

## *The Cambridge Introduction to Biblical Hebrew*

*The Cambridge Introduction to Biblical Hebrew* is designed for anyone studying Biblical Hebrew for the first time. It is well suited for students enrolled in introductory-level courses as well as clergy and laity engaged in self-study. The accompanying CD (suitable for Mac and PC) includes the workbook, answers, paradigms, and the interactive program TekScroll.

TekScroll greatly facilitates learning through grammar illustrations with moving graphics, interactive parsing programs, translation practice items, and a vocabulary program. The grammar illustrations demonstrate key grammatical points. The parsing programs provide feedback, hints, and corrections. Translation practice comes primarily from biblical verses. The vocabulary quizzing program includes audio of the vocabulary words.

The textbook is designed for a two-semester course covering one chapter of grammar per week (22 chapters) and then turning to select syntactical items. Each chapter begins with a Focus section, identifying key elements, and is followed by a summary, vocabulary list, and description of the learning activities on the CD. The practice translation items and workbook exercises only use vocabulary from previous chapters (with few exceptions), so that they can be used immediately in classroom instruction.

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# *The Cambridge Introduction to Biblical Hebrew*

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## *Introduction*

The English alphabet can be traced to the Greek alphabet, which in turn can be traced through the Phoenicians to that also used by the Hebrews. One thing the Greeks did was to start writing backwards, reversing the direction of writing to go from left to right. Hebrew is written from right to left.

The Greeks also added vowels. The Jews and their neighbors wrote only consonants. Because of the nature of Hebrew, writing only the consonants is sufficient to read it – for people who already know the language. But, as vowels are indeed helpful, the scribes later added vowel signs and other marks, solidifying the reading tradition and the text. These vowel signs were added below and sometimes above or within the consonants.

After adjusting to the different looks of the writing, we will find things more familiar. It may initially feel odd to read Hebrew, but you can do it. Considering that you have been successfully reading backwards (left to right) for years, you will do fine reading Hebrew forward (right to left).

Besides the writing system, Hebrew spellings primarily involve the following:

- 10 noun endings,
- 20 verb endings and/or prefixes,
- 11 main verb stem and infinitive patterns (for 7 stems),
- 3 participle indicators, and
- 15 or so *basic* pronominal suffix forms (depending on how you count).

In addition to those 59 basic spelling items, there are

- 7 syllable principles and
- 5 special consonant principles.

There are still many vocabulary words to learn and matters of syntax to master. But these 71 basic forms and principles combine and recombine to form the vast majority of all Hebrew words. The trick is in recognizing the combinations. Your overall workload is reduced if you can see it as a small number of morphological pieces responding to a couple of handfuls of syllable principles and deviant consonants.

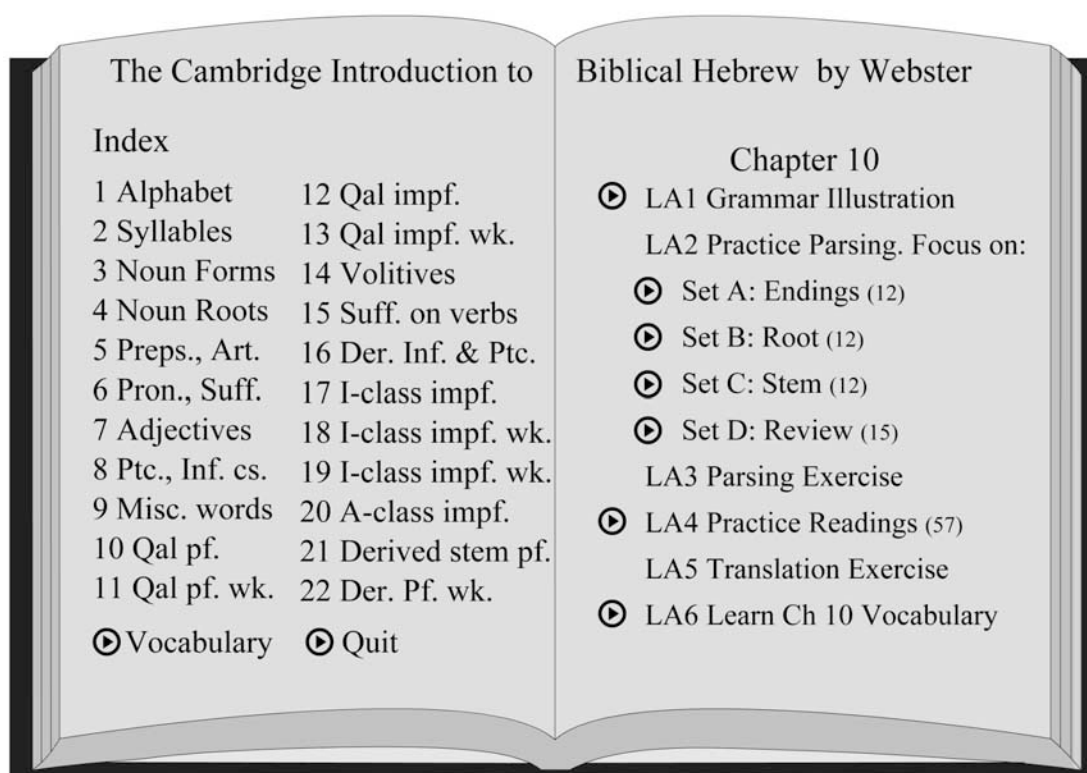
Knowing those pieces is your passageway to reading Hebrew. And reading Hebrew opens your access to the Bible.

**A Book and CD Package.**

The book and accompanying CD are closely integrated. You could think of them as a CD with an accompanying book just as well as a book with a CD. The CD has the Workbook, the Workbook Answers, and Paradigms in PDF documents. In addition, it contains the interactive program TekScroll to help you learn Hebrew.


TekScroll includes several Learning Activities, including Practice Readings, Parsing Programs, a Vocabulary Program, and Grammar Illustrations. The role these play is described in more detail later in the Introduction. But the basic elements and how to interact with them are described here.

