. It may be assumed that all the rest either can or do change.
${ }^{3}$ Although $\gamma \Pi 77$ is a Qal verb, its passive is expressed by the Pual, never the Niphal. (Actually, it is always used of people (wash = bathe), $\overline{\text { Pָּ }}$ being the appropriate verb for clothes; but Lambdin does not introduce this word at any point.) The imperfect tense is used here to express the frequentative ( $\$ 91 \mathrm{~b}$ ). Consequently, the associated

(c) Exodus 2: 23--3:6
2.23 解

3:1 The participle רעֶה is here being used verbally (notice the following) rather than nominally. אֵּחָ is taken in RSV as meaning 'to the west
side' (contrast Lambdin's note). This is because in Hebrew points of the compass are sometimes described as if the east were the cardinal point and one were therefore standing with one's back to the Mediterranean Sea. Thus 'left' can signify 'north', 'right' can signify 'south' and 'behind' can signify 'west'. There is no way of determining for certain how 7 Is to be understood here.
 (apocopated) Niphal of רָּהָ.

## Lesson 43

(a) 1. And Moses tumed aside ${ }^{1}$ to look at the flame of fire.
2. You will come and destroy ${ }^{2}$ them from under heaven.
3. Why do you not believe in the Lord your God?
4. And they told him all the words which they had heard in the night.
5. And when we reached them, they cried out with a loud voice and hid their faces.
6. When they mention the songs of their father, they will weep.
7. He led them across the river and brought them near to the city.
8. She seized his garment and he fled outside.
9. I will magnify your holy name day and ${ }^{3}$ night and I will not forget your commandments.
10. Where have you (fem.sg.) come here from and who are you looking for here?4
11. Do not bring the animal near lest you pollute this place.
12. And she hid the men lest they should be found and killed.
13. He reminded us of the signs which he had sent us.
14. He will magnify the name of the one who trusts in him.
15. Tell him that our enemies have surrounded us and that there is none to resue us in our distress.
16. You are cursed because of this great iniquity of yours.
17. Give (fem.sg.) the milk to your mistress so that she may drink.

1 Waw-conversive with the 3rd person masc. sg. imperfect Qal of 7\%. The imperfect
 32). However, because of the final rēs, when the final vowel has to shorten on account of the retracted tone, it goes to short $a$ rather than short $o$.

2 See the final paragraph of $\S 158$ for this form.
${ }^{3}$ For the pointing of the conjunction, see note 1 to exercise (b) of Lesson 9.

4 Note that English 'here' may represent different words in Hebrew: הֲ mean 'to here, hither', while means 'here, in this place', with no motion involved.

## (b)


(c) Exodus 3: 7-15

Verse 8 NTMe -- for some reason that has never been satisfactorily explained, the consonants of first five books of the Bible), but wit is found throughout (with only eleven exceptions). The vowels supplied, however, are in each case those of the form which we should normally expect.
 forms of the imperfect ending with a wāw, a nün is added with no difference in meaning.

## Lesson 44

(a) 1. They will destroy the gates of our city.
2. And the Lord made Joseph prosperous (or successful).
3. I commanded him to seize the images and to destroy them.
4. They threw their brother into the pit.
5. Our guilt is great because we have led him into sin.
6. May the Lord lengthen (jussive) the days of your life!
7. Tell (literally, 'cause to hear') all the people my words.
8. The one who trusts in him will be blessed but the one who curses him will perish.
9. I will deliver this oppressed people.
10. Do not lead your friend into sin.
11. Why are you hiding from me?
12. You must not oppress ${ }^{1}$ the poor.
13. Who stole the tablets?
14. He threw the fish into the sea.
15. Come and praise the Lord your God.
16. Let us catch him up before he reaches the camp of our enemies.
17. He tore his clothes and covered his head with sackcloth.
18. This is the sign of my love.
19. He rose up against his companion and killed him.
20. Do not sacrifice the birds of the sky.
${ }^{1}$ For $\boldsymbol{k}$ + imperfect as an expression of certain types of negative imperative, cf. §102. It is used notably in the brief prohibitions of the Ten Commandments.
(b) Note that 'the tens' (twenty, thirty, etc.) are of common gender and so do not change their form before masculine or feminine nouns. They do not occur in the construct state. It is difficult to formulate a rule about whether they will be followed by a singular or plural noun except to say that the noun will generally be singular if it is one that is commonly used with a numeral, such as 'days', 'ycars', etc.

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(c)

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1 Cf note 1 to exercise (a) of Lesson 43.
 of nouns in Appendix A 25e, as suggested by Lambdin in his Glossary.
(d) Exodus 3: 16--4: 5

3: 17
זֶָ In this familiar phrase, iן is the construct of the feminine singular participle Qal of זוּ, 'flowing of, which in English idiom becomes 'flowing with'.

3:20 Tמפלאוֹחִי The feminine plural participle Niphal of serves as an abstract noun, 'wonderful things', hence 'wonders'.
 in the previous reading.