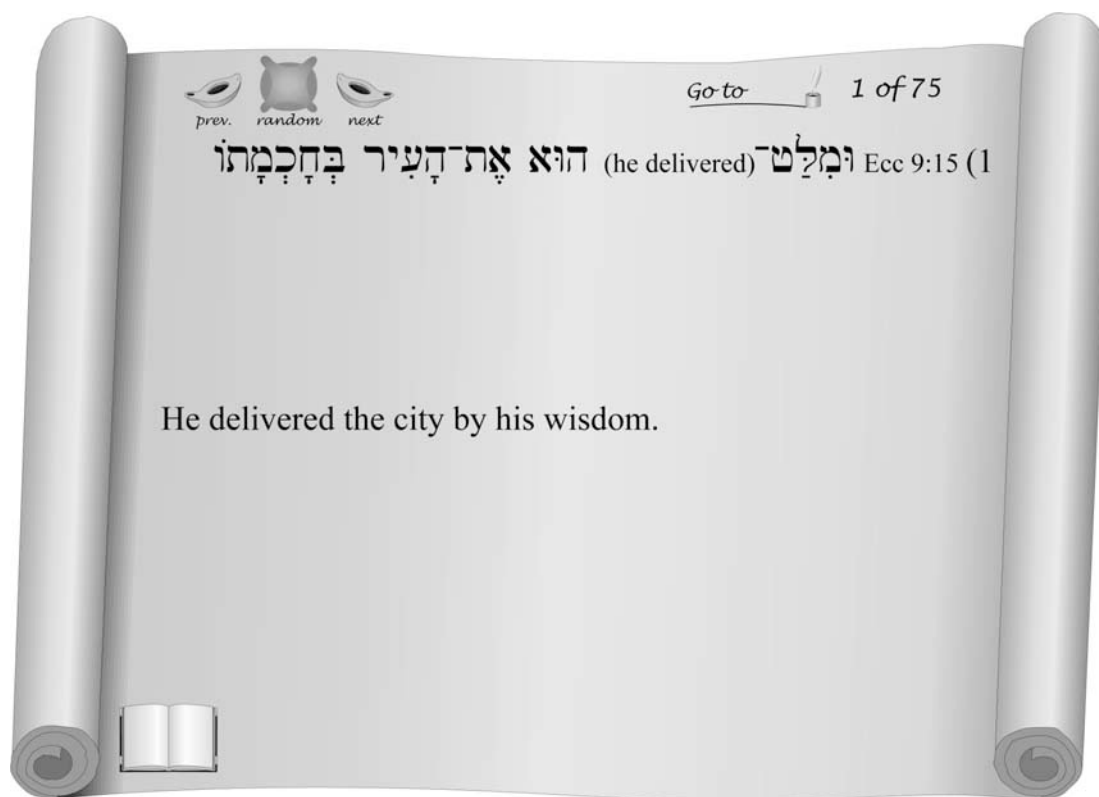
After loading, an index appears on the left side of the “book” on the screen. Click on the chapter number or its abbreviated title to get the menu of Learning Activities for that chapter. You can also go right to the vocabulary program by clicking the arrow at the bottom left of the page. After you select a chapter from the index, its menu appears on the right. The Learning Activities (abbreviated LA) that are part of TekScroll have an arrow button; the others are in the Workbook. The list of Learning Activities is repeated from the end of the chapters in the grammar.



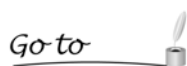
### Practice Readings.

The Practice Readings first present a Hebrew selection, usually a Bible verse, along with its number in the set, in this case reading number 1 of 75. After trying to read it, you can click to see the translation.

Typically, the Practice Readings only use the vocabulary from previous chapters (not the current chapter) and use the last chapter's vocabulary a minimum of three times. The  button in the lower left returns you to the chapter index.



The oil lamp **Navigation** buttons take you through the readings either in order, “Prev(ious)” or “Next,” or “Random(ly)”. Clicking any of the navigation buttons will show the translation. They only move you on to another reading item if the translation is already showing.



To go to a particular practice reading, which is useful if you want to ask a question about one of them, type in the item number on the line after “**Go to**” and then click on the quill and inkwell to the right of the line.

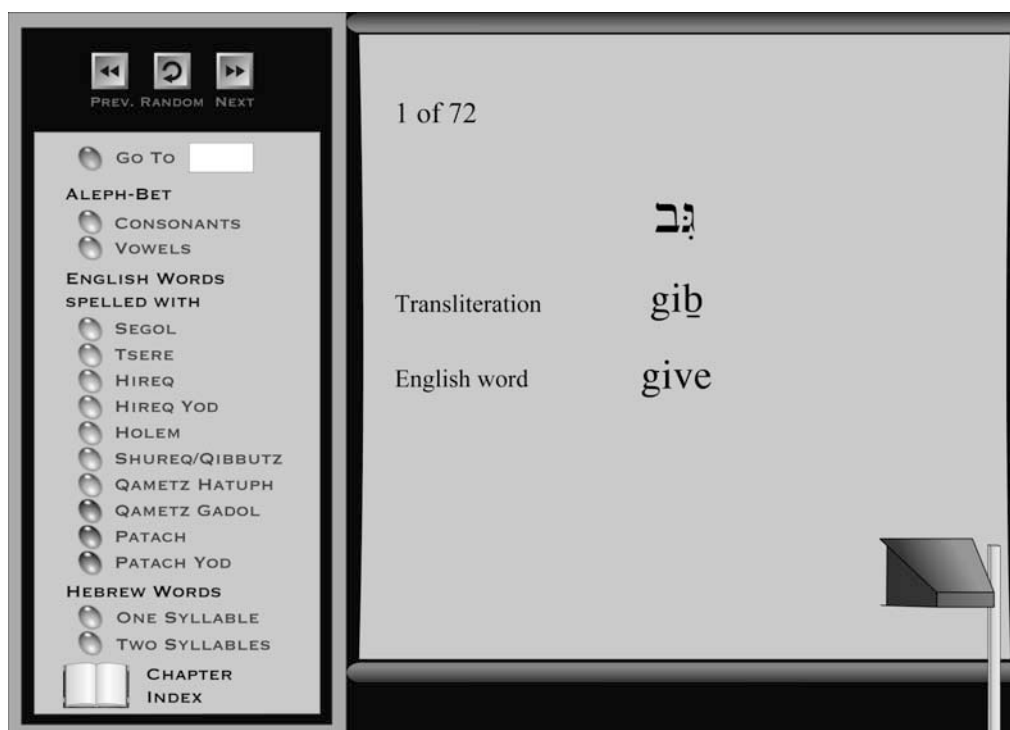


**Practice Reading** variants.

In the later chapters, the Practice Readings are combined with the Parsing Program (see below) so that verbs are parsed from context.



The first two chapters have readings on a different background due to different navigation concerns. Different reading lists are chosen from the menu on the left. The Navigation buttons move you through whichever list you have chosen.




### Parsing Programs.



The noun and verb parsing programs look very similar. The word to be parsed is the **Specimen** in the center. Enter your answers in the row of boxes directly below the specimen. The answer for **Root**, right center, must be typed in from the **Enter Root** keypad. (You must use appropriate final forms of the consonants. ך and ך are only used for verb roots with a ך for the second root letter.) The other answers can be chosen from the dropdown menus or they can be typed in, but must be typed exactly.