4:4 §159). The saḡol in the final syllable is to be explained by the fact that in this particular phrase the tone is retracted, making the final syllable closed and unstressed.

## Lesson 45

(a) 1. He made the wicked dwell in darkness but he led the righteous into the light of his face.
2. He led me in ways of affliction and did not listen to me when I called to him.
3. I shall not again deal with you in merciful kindness.
4. He informed me of the signs and wonders which will be done in those days.
5. God is the one who is bringing us out of the land of our oppressors.
6. He begot a son in his old age and the boy gladdened his father's heart until the end of his days.
7. He brought his father and his brothers down to Egypt.
8. Save ${ }^{1}$ us, O Lord, and visit us as you promised.
9. I will not reprove you for the $\sin$ of your children.
10. Fetch my books so that I may read you the words that are in them.
11. Deal kindly with me and mention me to Pharaoh and bring me out of this prison.
12. I have spoken to you in vain, for you have not listened to my words.
13. Do not allow ${ }^{2}$ the sojourners to enter ${ }^{3}$ the temple, because it is a holy place.
14. He chose thirteen men and brought them near to the city.
15. His brothers were jealous of him because their father loved him more than all his brothers.
16. You will not get lost again because I will teach you the way.
17. We were unable to console her after the death of her husband.
${ }^{1}$ The cohortative ending may be added to the imperative; this sometimes entails consequential changes to the vocalization.

2 גָ 2 sometimes has the developed meaning of 'to allow, permit'.
 followed by the accusative case alone.
(b)

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 קוּר דּת
${ }^{1} 10$ emphasize that he ran from inside the house outdoors, this is best done by the addition of 4 Kin

2 For this idiom, see Vocabulary 41, §153. It is possible to continue also with the

(c) Exodus 20: 1-14

20: 11 Another example of the accusative used for the duration of time: 'in six days'.

20:12 ( 12 Normally this form is spelt with a yöd after the res. Words in which vowel letters are lacking are said to be spelt 'defectively'. The reasons relate to the historical development of the spelling of Hebrew words which has not been carried through with complete consistency in the Hebrew Bible. Such forms cause no problem when reading a vocalized text, but are something of a trap to the unwary when reading an unvocalized text.

Lesson 46
(a) The type of verbal forms exemplified in this exercise often pose the greatest difficulties to those who are starting to read the Hebrew Bible unaided. Much time wasted in frantic searches through dictionaries without any certainty as to the root being sought will be saved if these patterns are understood and mastered first.

2. יִּ
3. דוֹריעׁ \gg
4. .
 or he led up



9.

11. 符 >

13.
14. . $_{1}$ he did again

${ }^{1}$ In theory, this could also come from the Hiphil of (cf. no. 5), but it is doubtful if such a förm was ever used.
(b) 1. He struck the Egyptian, killed him and buried him lest he should be found.
2. Give him thanks, bless his name, for the Lord is good, his mercy is for ever.
3. They came to the well in order to give water to their flock.
4. I will teach you the good and just way.
5. And you will lead my people up to the land of Canaan.
6. And the Lord informed ${ }^{2}$ the prophet one day before the king came.
7. They will praise ${ }^{3}$ your name because you are holy.
8. The glory of Israel has gone into exile.
9. Teach me your statutes so that I may become ${ }^{4}$ a righteous man.
10. Why did you smite the sojourner so as to kill him?
11. Come on! Let's kill them lest they become numerous and fight with us.
12. The people fled from the battle and moreover many of the people fell.
13. He commanded us to keep (literally, 'do') all these statutes.
14. He sent the man ahead of them to show them the way.
15. They will hear and learn to fear ${ }^{5}$ the Lord.
16. I will make you numerous upon the face of the earth and you will become a great and powerful people.
17. (And) Rend your hearts ${ }^{6}$ and not your garments and return to the Lord your God.
18. The Lord who made Moses and who brought up your fathers from the land of Egypt.
19. And he carried the inhabitants of Jerusalem into exile in (to) a distant land.
${ }^{1}$ Since the verb is followed by a direct object (introduced by $\boldsymbol{T W}_{\mathbf{W}}$ ), it is clearly transitive, and hence Hiphil. The number of cases of genuine ambiguity with such forms is very small.
${ }^{2}$ See the Vocabulary to this Lesson for this idiom.

3 In addition to 'give thanks', דוֹדְ also means 'to give praise, to confess'. It may be followed either by $\}$ or by a direct object.

4 ל 4 亿
${ }^{5}$ This is the usual form of the infinitive construct of $N$ ?
${ }^{6}$ For the distributive singular, cf. note 1 to exercise (a) of Lesson 39.
(c)

(d) Deuteronomy 6: 1-9

Verse 2 ? ? ? Note that the infinitive construct may be used with only a slight connection with what precedes in a manner often called 'gerundial'; here it is best translated (with RSV) 'by keeping'.

## Lesson 47

(a) 1. Bring him here.
2. Set it down ${ }^{1}$ there.
3. Remove (m.pl.) it from the table.
4. Prepare (m.pl.) a little for me to eat.
5. Put (m.pl.) my books down there.
6. Bring them back to me.
7. Give us rest.
8. Lift up (m.pl.) the stones.
9. Bring (f.sg.) us some water and bread.
10. Hurry (m.pl.), because they are pursuing us.
${ }^{1}$ This is from the second Hiphil of $\pi$; compare no. 5 , but contrast no. 7 , which is from the first Hiphil. One way of remembering the difference is to note that, because of the daghesh in the non of the second Hiphil and the consequent short vowel in the first syllable, it has a more vigorous sound to it than the first Hiphil; this is reflected in their respective meanings, the second Hiphil involving action, 'to set down', whereas the first means 'to give rest to'.
(b) Negative imperatives are expressed by with either the imperfect or the jussive. As the latter is the more common, it will be used in this exercise, with the imperfect
form, where it differs, following in brackets (contrary to Lambdin's introductory example).

| 1 |
| ---: |
| 2 |

1 The pausal form of 3 .

2 Cf. note 1 to exercise (b) of Lesson 9.
(c) 1. I brought my offering.
2. They turned their faces away.
3. I have made the house ready for you.
4. We put the gold down beside the vessels.
5. He understood the words of the statutes.
6. I lifted up my voice and wept.
7. He brought us back to our land.
8. They destroyed the cities of the enemies.
9. We arranged the stones on the bank of the river.
10. She hurried to meet me.
(d)

1
2


1 With wäw-conversive, the first person singular imperfect Hiphil of hollow verbs does not usually shorten, though it may do sometimes, e.g. إאָרךם.
(e) 1. The Lord has established his throne in heaven. ${ }^{1}$
2. They did not heed their judges either because they were acting wantonly after other gods.
3. Where have you deposited the altar vessels?
4. The people will see with their eyes and hear with their ears and understand with their hearts and they will return to me.
5. When he raised his staff, the people fell silent.
6. Why will you not retum us to our city and to our people?
7. Depart from the way of the wicked and observe my laws, my statutes and my commandments to do them all the days of your lives.
8. Then you will understand righteousness and judgement because wisdom will enter your heart and you will become a just man.
9. They have not understood my advice, nor have they obeyed me.
10. Because I have exalted you from amongst the people and made you head over my people but you have not been like my servant David who kept my commandments and followed me with his whole heart by doing ${ }^{2}$ only what was upright in my sight whereas you have done evil in my sight and thrust me
behind you, because of all this I am now going to bring ${ }^{3}$ evil upon your house and devastate you ${ }^{4}$ until you are completely finished.
${ }^{1}$ The unusual word order in this sentence is for the sake of emphasis.
${ }^{2}$ See the note to Deut. 6: 2 in exercise (d) of Lesson 46.

3 Literally, 'behold I am bringing', but it makes for clarity if we introduce a resumption of the long preceding subordinate clauses.
${ }^{4}$ Note this (not very common) idiomatic use of after the Piel of בער
2:1
2

$$
\begin{aligned}
& 4
\end{aligned}
$$

$$
\begin{aligned}
& 6
\end{aligned}
$$

${ }^{1} 1$ תֵגִיחֵ may be followed by a direct object, but it more usually governs the preposition $ל$.

2 It might be better to turn this sentence round completely:

${ }^{3}$ Note the pausal forms of the second person masculine singular suffix with prepositions as opposed to nouns; cf. §152.

4 'To teach' is followed by a 'double accusative' in Hebrew, i.e. both the person and the thing taught are put in the accusative case.

5 Cf. note 3 to exercise (b) of Lesson 46.
(g) Joshua 2: 1-11

Verse 3 The eighth word should be vocalized הַהָּצים.
Verse 5 Note the idiomatic construction at the start of the verse: 'And the gate was to close' = 'when the gate was about to be closed'.
 either a scribal error for sor or perhaps the intention was to
 the one hand and

Verse 11 רוּרו, 'spirit', here has the sense of 'courage'.

## Lesson 48

(a) 1. I have broken his command.
2. The Lord did not allow him to do me ${ }^{1}$ harm.
3. The king did evil in the sight of the Lord and acted more wickedly than all (who were) before him.
4. They began to weep ${ }^{2}$ and to tear their garments.
5. And she began to act wantonly and to do evil.
6. And he broke his covenant with me.
7. They will begin to understand when I speak to them.
8. Their words are evil (imperfect Qal ) because they act wickedly (imperfect Hiphil).
9. We began to draw up in battle order.
10. And he turned his eyes away from the sight.
 followed by this preposition, but the meaning is nonetheless clear enough (literally, 'to do an injury with me').