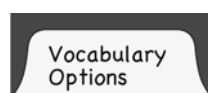
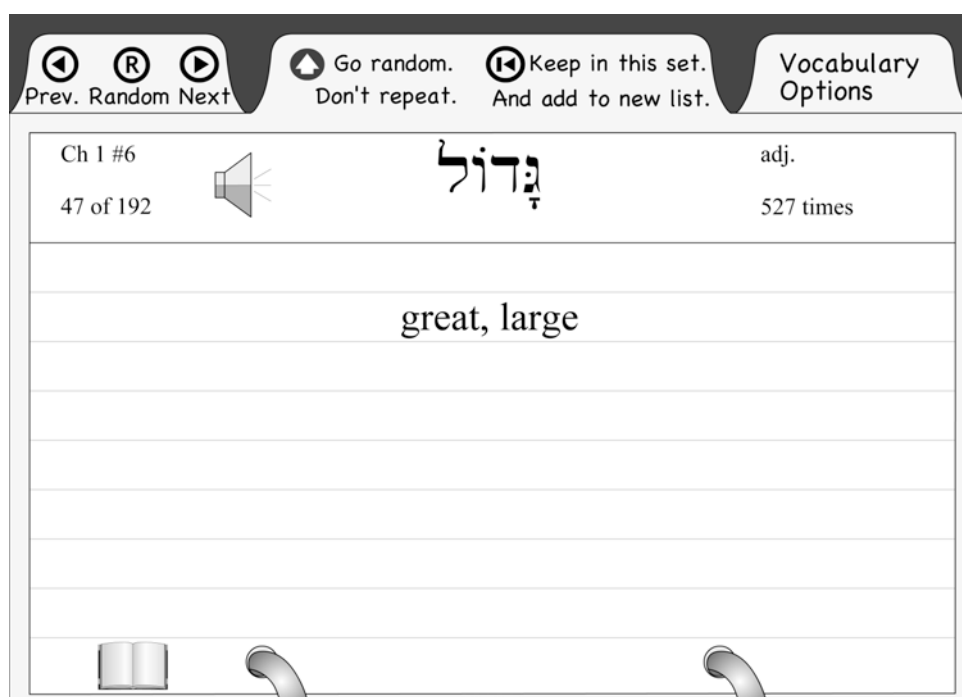
The **Show Answer** button reveals the answers in the row of black boxes directly below the answers that you entered. The **Check Answer** button will confirm the correct parts of your answer by revealing them in the bottom boxes. Incorrect answers are highlighted in red and the correct answers are kept hidden.

In the upper right are **Diagnostic Tests**, three buttons which reveal a clue (if there is one). In this example, the student has missed two items, the pronominal **suffix** and the **P/G/N/St** field. Clicking on the **suffix** button under Diagnostic Tests gave no hint because there is no suffix. Clicking on the PGN button under Diagnostic Tests did reveal a clue, comparing the pronoun **בְּכִינִי** to the verb ending on **בְּכִינִי**.

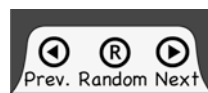
On the left side are the Navigation buttons. The navigation buttons will first show the answer and only go to the next item if the answer is already showing. The book button  in the lower left returns you to the chapter index.

### Vocabulary Program.

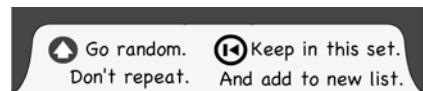
The vocabulary program is a great way to practice your vocabulary. First you select your desired options (see next page). Then a Hebrew word (e.g. גָּדוֹל) appears along with where it is in the “stack,” in this case word 47 of 192. When you click for the answer, it displays the English glosses (“great, large”), where it is in the textbook (“Ch 1 #6”), its part of speech (“adj.”) and the number of times it appears in the Bible (“527 times”). Press the  button to hear the word. (You can also select the option to play the audio when a navigation button is pressed.) The  button in the lower left returns you to the chapter index.





This button takes you to the **options** you can choose.



The circular **Navigation** buttons take you through the “stack,” either in order, “Prev(ious)” or “Next,” or “Random(ly)”.



 **Go random. Don't repeat.** You can also go through the stack randomly without repeating any of the words. The number of cards in the stack counts down as you go.

 Pressing the **Keep in** button tells the program to keep the word in the stack (if you are using the Non-repeating random button). It also puts it in a new “stack” of cards. When you finish your current stack, you can select this new stack made up of the words you marked. A word will be in the new stack as many times as you mark it.

**Setting the Vocabulary Options:**

1. Select chapter lists and options. This can be done in any order. It is not necessary to select options, but you must select at least one chapter.
2. When finished with selections, click the arrow on the tab that says "Create list from selections."

Clicking the **Vocabulary Options** button will clear all your selections.

**1. Select chapters below.**

Select by chapter or sets:  C 1-9  C 10-15

C 16-22  L 23-29  L 30-33  All

Ch 1  Ch 9  Ch 17  List 25

Ch 2  Ch 10  Ch 18  List 26

Ch 3  Ch 11  Ch 19  List 27

Ch 4  Ch 12  Ch 20  List 28

Ch 5  Ch 13  Ch 21  List 29

Ch 6  Ch 14  Ch 22  List 30

Ch 7  Ch 15  List 23  List 31

Ch 8  Ch 16  List 24  List 32

List 33

**2. Select options, if desired.**

Select Part(s) of Speech:  Verbs  Substantives  Other

Select Frequency:  or more times,  or less times.

Words used  or less times.

Alphabetize the List

Include Audio with Nav. buttons

**Vocabulary Options**

The **groups** at the top allow you to quickly select several chapters at once. You may then click on a single chapter to deselect it.

In this example, the C 1-9 button has been clicked, selecting and checking Chs. 1-9.

**Chapters** can be selected or deselected individually, even after a group has been chosen.

The **"book" button**, lower left on every page, always returns you to the chapter index.

You can limit the list by selecting one or more **parts of speech**. "Substantives" has nouns, pronouns, and adjectives. "Other" includes prepositions, adverbs, and conjunctions.

Type in either or both **frequency** options.

The list can be **alphabetized**.