2 There should be a daghesh in the $k a \bar{p}$ of this word: ח户ְׂp; cf. note 4 to exercise (d) of Lesson 28.
(b)

|  | 1 |
| :---: | :---: |
|  | 2 דוֹאֵילוּ לִינח |
| (x) |  |
|  | 4 |
|  |  |
|  | 6 |
|  | 7 |
|  | 8 |

${ }^{1}$ Note again that, as in the Qal, the final rexs in this verb makes the vowel of the preceding unstressed closed syllable (hence short) into a pátah.
(c) 1. And early in the morning he stood beside the way to the gate.
2. The king sent this message (literally, 'saying'): 'Go and meet him; then smite him so that he dies'.
3. The man came quickly and related the words to the priest.
4. And when we surround the city its wall will fall down.
5. He did more and more evil in the sight of the Lord.
6. And they entered the house and shut the door on themselves.
7. David and his men set off early in the moming to return to that land. (Literally, 'David rose early, he and his men, to go in the morning to return . . . ').
8. On that day he will restore the dead to life and death shall be no more.
9. Go quickly lest he quickly catch us up.
10. Did I not sware to you that Iwould fight with you? Why did you not believe the words of my oath?
11. You have been pleased to bless your servant's house that it should continue for ever.
12. And she made them take an oath that they would not kill her or her father's house.
(d) Joshua 2: 12-24
 TT, so comprised a good deal more than what we mean more precisely by a wall. The phrase as a whole thus emphasizes that Rahab lived on the very outside wall itself.

Verse 17 There is a slight misprint in the last word, which should read (as at the end of verse 20; see also Lambdin's note 13).

Verse 23 Tinצini: another example of the feminine plural used for the abstract, 'all the things which had befallen (them)'; cf. note 2 to exercise (a) of Lesson 41.

Verse 24 ': since what follows is direct speech, this cannot mean 'that'. It is, rather, what is known as the 'asseverative 'כּ', i.e. 'surely'.

## Lesson 49

\author{
(a) <br> 
${ }^{1}$ Note that in this and some of the following sentences the person and number of the verb must be changed to agree with the new grammatical subject; thus 'She brought the men down' > 'The men were brought down'.

2 This is the form expected on the basis of the paradigms. In fact, the initial vowels of the Hophal are not entirely consistent, so that the only attested forms from this particular verb are on the pattern העֲלְה.
${ }^{3}$ Cf. §175, end. This impersonal construction is used quite frequently. The properly
 used.
(b) 1. We were rescued
2. They were caused to stand
3. She was brought near
4. The man who has been brought
5. The exiled people
6. I was taken away
7. They will be able (imperfect Qal of יָלֹ)
8. The settled people or the restored people ${ }^{1}$
9. They were made (caused) to work
10. The slain (or smitten) men
11. They will be removed
12. The broken covenant ${ }^{2}$

1 מוֶֹu is the Hophal participle of both and 1 .

2 Note that $\boldsymbol{2}$ is a feminine noun, though not marked as such in the glossary on p. 318.
(c) 1. Will you really rule over us?
2. I will give her to the one who is pleasing ${ }^{1}$ in my sight.
3. When he saw the men he became angry with them.
4. The famine was severe throughout the whole land at that time.
5. I will pursue those who hate me like a lion, and I will roar against them as a lion roars.
6. And the word (matter) was agreeable in the king's sight.
7. Be strong and do not fear, for I am with you.
8. And he will meditate in the law of the Lord by day and ${ }^{2}$ night.
9. Do not be angry with me, my father, for I have not sinned against you.
10. Joseph had dominion over the whole land of Egypt.
11. And Pharaoh's heart became hard and he refused to let the Hebrews go.
12. Therefore evil men will not stand in a congregation of righteous men.
13. And thus did Moses speak to the whole congregation of Israel.
14. He slaughtered the kid and put it as an offering ${ }^{3}$ upon the altar.
${ }^{1}$ It is clear from the vocalization that this is the verb, not the adjective 'upright'.

2 This should really be vocalized of Lesson 9.
${ }^{3}$ Note how in Hebrew a noun can be added without a preposition to add an explanation to a variety of possible questions (e.g. where? when? how long? in what condition? etc.). It is sometimes called the accusative of nearer definition.
(d)


1 Imperfects with wāw-conversive whose tone has been retracted with consequent
 the final syllable when in pause and are vocalized with the so-called 'tone-long vowel' found in the jussive; thus

2 Q ${ }^{2}$ is the form given in Lambdin for 'outside', and it may certainly be used after
 such cases.
(e) Judges 14: 1-10
 on its second occurrence it does not, even though obviously the same place is intended in both cases. This accounts for Lambdin's uncertainty in his vocabulary. A similar ambiguity exists with the well-known placename (Bethlehem-) Ephrathah.
 expected a plural verb, it is governed in this case by the nearer subject alone (\$) (ְֵּי). This happens quite often when a compound subject follows the verb. Notice that in the remainder of the verse also 'his father' alone
 mother' precede the verb, so that this is then appropriately plural (n) (n). In the following verse (5), the construction reverts to that of verse 3 again, with Samson this time as the dominant element in the subject.

Verse 8 חיָּםים -- an idiomatic use of meaning 'after some time', 'after a while'.

Verse 9 For וָּנוֹל
The is the pausal form (written with 'atnah in the Masoretic Text) for .ִַּאדְלּ

## Lesson 50

(a) 1. Why did you hide yourselves from me?
2. Implore me for favour ${ }^{1}$ and $I$ will be gracious to you.
3. The young men who are walking back and forth on foot. ${ }^{2}$
4. And he began to prophesy.
5. I prayed to him but he did not listen.
6. And they hid themselves because they were very afraid.
7. Will you pray for me?
8. Who are the ones (who are) prophesying?
9. Your (fem.sg.) prayer has been heard.
10. I will prophesy ${ }^{3}$ against your house.
11. Hide yourself (fem. sg. imperative Niphal).
${ }^{1}$ Since the masc. sg. imperative and the 3rd person masc. sg. perfect of the Hithpael are identical, this could also, strictly speaking, be translated: 'He implored me for favour and (so) I will be gracious to you'.

2 Literally, 'on his feet', another example of the distributive singular, cf. note 1 to exercise (a) of Lesson 39.
 should probably be vocalized א אֶּ
(b) 1. But we are guilty with regard to our brother because we saw his deep distress ${ }^{1}$ when he implored us for favour but we did not listen.
2. And he told David, 'My father is seeking to kill you so now take care ${ }^{2}$ in the morning and hide yourself.
3. And I will raise up for myself a trustworthy priest; he will act according to what is in my heart and mind, ${ }^{3}$ and I will build a sure house ${ }^{4}$ for him and he will go in and out ${ }^{5}$ before ${ }^{6} \mathrm{my}$ anointed for ever.
4. The sin of Judah is engraved upon the tablet of their heart(s).
5. They spread out their cloaks on the ground and sat down on them.
6. The Lord brought Abram outside and said, 'Look up to the sky and count the stars, if you are able to count them', and he said to him, 'So shall your progeny be'.
7. Moses stretched out ${ }^{7}$ his hand over the sea and the Lord made the sea go (back) with a strong wind all the night long and made the sea into dry ground.
8. He stretched out his hands towards heaven and prayed.
9. And they heard the sound of the Lord God walking in the garden, and the man and his wife hid themselves from the presence of the Lord God amongst the trees (collective singular) of the garden.
10. I implored the Lord for favour at that ${ }^{8}$ time, saying,' O Lord God, ${ }^{9}$ you have begun to show your servant your might and your strong hand, for who is a god in heaven and on earth who will do as you are doing?'

[^13]2 Note this idiomatic use of the Niphal of 7op; it is particularly frequent in Deuteronomy.

3 ＇Soul＇would clearly not be a satisfactory rendering in English．It is not commonly used for the seat of thought（לָב，＇heart＇，is more usual for this），but there are a few passages，such as the present one，where this must be the case．

4 ח．⿹勹巳．＇house＇，often has the metaphorical sense of＇dynasty＇．

5 ＇To walk＇，from which this verb derives，has also the figurative meaning of＇to live＇， particularly in a moral or religious sense．

6 The text of 1 Sam．2： 35 here has ＇and my anointed will go in and out before me＇makes little sense in the context．

7 In is waw－conversive with the 3rd person masculine singular apocopated imperfect Qal of ；גְ，see the bottom of the table on p． 144.
${ }^{8}$ Cf．the note on Exod．3： 8 in exercise（c）of Lesson 43.
 Normally it is pointed with the vowels of ${ }^{1} / \boldsymbol{j}$ ，＇Lord＇；this cannot be done，however， when
（c）
1


4

6


1 Mֶּ, 'to perish', has an additional particular application to lost or straying animals.

(d) Judges 14: 11-20

Verse 16 are a less usual way of spelling the familiar 2nd person masculine singular form of the perfect (חָּ case). The order of the last two words of the verse makes it clear that they are intended as a question.

Verse 19 As with other verbs of motion, 7 Tיָ , 'to go down', may be followed by a simple accusative ('he went down to Ashkelon') even though it is more usual for it to be followed by a preposition.

## Lesson 51

(a) As Lambdin indicates, there is a variety in the way higher numbers are written in Hebrew, e.g. in the use of the conjunction, the use of the construct or absolute state of the numerals, the use of singular or plural for words like ${ }^{\eta}$ 伃 and in the word order. To avoid confusion, the following exercise adopts the pattern of Lambdin's examples on p. 256. Note that this includes the use of the feminine form of the final number, as if it were qualifying a masculine noun.