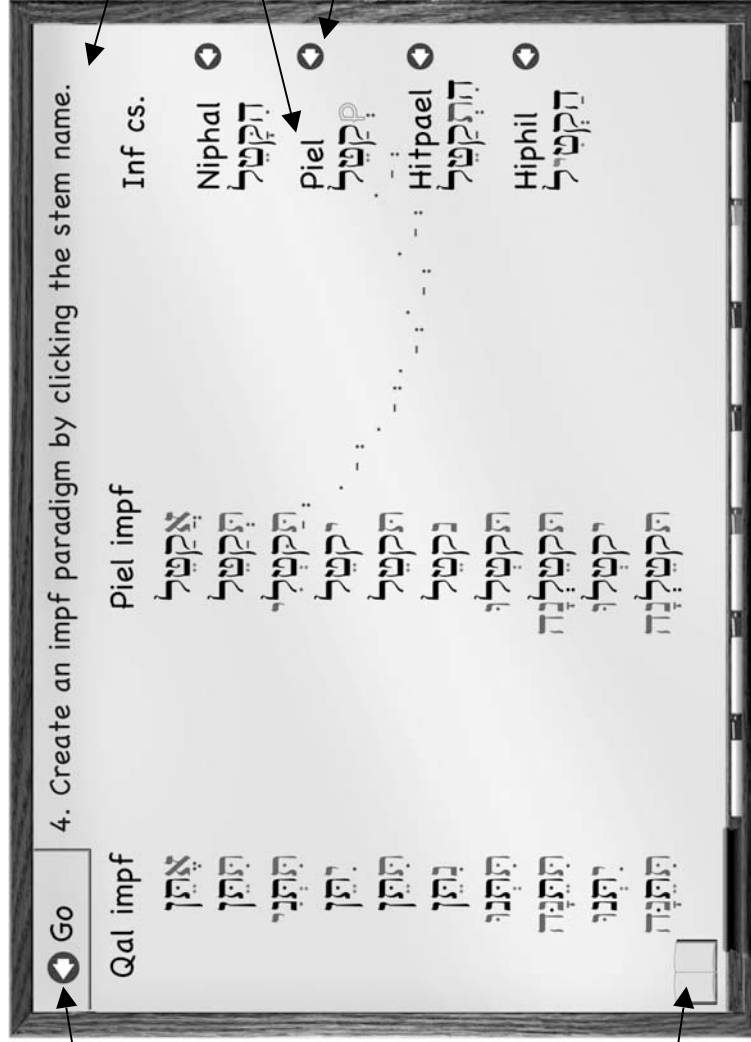
**Audio** of the Hebrew is always available, but click this box to automatically include audio whenever a navigation button (prev., random, next) is pressed.

**Grammar Illustrations** usually appear on a whiteboard theme:

The buttons are adapted to fit the content, so they may vary. This example has forward and backward buttons in the upper left corner that take you through different segments of the illustration. As point 4 instructs, the stem names “Niphal,” “Hitpael,” and “Hiphil” are also buttons. In this segment, the “Piel” button has been pressed. This causes the key part of the Piel stem from the infinitive on the right to move over and fill in the paradigm in the middle of the board. This illustration, from ch. 17:

- 1) starts with the paradigm on the left, the “Qal impf” (Qal imperfect *i*-class, learned in ch. 12),
- 2) duplicates it and changes the letters to those in the middle of the board (for the standard paradigm),
- 3) removes the key part that makes it Qal, then
- 4) takes the key part of the infinitives on the right (learned in ch. 16) and moves them to the middle to create the new paradigm.

**Go** buttons go through the segments of the grammar illustration. This illustration is at the end, so it only has a “back” button.



As the *instructions* say, these stem names (Niphal, Piel, Hitpael, Pual) are **buttons**. And so are the arrows → the next to them.

Here the Piel has been clicked, sending its characteristic vowel pattern from its infinitive over to complete its imperfect paradigm.

The “**book**” button, lower left, returns you to the chapter index.

### The Structure of this Grammar.

*Chapters 1–22: The morphology section; Activities on the CD.*

Each chapter begins with a *Focus* section, identifying the essential elements of the chapter. The main discussion explains these items. It is followed by a *Summary*, a *Vocabulary* list, and a description of the *Learning Activities* on the CD. The design is to do one chapter per week, or even two chapters every three weeks. This fits one-day-a-week classes well and allows for classes that meet more than one day per week to reserve entire class periods for practicing with the students, or for labs.

The CD contains the *Workbook*, *Workbook Answers*, and *Paradigms* in Adobe® PDF documents. Adobe Acrobat Reader is available as a free download from [www.adobe.com](http://www.adobe.com). The interactive program TekScroll includes: *Grammar Illustrations* (for some chapters), *Practice* items (e.g. readings, parsings), and a *Vocabulary* program. TekScroll was made in Flash, also a product of Adobe® Macromedia®.

The *Grammar Illustrations* in TekScroll provide a visual aid for understanding select grammatical points in the main discussion of a chapter. It is useful to view them while reading through the chapters.

The *Practice* items, such as *Practice Parsing* and *Practice Readings*, provide practice before doing the exercises. They offer a low-stress environment for students to check their understanding and can be used for classroom instruction or for labs. The *Practice Readings* present Hebrew phrases or sentences with the English translation available at the click of a button. Students can read the Hebrew and then immediately verify their understanding. They provide review of previous material as well as integrating some grammar elements of the current chapter. In general, the *Practice Readings* only require knowing vocabulary from previous chapters (rather than the current chapter), so that the student who keeps up with the vocabulary requirements can go from the textbook right to the *Practice Readings*. They also provide multiple contexts for the vocabulary items (using the previous list's items a minimum of three times each). The *Practice Parsing* items allow the student to drill or practice forms. In the later chapters the *Practice Parsing* items are integrated with the *Practice Readings*.

The *Workbook Exercises* and *Workbook Answers* are available in separate PDF files. This structure asks the student to do the work based on having built up their skills while doing the *Practice Readings*. *Exercises* in the later chapters are not just randomly selected verses but also include progressing through passages of the Bible. Whole verses in the *Exercises* may include accent marks.

The *Vocabulary* program allows students to practice their vocabulary in a flash card style. The students can choose which chapters' vocabulary they want to review, as well as choose by part of speech (verbs, substantives, other) and by frequency. The flash cards can be played with or without audio of the Hebrew.



*Chapters 23–32: The Syntax section.*

Each chapter begins with a *Focus* section leading into the main discussion. Most end with a *Summary*. They do not include vocabulary lists.

This section samples items of syntax and discourse. It is too small a space to cover all of Hebrew syntax. Instead it selects some features as an introduction to syntactical issues and as a model of how to view the information in reference works on syntax. A repeating mantra is that “meaning arises from combinations” of several factors. To illustrate this, the chapters often comment on how various discourse features affect meaning. The focus is on how to think about syntax rather than trying to learn lots of lists of syntactical functions. The design is for two chapters per week, as a supplement to reading extended texts from the Hebrew Bible. Alternatively, several of these chapters may be integrated with the morphology chapters.

The students should be ready to read whatever texts a first-year Hebrew program may require (note that 2Chr 34 and Neh 8 are given with vocabulary aids in the workbook appendix). The syntax chapters can be read in any order and should provide fruitful modeling to supplement the varied goals of first-year programs and whatever passages a course requires. Consequently, the remaining vocabulary lists occur in a separate section rather than at the end of each chapter.

*The Vocabulary.*

The vocabulary lists include words used 50 or more times in the Hebrew Bible (approximately 650 words in 33 lists averaging 20 items each) but do not include proper nouns (cf. 328–329). During the syntax unit, professors can decide how many vocabulary lists to require of their students, but all the lists for 50+ are provided.