1
2

4
5

7

9

11

13


## 15

(b) 1. Ist person plural perfect Polel (or Polal, and so elsewhere in this exercise) of חוח, 'we slew'.
2. 2nd person feminine singular imperfect Hithpolel of כון, 'you will establish yourself.
3. 2nd person masculine singular imperfect Polel of עור, 'you will arouse'.
4. Feminine singular imperative Hithpael of 9 , 'take your stand!'
5. Masculine plural participle Polel of $\boldsymbol{\text { , , 'establishers'. }}$
6. 2nd person masculine singular perfect Polel of an, 'you have raised up'.
7. 3rd person masculine plural imperfect Hithpolel of 1 , 'they will kill themselves'.
8. wāw-conversive with the 3rd person singular apocopated imperfect (or jussive) Hishtaphel of 3 Th, 1 'and he bowed down'.
9. 2nd person masculine plural perfect Hithpolel of עור, 'you roused yourselves'.
10. 1st person singular perfect Polel of 1 , 'I slew'.
11. 1st person singular perfect Hithpolel of רום, 'I raised myself up'.
12. 3rd person masculine plural perfect or masculine plural imperative Hishtaphel of Tinl, 'they bowed down', or 'bow down!'
${ }^{1}$ This verb is analysed according to Lambdin's statement in §181. It may be noted that the etymology is not finally settled, and that there are still eminent scholars who argue that it is a Hithpalel of the root तחש. Fortunately, the verb's meaning in Biblical Hebrew is not affected by this uncertainty.
(c) 1. The Lord has broken down my enemies before me.
2. Who am $I$, that I should judge this your people?
3. And I will stir up my men against my enemies.
4. I have not concealed your kindness or your truth from this congregation.
5. And they breached the wall of Jerusalem.
6. And there is none who arouses himself to call upon your name.
7. They will be judged and destroyed from off the earth.
8. And the man increased precipitously and very much indeed (in wealth).
9. Tell me what you have done and do not conceal (it) from me.
10. At that time the ark of the covenant will be taken from our midst.
11. Gather ${ }^{1}$ seventy men of the elders of Israel and take them and they will take their stand there with you.
12. And Jacob offered a sacrifice there.
13. And David said to him, 'Your blood be upon your own head because your (own) mouth testified ${ }^{2}$ against you when you said, "I killed the Lord's anointed".
14. I will not reprove you for your sacrifices. ${ }^{3}$
15. The Lord set up the earth on the rivers which (are) underneath it.
16. And the woman was taken to the house of Pharaoh.
${ }^{1}$ As the sequel shows, this is an imperative with a cohortative ending; see $\S 102$ at the top of p .114 . If it were the 3rd person feminine singular perfect, it would usually be written with metheg:

2On its own, עבה means 'to answer'. Followed by the preposition ב, however, it has this more specifically legal connotation.

3 The word order here indicates that though the speaker will not reprove the listener for his sacrifices, he is going to reprove him for something else.

4


${ }^{1}$ Hebrew has an adverb for 'continually', namely in his glossary. The construction used above (wāw-conversive + perfect to express continuity, as with the simple imperfect) is better in the present instance, however, cf. וְ in Iob 1: 1. Alternatively,
${ }^{2}$ The sog$\overline{0} l$ is introduced under the first $\begin{aligned} & \text { afmed by the rule of Shewa. The phrase could }\end{aligned}$

${ }^{3}$ It would be possible, of course, to use the familiar construction + infinitive construct with suffix. However, the infinitive construct Hiphil of $\boldsymbol{\text { H }}$ is



(e) 1 Samuel 3: 1-18

Verse 2 כַּהוֹת is an adjective (fem.pl.); we have, therefore, to understand the verb 'to be' or 'to become' after '将成, '(they) had begun'.

Verse 5 For the Conjunctive Daghesh in $\stackrel{\circ}{ }$ ל, cf. $\S 155$ (c).
Verse 7 Unusually, is is followed by the perfect tense on its first occurrence in this verse. Should we perhaps revocalize it as an imperfect,

Verse 11 In the phrase $\boldsymbol{1} \boldsymbol{y}$ is its object: 'everyone who hears it'. The phrase as a whole is
syntactically a casus pendens, which may be rendered literally as 'as for everyone who hears it, both his ears will tingle'. This is then correctly rendered in RSV as 'at which the two ears of every one that hears it will tingle'.

Verse 12 The Hiphil of ap can be used of 'establishing' one's word, hence to 'fulfil', as RSV here translates. It may be noted too that prepositions in Hebrew often have a wider range of meaning than their usual English counterparts. In this verse, $\boldsymbol{-}^{-}$means 'against' on its first occurrence and 'concerning' on its second.

Verse 13 Lambdin's note 11 supplies a literal translation of the text as it stands. RSV's 'were blaspheming God' accepts the view that correction for an original anturn.


## Lesson 52

（a）1．you remembered them
2．he judged us
3．you captured me
4．קוֶר
5．



9． he stole it（fem．）
10．
11．you forgot me
12．you abandoned him
13．he bound you

15．phe rejected him
（b）1．${ }^{-1}$ Me seized her
2．隹 you struck him
3．$⿰ 讠 上$ Tvit he lifted us up
4．4． 4 you gave us
5. , he formed them
6. קצרֶT he reaped it
7. 7 曾 he put you
8.
9.

11. MTतָ he drank it
12. 1 De despised me
13. רִִיחָ you saw them (fem.)
14. you oppressed him
15. وe surrounded us
(c) 1. He sanctified the chief he sanctified him
2. He drove away the nations he drove them away
3. He blessed ${ }^{1}$ the harvest ${ }^{\text {Pּךָּטוֹ }}$ he blessed it
4. He sent forth the messenger inth he sent him forth
5. He spurned the master ixty he spurned him
6. He oppressed the poor
7. He commanded his leaders he commanded them
8. He concealed the deed
9. He mentioned his name חִּקְּירץ he mentioned it
10. He presented his offering he presented it
11. He caused the people to cross ${ }^{2}$ הֶעָּרירץ he caused them to cross
12. He brought the bread near he brought it near
13. He brought the spies down he brought them down

15. He let the king live he let him live


2 Or
(d)

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|  | П(1) 2 |
|  | 3 |
| 9\% | 4 |
|  | F\% |
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|  | 10 |
| דֶּที่า | 11 |
| דִ1 | 12 |
|  | 13 הוֹרִדֶ |
| דֶרֶּ | 14 |
|  | 15 |

(e)

(T개 2
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וַיבַרְּוּ אוֹחםם:
(g) 1 Samuel 8: 4-22

Verse 5 For the daghesh in $1 \frac{1}{?}$
Verse 7 The imperative conjunction between them, the first introduced by $\ni$ and the second by $\frac{\text { ? }}{}$ In English, this needs to be translated slightly freely; cf. RSV: 'Hearken to the voice of the people in all that they say to you'.
 nor silluq (cf. §152) but a minor accent sign known as zäqep̄ qāton and written thus:

Verse 8 The basic shape of this sentence is marked by $¥$ at the start and near the end: 'According to all the deeds . . . , so . . . ' .矅 are thus subordinate verbs within the first half, describing what kind of deeds are being referred to.

Verse 9 صן is a word with a wide range of meanings. Though it is usually translated 'judgement', here it means 'custom, manner, way'.

Verse 10 There should be a daghesh in the of of and since it is the definite article followed by the masculine plural participle Qal of שעאל.


## Lesson 53

## (a) 1.


3.

5. ini
6. Inis
or ink
7.


9. 隹 א we stole it
10. עֹ you (f.sg.) struck me
11. They blessed you




15. 75hin
${ }^{1}$ Note that although there is ambiguity from the point of view of form between 1st person singular and 2nd person feminine singular perfect Qal verbs with suffixes (cf. $\S 189$ ), sense usually eliminates this in practice. This is obviously so in the present instance.
(b) 1. I I seized them (fem.)
2.
3. we oppressed them
4. 1 ขานึ่กุด we anointed him
5. auph we put them
6. Tintik they spurned him
7. we commanded them
8. they showed me

10. I I built it (fem.)
11.
12. They forgot you (f.sg.)
13.


${ }^{1}$ It may be noted that when a suffix which comprises a full syllable is added to verbal forms ending in 7 -, the waw is frequently dropped and the vowel is then written with
 these exercises.
(c) 1. They abandoned their God
2. I broke the sword
3. You saw their calves
4. They oppressed the people עִּוֹx
5. They took the young men prisoner ..... ロing
6. They rejected my words 
7. We helped the poor 
8. They took our crop ? ל?
9. We saved the leaders דוֹרִטְנגם
10. You (m.pl.) planted the vineyards arnain
11. They split the trees םุมี
12. They comforted the men ..... גְ גָּ
13. I gathered the lambs ..... 
14. You brought the boys up הֶּעֶּיחָם
15. He restored (= repaid) the silver 药
(d)
1
2
 4 



${ }^{1}$ The verbal adjective $\boldsymbol{\sim}$

2 (ידה 2 (יוֹדָ 2 ) may also be followed by the preposition ?, especially if it is being used in a ritual or cultic context.
(e) 2 Samuel 12: 1-15a

Verse 2 We should have expected the definite article with the first word (לֶעִׁיר) 'The rich man had . . . . Compare the start of the next verse.

 context must determine which is appropriate. Here, it signifies 'cause to pass away', and hence 'remove'.

## Lesson 54

(a) 1. he will turn them aside

3. Tecompense her!
4.
5. 1 עָ עָ help us!
6. רךָּ heal them!

8. ם
9.