As much as possible, the lists consist of words from one or two semantic domains. But they may have cognates or similar-sounding terms from different domains. In the early chapters especially, the choice of vocabulary may be partly determined by the needs of the upcoming grammar topics. For example, ch. 1’s vocabulary is chosen to reflect all consonant forms and vowels. Nonetheless, semantic domains are emphasized as much as possible. One opportunity afforded by this structure is to assign groups of students to present memory devices for a list to the rest of the class.

Vocabulary requirements are coordinated with both the grammar chapters and the Exercises. Many words used as examples in the grammar are introduced as vocabulary items in advance to provide a level of familiarity. Exercises primarily involve vocabulary from earlier chapters, and typically employ the words in the previous vocabulary list a minimum of three times each.

For the morphology unit, the exercises provide meanings in parentheses for words that have not yet appeared in the lists. After the morphology unit (chs. 1–22) the remaining 11 lists occur in a separate section, since chs. 23–32 may be read in any

order to suit the needs of the course. The last four lists are based on frequency, having words occurring 50–60 times in the Bible or words that occur more than 50 times due only to being common in Exod 25–Num 10. The CD also contains a PDF document (CIBH Vocab Tools) with three lists arranged by frequency for the sake of programs which stipulate their vocabulary requirements by frequency.

### **To the Student.**

As you study this book, you would do well to adopt this reading strategy. Begin each chapter by reading its *Focus* section. Then jump ahead to the *Summary* at the end of the chapter. Also scan the list of *Learning Activities* at the end. Then go back to the beginning and read through the chapter, watching any *Grammar Illustrations* from the CD as you go.

The *Focus* and *Summary* sections and *Grammar Illustrations* in TekScroll should help you see what is essential to the chapter's lesson. The *Practice* items and *Workbook Exercises* on the CD target these things. Some chapters will also have material to satisfy curiosity (e.g. why does it do that?), for future reference (that is, not necessary to memorize right away, but which you may want to refer to when doing exercises), or for advanced exposure to a coming concept. The chapter sections usually signal this. Read these portions for a basic comprehension at the moment and so you will know where to look if you want to refer to it at a later time. Pay special attention to items mentioned in the *Focus* and *Summary* sections.

### **To the Teacher. On connections between chapters.**

This grammar presents Hebrew morphology in 22 chapters, a presentation made compact by making the most of comparisons to previously learned material, organizing related forms together, and presenting all morphemes through the common lens of syllable behavior. This part of the Introduction highlights the connections between chapters as a part of course planning and helping prepare students for coming chapters. Note that the CD *Illustrations* and *Practice Readings* can be very useful for teaching – highlight the *Focus* points and then go quickly to the examples.

*Chapter one.* The main goal is to learn to read the alphabet and vowels. The words in the vocabulary list contain all the letter forms, so that ready ability to read and write the vocabulary is an indicator of having learned the chapter's material.

Since it concerns the alphabet, ch. one also discusses the weak consonant behaviors. They do not need to be mastered at this point. The discussion serves as advanced exposure for when different weak consonant behaviors appear in coming chapters and collects the weak consonant behaviors in one place for later review.

As to pronunciation, variations are mentioned along with advice to follow your instructor. A 5-vowel versus 7-vowel system is not directly discussed. This seems the least complicated way to inform students of differences while allowing instructors to



explain it however they want or to omit the discussion. Vowels are described as short and long. Even if “long” vowels are considered qualitatively different rather than quantitatively different, “lengthening” is a complementary term to “reducing.”

*Chapter two.* The main goal is to learn the syllable principles by which all Hebrew morphology will be described. There are seven principles; three apply only to nouns (accented syllables) and the rest to all parts of speech. This chapter’s immediate application for students is to aid in pronunciation. But more importantly, it lays the groundwork for ch. 3 and subsequent chapters on morphology. In chapter 3, the syllable principles will explain the vowel changes in nouns with their different endings and help distinguish the construct and absolute forms of nouns.

Hebrew grammars differ in classifying the syllabic status of vocal *shewa*.<sup>1</sup> There are probably two different questions at work. One, is there enough vocalic stuff to call it a syllable? Maybe or maybe not, depending on how one defines a syllable phonologically. This first may be debated. But we can also ask, does vocal *shewa* play the same role in the language system as (other) syllables? To this question the answer is no, they do not have equal status in this regard. (The resulting consistency of description for Hebrew morphology is anticipated in the examples in 2.11.) So pedagogically, vocal *shewa* is not treated as a syllable; the syllable principles skip over them.<sup>2</sup>

Take special note of the term “*shewa* in problem position”<sup>3</sup> (2.5.3), which describes either a vocal *shewa* starting a pretonic syllable (as in **רִיָּם**) or a silent *shewa* closing a distant syllable (as in **מִשֶׁהָ**). In the position before the pretonic vowel, that consonant usually has a *shewa*, which may be vocal or silent. Since it is

<sup>1</sup> “To early Mediaeval Hebrew grammarians [vocal] *shewa* as in **רִיָּם** or ḥatef’s did not have the same syllabic status as full vowels: thus the Hebrew word mentioned was segmented into **רִי** and **יָּם**” (Paul Joüon, *A Grammar of Biblical Hebrew*, translated and revised by T. Muraoka [Rome: Pontifical Biblical Institute, 1991] p. 96). “A consonant with vocal Šewâ never has the value of an independent syllable” (Wilhelm Gesenius, *Gesenius’ Hebrew Grammar*, edited and enlarged by E. Kautsch, 2<sup>nd</sup> edition revised by E. Cowley [Oxford: Clarendon Press, 1910] p. 87). The classic grammars by Weingreen and Harris and the more recent grammar of Borneman are examples of beginning grammars which do not accord vocal *shewa* the status of a syllable. J. Weingreen, *A Practical Grammar for Classical Hebrew*, 2<sup>nd</sup> ed. (New York: Oxford University Press, 1959); R. Laird Harris, *Introductory Hebrew Grammar* (Grand Rapids: Eerdmans, 1955); Robert Bornemann, *A Grammar of Biblical Hebrew* (New York: University Press of America, 1998).

<sup>2</sup> It can be argued that certain vocal *shewas* represent a late reduction of a vowel. For students, this adds to the pedagogical burden. For example, the 3fs perfect is **קָטְלָהּ**. We describe this as having two syllables: **קָטְלָהּ** + **הּ**, where **הּ** is pretonic open long. Our main concern is explaining why the qametz is a long vowel in this position. If one teaches that *shewa* is a syllable on its own, then **הּ** is an unusual propretonic open long, requiring its history to be explained. This form was reduced from **קָטְלָהָהּ**, having the accent on the **הָ**. So the *qametz* under **הּ** is there because it was pretonic and open, making it long at that stage and then staying long. It is more straightforward to adopt the view that *shewas* are not syllables, and this is simpler for explaining the forms (all noun and verb forms) as they are preserved in the Bible. See also Joshua Blau, “the long vowel in the first syllable [of **שָׁמְרוּ**] is due to pretonic lengthening,” *Topics in Hebrew and Semitic Linguistics* (Jerusalem, The Magnes Press, 1998), p. 17.