11.
12. .
13. . do not curse her!
14.
15. do not despise me!
${ }^{1}$ Note that the form of imperative of the strong verb with suffixes overlaps in certain cases with the form of infinitive construct with suffixes.
${ }^{2}$ This form is to be explained by the fact that it is based on an imperfect (and hence imperative) in $a$ : must therefore be applied. The distinction between imperfects in $o$ and $a$ with suffixes is crucial, but tends to be forgotten by beginners, particularly in cases where the distinction is not readily noticeable because the verbal inflection has hidden it. Note again, therefore, the difference between ingup and Lambdin at the top of his list on p. 272. The same applies to plural forms of the
 exercise.



4. יוֹלִיך he will lead you


7. יַנְדִּיל אוֹחָם he will make them great
8.

10.

12. 6 nix and he smote me
13. make me prosperous! ${ }^{7}$
14.
15. . 7 Tit
${ }^{1}$ In this example, as in no. 10 , the form of suffix shows that the verb must be imperative, not infinitive construct, Hiphil.
${ }^{2}$ It is clear that this cannot be the perfect Hiphil of 7 י', because sēre, not $q$ ames, is used to join the suffix to the stem. It could, however, be the infinitive construct Hiphil with the alternative form of suffix mentioned in $\S 194$.
${ }^{3}$ wāw-conversive with the 3rd person masc. sg. apocopated imperfect Hiphil of $\pi$ י
${ }^{4}$ See Lambdin's note at the bottom of the table on p. 272.

5 Or context) is confined to the plural of imperatives in $a$ (see the note to the previous exercise), since there is no distinction in the form of the suffix after a vowel, and the stem of an imperative in $a$ lengthens its pretonic vowel, as does the perfect.

6 This form of suffix is exactly the same in meaning as ${ }^{4}$.x. which Lambdin has used throughout this Lesson; see the table on p. 271. The additional nün (sometimes assimilated to the following letter and so represented only by a daghesh with preceding short vowel) is often known as 'energic nün', or nün energicum.

(c) 1. He will give us rain
2. Hear my supplication!
3. Bring back the foreigner!
4. Spurn the wicked!
5. Tell the nations!
6. Hide ${ }^{1}$ the silver!
7. Kill their chiefs! ${ }^{2}$
8. Burn their cities!
9. Do not sacrifice the lamb!

Tַ


הַשמים

הָמיחֵם
פָּערן

10. He will throw his sword to the ground
11. Give me my inheritance!

12. Mention his name!
13. Mention their deeds!

14. Bring the ark! חהּתְּּירוּם
15. Plant the olive trees!

|o
${ }^{1}$ The pointing in Lambdin should be

2 2
(d)

${ }^{1}$ It would be better to use the Hiphil of the denominative verb, , (here, וֹדקִםיר), but Lambdin does not list it in his glossary.

2 Distributive singular.
${ }^{3}$ Note that in pause the tone of is retracted to the first syllable, which is then lengthened in consequence.


[^0]:    * Square brackets enclose currently used phonetic symbols as a guide to those who are familiar with them. Do not confuse these with the transliteration.

[^1]:    * Note that our statement does not preclude the possibility of a spirant occurring at the beginning of a syllable preceded by another consonant: malkêkem (your kings).

[^2]:    ＊It is doubtful that every $\boldsymbol{i}$ with mappîq is to be given a consonantal value［h］．The distinction between מלכה（queen）and מלכהּ（her king）was probably a graphic and not a phonological one．

[^3]:    * Most Hebrew grammars employ the letters $\boldsymbol{פ}, \boldsymbol{y}$, and $\boldsymbol{b}$ to designate the first, second, and third root consonants respectively. Thus, our III-Aleph corresponds to the more usual designation Lamedh-Aleph.

[^4]:    * $\mathrm{C}=$ consonant $; \mathrm{v}=\mathrm{a}, \mathrm{i}, \mathrm{e}, \mathrm{o}$.

[^5]:    * Note the reversion of $k$ to $k$. This is unusual; one would expect בִּרִכַת without daghesh lene:

[^6]:    * tóhû $w a ̄ b o b h u ̂:$ a designation of the primordial chaos; "formlessness and void" is an acceptable translation for this rather obscure phrase.

[^7]:    * A not uncommon variant has the ending - $\hat{u}$ n with or without the reduction of the stem vowel:
    

[^8]:    אַבְרָם 'Aַbrām an alternate form of אַבְרָהָם 'Abrāhām
    אוּר כַּשְדִִים Ur Kaśdîm Ur of the Chaldaeans, a city in southern Mesopotamia

[^9]:    הִלִבִּין
    הִקְרִיב

    הִרְחיק
    התיטיב to make (something) good

[^10]:    ${ }^{1}$ See note 1 to exercise (a) of Lesson 15.

[^11]:    4 We have here another example of the use of a casus pendens. This time the direct object of the verb is put first in the sentence (נ), and it is 'resumed' in a

[^12]:    ${ }^{1}$ For the forms of singular and plural types.

[^13]:    ${ }^{1}$ Literally, 'the distress of his soul'. is often used in this way to express intensity of emotion.