<sup>3</sup> We adopt this term from Rabbi Dr. Isaac Jerusalemi of Hebrew Union College.

an apparent problem for Hebrew to keep a vowel in this position, it is called “*shewa* in problem position.” (Students learn later how this *shewa* may trigger changes like the contraction of  $\text{וְ} \text{בְ}$  to  $\text{וּבְ}$ .) We recommend emphasizing to students that “problem position” is not a syllable, but a position that can be in different syllables and that the “*shewa* in problem position” may be either vocal or silent (Cf. 2.5.3 and 2.11).

*Chapter three.* The main goal is to learn the 10 noun endings and parse accordingly. The vowel changes in the nouns are triggered by the placement of the accent and explained in terms of the syllable principles in ch. 2. They allow for a unified explanation of vowel changes in words both like  $\text{בְּכַר}$  and  $\text{שְׁרָה}$  which means fewer rules and less rote memorization (students who thrive on rote memorization can still do so). The syllable principles are also used to explain the difference between the absolute and construct forms of nouns that use the same ending for both states.

By chapter 3, all forms of the independent pronoun have appeared in vocabulary lists. These forms are used as points of comparison in ch. 6 and subsequent chapters, especially 10 and 15. It is good practice to require students to write the forms of the pronoun from memory before covering ch. 6. Chapter 6 treats pronominal suffixes on nouns and prepositions.

*Chapter four.* The main goals of the chapter are to reinforce the 10 noun endings, give students more exposure to the weak consonants, and begin training them to see the roots of words. Depending on the choice of dictionary for the course, specifically whether it lists nouns under their root, the chapter may warrant extra time. Otherwise the exposure to weak consonants, roots, and noun patterns may be viewed as advanced training for later chapters on weak verbs. In the latter case only a basic comprehension of weak letter behaviors needs to be achieved at this point.

The weak consonant behaviors are explained as being triggered by the syllable principles. The syllable principles apply first, then weak consonant behaviors may react. If the result looks different from the syllable principles, it is not considered an exception, but rather a clue, for example a clue to the root.<sup>4</sup>

*Chapter five.* The chapter consists mainly of vocabulary. It explains the vowel variations of the inseparable prepositions, the conjunction *vav*, and the article (whose basic forms have already occurred as vocabulary), as well as the preposition  $\text{וְ}$  and the interrogative particle  $\text{וְ}$ . The discussion has the detail necessary for consultation when a student wants to verify forms found in real texts. But students can be advised to focus on recognition, while leaving the details about creating the forms for reference. In this chapter, the vocabulary list, one of the shortest in the book, needs to be learned before doing the *Practice Readings*.

<sup>4</sup> *Holem vav*, for example, is explained (not as “unchangeably long” but) often as a contraction resulting from the syllable principles placing *vav* over silent *shewa*. The *vav* may be a root consonant (though if it is the first radical, its root will be listed in the dictionary as first *yod*).

*Chapter six.* The main goal is to recognize the pronominal suffixes on substantives based on already knowing the independent pronouns. The first chart, comparing the independent pronoun to the suffixes, is the essence of the chapter. The subsequent charts illustrate the specifics of how the suffixes attach to nouns of different types and to prepositions. They explain how the vowels in nouns can vary according to the syllable principles and noun pattern. Students should be directed to focus on the first chart and view the others for reference. Class can be taught by projecting the first chart on a screen and making observations with the students, then (perhaps after brief comments on the other charts) going to the *Practice Readings* and discussing the forms as they are encountered, referring to the additional paradigms as needed. Several of the *Practice Readings* have the independent pronoun and corresponding pronominal suffix in the same sentence to help reinforce the comparison between the two.

*Chapter seven.* The main goal is to learn to recognize and translate adjectives (in different syntactical positions), the comparative use of *גָּדוֹל*, and the demonstratives. The demonstratives have already occurred in the vocabulary lists. The CD has a practice component that is very useful for teaching the material. It uses only a few nouns and adjectives along with the demonstratives and *גָּדוֹל*. These are packaged into 464 statements using adjectives in attributive or predicate position. There are too many for students to feel they should complete them all, but they can be practiced randomly until the students feel confident with the material. At that point they can go to the *Practice Readings* (which also have a number of substantival adjectives) and then on to the *Exercises*.

*Chapter eight.* Building on ch. 7's discussion of adjective position, ch. 8 introduces the Qal participles and also the Qal infinitive construct. A few verbs have been introduced in the vocabulary by this point, including some infinitives which drop their first radical in their infinitive form, e.g. *קָחַת*, *דָּעַת*, *לָכַת* and *יָתַת*. This makes the discussion of the weak infinitives easier, since these forms have been learned as vocabulary and can be used for comparison to others. Their lexical forms are in the vocabulary list for ch. 8.

The chapter does include the small number of weak forms that Qal participles and infinitives have. Since the students' vocabulary has had only thirteen verbs at this point and they are only responsible for participles and infinitive constructs, they are able to focus on the morphemes. Again the *Practice Readings* are helpful, as Part B of the *Practice Readings* includes 20 sentences with participles and infinitives of roots that they should know. Part A of the *Practice Readings* focuses on drilling vocabulary but also includes some participles and infinitives (with the meaning provided when they are not vocabulary words). Students can be asked to identify these as an assignment if they are not used as classroom material.

*Chapter nine.* The chapter consists mainly of vocabulary. The special vocabulary items in this chapter (e.g. **יָשׁ**, **אֵין**, **הֵינָהּ**, **אֲשֶׁר**, directional **הָ**, and numbers) have already occurred in the vocabulary lists. It gives students a break before starting on verbs and is a good opportunity for review or testing. There are two sets of *Practice Readings* and *Translation Exercises*. The second set requires having learned the vocabulary list in ch. 9. The translation exercises begin to include short paragraphs, including here Josh 3:16–4:2, 5–6, and Num 14:1–8. The extra readings provide the opportunity for extended review to solidify the material covered thus far.

*Chapter ten.* The main goal is to learn the Qal perfect strong verb. The endings are compared to the independent pronoun (1<sup>st</sup> and 2<sup>nd</sup> persons) and the noun (3<sup>rd</sup> persons). The behavior of the first radical's vowel is explained by the syllable principles. The unique markers of the stems go by various terms, such as principal parts, stem characteristics, etc., in the grammars. We use “ID badge” because it identifies the stem, works with the art in the computer program, and offers a label for weak forms as “aliases.” All the verb forms are taught as the root plus the affixes plus the stem ID badge (not simply as modifications of the 3ms).

The *Practice Parsing* items on the CD include several sections: verbs from past vocabulary, new verbs, and forms that are not Qal. In this last set, students label all other stems as “non-Qal.” The purpose is to train them to look for the stem's ID badge, even though they only know one stem. The chapter briefly comments on the nature of *vav* plus perfect consecutive. The exercises reinforce this through footnotes that identify what certain *vav* plus perfects are consecutive to. More is added briefly in ch. 14 (volitional verbs). Chapter 31 addresses this topic in more detail, but the approach at this point, ch. 10, is primarily inductive.

The chapter also distinguishes stative and fientive verbs, and gives initial pointers on the timeframe they may have and their use in different genres. The stative or fientive distinction will be revisited several times in the verb section. The paradigm for **כָּבַד** is considered as important as the paradigm for **קָטַל** because the **כָּבַד** paradigm will be used as the point of comparison for the Piel, Hitpael, and Hiphil perfects. It is good for students to be able to write out these two paradigms.

*Chapter eleven.* The main goal is to learn the Qal perfect weak verb. Paradigms of the weak verb types are included. This does not mean that students need to memorize each of the paradigms. The paradigms need to be included for reference but the student should focus on finally mastering the weak consonant behaviors and how they interact with the syllable principles. The end of the chapter collects the structures of Qal perfect weak verbs in template form, using boxes as place holders and C or V to represent a consonantal or vowel ending (11.5). These are called *Alias Profiles* and are collected at the end of every chapter on weak verbs. They can be used in more than one way. They can be used for review. If the student can explain how such and

such a structure resulted from a weak root, this shows that they understand the basic concept. Or students may be allowed to use the *Alias Profiles* while they parse. Instructors vary in attitude toward such tools or may have their own system, but this is provided as an available tool. When the verb forms are finished, the *Alias Profiles* will conveniently fit on two sides of one page.

*Chapter twelve.* The main goal is to learn the Qal imperfect and *vayyiqtol* strong verb with each class of theme vowel. The forms are presented as adding the imperfect affixes to the infinitive construct (not as built on the 3ms form). Whether or not they were formed this way historically, this is a useful memory device. The ID badge of the Qal imperfect is explained according to the syllable principles.

The paradigms for  $\text{לָמַד}$  and  $\text{יָהֵן}$  are considered as important as  $\text{יָקַטַל}$ , because the  $\text{לָמַד}$  and  $\text{יָהֵן}$  paradigms will be used as points of comparison for the derived stem imperfects. Being able to write all three paradigms reduces later work. Again this chapter gives consideration to whether the verb is fientive or stative and to genre.

*Chapter thirteen.* The main goal is to learn to recognize Qal imperfect weak verbs. As with the Qal perfect weak verb, all the paradigms needed for consultation are included. It is especially advisable for students to read the summary before the chapter to help reinforce where they are to get to. Though much of the information confirms how minor some changes are, it is still a lot of information. Each section summarizes the main issues, which appear at the chapter's end. Then the chapter summary collects all the *Alias Profiles* (which could be used on an exam).

*Chapter fourteen.* This chapter covers the volitional verbs and infinitive absolute. These forms are related to the forms just studied. Students should be advised to focus on what cohortative, imperatives, and jussives do and to view the notes on weak forms as a chance to review the weak behaviors covered in ch. 13. Advancing a thread begun in ch. 10, ch. 14 points out the use of *vav* plus perfect consecutive following volitional forms. It also illustrates the use of volitional verbs in a sequence to indicate intention.

*Chapter fifteen.* The main goal is to recognize the pronominal suffixes on verbs based on already knowing the independent pronouns. As in ch. 6, the pronominal suffixes are again compared to the independent pronoun, and the chapter mostly boils down to the first chart. Since the principles for attaching pronominal suffixes to derived stem verbs are the same, there is not another chapter on attaching suffixes to verbs.

*Chapter sixteen.* The main goal is to learn the nine patterns that characterize the six derived stems, their ID badges, and their application in infinitives and participles. Students should learn to write the ID badges from memory, since all the rest of the derived stem verb forms will be presented as a combination of a paradigm that they already know plus the appropriate ID badge. Already in this chapter, learning the



stem ID badges and learning the infinitives are nearly the same thing. Likewise the participles simply take the ID badge and add the noun endings at the end and a preformative at the beginning. The ID badges are described as normally involving the syllable that the first radical is in. For example, in the Hiphil, R<sub>1</sub> joins a prefix which has *pataḥ*, a pretonic closed short syllable; while in the Piel, R<sub>1</sub> has a *pataḥ* and joins a doubled R<sub>2</sub>, also a pretonic closed short syllable. This leads to approaching parsing with the question, “What happens to R<sub>1</sub>?” The question is asked about the syllable that the first radical is in as a means of directing students to the “ID badge” to determine the stem.

The chapter provides an overview of how word meaning is affected by the stems with fientive and stative roots, but students are advised to also rely on their dictionary, not to just infer a verb’s meaning from the stem. After this point the remaining morphology chapters, 17–22, have no new morphemes and no new grammatical concepts. The derived stem morphemes are presented as combinations of information already learned. Chapters 16–18 also reduce the number of items in the vocabulary section.

The exercises for ch. 16 present infinitives and participles in two groups. This enables the chapter material to be divided into two sections if desired. In addition, the Exercises for chs. 16–22 include 2Chr 34 and Neh 8. They have a high percentage of derived stem verbs as well as content of interest. These passages appear in the appendix of the workbook. The Learning Activities for each chapter of the grammar assign a few verses of each passage, though Neh 8 starts in ch. 17. A list of vocabulary for each of these passages is provided as a “mini-dictionary” to help students with words they have not yet had in their vocabulary requirements. In the earlier verses of each of these chapters, vocabulary helps may also appear in parentheses after certain words. Since there are plenty of exercises for each chapter of the grammar, another approach would be to wait until after ch. 22 to read through these chapters. They appear in the workbook appendix to accommodate this option.

*Chapter seventeen.* The main goal is to learn the imperfect and preterite strong verb for the Niphal, Piel, Hitpael, and Hiphil. These paradigms all use an *i*-class theme vowel, so they are compared to the Qal imperfect of  $\text{יִתְּנֶה}$ , i.e.  $\text{יִתְּנֶה}$ , etc. (ch. 12). The four ID badges learned in these stems’ infinitives are substituted for the Qal ID badge. Presented as combining two sets of information that they already know, the students can quickly grasp the strong verb paradigms for these stems. Students should be able to write these paradigms by having known how to write  $\text{יִתְּנֶה}$ , etc., and being directed to write in the stem’s ID badge (ch. 16) around the first radical. The *Grammar Illustration* on the CD is particularly useful as part of the classroom presentation.

*Chapters eighteen and nineteen.* The main goal is to learn to recognize the weak imperfects, preterites, and imperatives of the Niphal, Piel, Hitpael, and Hiphil. The changes are discussed systematically in terms of when the syllable principles trigger the weak letter behaviors. Then they are gathered as templates in the *Alias Profiles* as an aid to parsing and/or review. The discussions identify some issues as minor and others as major. Thus the discussion tries to answer why even small changes occur while also directing students to where they should concentrate.

*Chapter twenty.* The main goal is to learn the imperfect and preterite of the Pual and Hophal. These paradigms, using an *a*-class theme vowel, are compared to the imperfect of לָמַד, i.e. אָלַם, etc. (learned in ch. 12). The Pual and Hophal ID badges are substituted for the Qal ID badge. Presented as combining two sets of information that are already known, the strong verb paradigms for these stems are quickly grasped by students. Since these are not common stems and certain weak forms are more common than the strong verb, the chapter includes weak verbs and collects their *Alias Profiles* at the end. A good teaching method is to quickly review the charts or the *Grammar Illustration* on the CD, and then go straight to *Practice Parsing* items on the CD to practice identifying just the stem. The drill can simply ask the students, “Where is the *u*-vowel, with the prefix or  $R_1$ ? So it is a Hophal/Pual.”

*Chapter twenty-one.* The main goal is to learn the derived stem perfects for the strong verb. The Piel, Hitpael, and Hiphil perfects are compared to כָּבַד (learned in ch. 10). The Niphal, Pual, and Hophal perfects are compared to קָטַל (also learned in ch. 10). The derived stem ID badges are substituted for the Qal ID badge. It is presented once again as combining two sets of information that are already known. Students can quickly grasp the strong verb paradigms for these stems.

*Chapter twenty-two.* The main goal is to learn to recognize weak perfects of the derived stems. The changes are discussed systematically in terms of when the syllable principles trigger the weak letter behaviors. Then they are gathered as templates in the *Alias Profiles* as an aid to parsing and/or review.

*Excursus A: Sorting through forms.* This section discusses forms that could be confused and clues for telling them apart. It leads up to and includes a two-page summary of the *Alias Profiles* for parsing weak verbs. The *Alias Profiles* assume that the student knows the strong verb well.

*Excursus B and the Syntax Section.* These sections aim to illustrate how several factors combine to create meaning. They intend to help the student have perspective on the kinds of information presented in reference works and help them ask good questions.

These chapters can be used in several ways. They may be read as a supplement to translation work, in which case they mainly make the student aware of what kinds of factors need to be considered in translation and exegetical work. They can be used

as a jumping-off point for a class unit related to that chapter's topic. Also many may be integrated with the morphology chapters. This can allow a brief break in learning new forms, without necessarily making a shift in topics. The syntactical categories presented are largely taken from and refer to *A Guide to Biblical Hebrew Syntax* by Bill T. Arnold and John H. Choi (Cambridge: Cambridge University Press, 2003).

*Chapter twenty-three.* The main purpose of this chapter is to remind us that the Bible is great literature – in Hebrew. The chapter considers how the use of pause adds drama to storytelling. It is intended to give students a refreshing breather, reminding them that it's not all about paradigms.

*Chapter twenty-four.* This chapter presents some basic theoretical foundations for lexical studies and then illustrates many of the issues with the word פקד. The purpose is to highlight issues in lexical studies and arm the student with questions to ask when using a dictionary, questions other than just, "What does this word mean?" It points out the difference between glosses, definitions, and the reality being referred to; notes the importance of paradigmatic relationships in the lexica; and illustrates how different items of grammar, syntax, or discourse bear on the meaning of the word פקד in specific contexts. (This chapter may be done whenever dictionaries are discussed. But note that the examples include derived stem verbs.)

*Chapter twenty-five.* Language is more flexible than any reference work can summarize, so this chapter illustrates categories of noun syntax and pushes the discussion outside the boundaries of the syntax lists. A few construct plus genitive noun constructions are selected at the end because they do not fit neatly into the list. The rhetorical message for the student is that syntax lists are not the end all, but a guide to how to think about syntax, specifically noun relationships. (This chapter may be done with ch. 4.)

*Chapter twenty-six.* This chapter covers common functions of the doubling stems and points out the flexibility of the D-stems. It discusses the limits of making syntactical labels. And by discussing different meanings of the Piel of טהר, it illustrates that the meaning of a verb can depend on more than the root and stem. (This chapter may be done any time after ch. 16 or in conjunction with it.)

*Chapter twenty-seven.* Besides listing common syntactical functions of participles, the chapter discusses how genre and context signal the time frame in which a participle should be translated. This includes a brief overview of narrative clauses which are not verb first. (This chapter may be done any time after ch. 16 or in conjunction with it.)

*Chapter twenty-eight.* This chapter focuses on preterite and non-preterite clauses in narrative. The emphasis is not only on translation technique, but to think through how the action is supposed to play out in the hearer's mind. More than just labeling clauses, we want to know how the clausal structure contributes to the story. We want



to learn to see and retell how the action moves, how the scenes shift, etc. (This chapter may be done in conjunction with ch. 23, but note that it refers to a section in ch. 27.)

*Chapter twenty-nine.* This chapter continues to look at how meaning arises from combinations. These particles were preliminarily discussed in ch. 9. The categories assigned to the particles in reference works are viewed as translation advice for when the particles occur in similar circumstances. The particles are presented as having a base meaning that interacts with the context, emphasizing how larger discourse features affect their meaning.  $\text{וְאֵלֶּיךָ}$  is discussed in relation to genre, who the speaker is, and who is having (or is to have) the  $\text{וְאֵלֶּיךָ}$  experience. (This chapter may be done along with ch. 9.)

*Chapter thirty.* Besides surveying common functions of the infinitive construct, this chapter discusses the infinitive absolute in various combinations: paronomastic, in pairings, individually, and with *vav*. It agrees with and argues for the perspective that the paronomastic infinitive absolute emphasizes the modality of the verb. It argues that with *vav*, the infinitive absolute is parenthetical rather than like a perfect consecutive. The chapter ends by discussing a passage with an uncommon construction and comparing this context to the more common constructions. (This chapter may be done any time after ch. 16 or in conjunction with it.)

*Chapter thirty-one.* This chapter adds some historical notes about the Hebrew verb to supplement the list of syntactic functions for uses of the *vav* plus perfect. It views the syntactical labels as dependent on the setting, in each case indicating succession or logical sequence. (This chapter may be done any time after ch. 14.)

*Chapter thirty-two.* This offers a beginning to approaching poetry. Lacking the prevalent preterite forms of narrative, students are advised to pay attention to a combination of parallelism, the fientive or stative nature of the verb, and the stem of the verb. Examples from the Psalms of Asaph illustrate the use of the verb in the same categories already learned for narrative. The chapter closes with Psalm 76 as an example. The translations commonly treat one or more verb forms in a way that is abnormal in comparison to prose. But treating the Psalm with the above considerations yields the more probable structure for the Psalm.

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