EXERCISE 1

Introduction to the Hebrew Language

Alphabet

A. Explain the importance of studying biblical Hebrew.

B. What is the origin of the term Semitic?

C. Briefly describe the five main branches of Semitic languages.
   1. 
   2. 
   3. 
   4. 
   5.
D. Write the alphabet five times in the spaces provided below. Follow these guidelines:

- For each of the 22 Hebrew letters exactly as written in the boxes in Chapter 1 of the textbook.
- Repeat aloud the name of each letter as you write it.

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E. Memorize the alphabet. (Note: Some students find it helpful to memorize it in segments of 4 letters each.)
F. Which letters sometimes have a dot called *dagesh*? (Write the Hebrew letters themselves, not their names.)


G. Which letters have a different form when they occur at the end of a word? (Write the Hebrew letters.)


H. Which letters (both regular and final) extend either above or below the line of writing? (Write the Hebrew letters.)


I. Distinguish carefully between the letters which have similar forms. Copy these letters carefully in the spaces provided below.

| ḫ and ḫ | _____ and _____.
| ḫ and ḫ | _____ and _____.
| ℓ and ℓ | _____ and _____.
| ℓ and ℓ | _____ and _____.
| ℓ and ℓ | _____ and _____.
| ℓ and ℓ | _____ and _____.
| ℓ and ℓ | _____ and _____.
| ℓ and ℓ | _____ and _____.
| ☞ and ☞ | _____ and _____.
| ☞ and ☞ | _____ and _____.
| ☞ and ☞ | _____ and _____.
| ☞ and ☞ | _____ and _____.
| ☞ and ☞ | _____ and _____.

J. Circle one letter in each group that has some major difference with the remaining letters. Describe the difference.

1. ה ג ב ד Difference:
2. ה ל י פ Difference:
3. ז ה ל ב Difference:
EXERCISE 2

Alphabet - Vowels

A. Which vowels are known as full-letter vowels?

   _____   _____   _____   _____   _____

   Why are they called full-letter vowels?

B. Circle the item in each group which does not belong and explain why.

1. (ʿ)  (ʼ)  (ʾa)  (e )

   Reason:

2. (א)  (א)  (א)  (א)

   Reason:

3. (ʿ)  (ʼ)  (ʾa)  (e )

   Reason:

4. (ʿ)  (ė)  (ʾa)  (e )

   Reason:
C. Read the following exercise aloud. Be sure to pronounce the vowels correctly.
The sign (´) placed above a letter indicates the accent is on that syllable. All other words are accented on the last syllable.

1. **Long vowels:**
   
   וֹיְנֶךְ מִי־בָּדָר פָּשֵׁי קָר לִי וָאֵםַי
   
   וֹיְנֶךְ לֶחָנָה פָּשֵׁי קָר לִי וָאֵםַי

2. **Short vowels:**
   
   כִּי בִּי בְּנָהָהפָּשִּׁי קָר לִי וָאֵםַי
   
   כִּי בִּי בְּנָהָהפָּשִּׁי קָר לִי וָאֵםַי

3. **Long and short vowels:**
   
   מִי בִּי בְּנָהָהפָּשִּׁי קָר לִי וָאֵםַי
   
   מִי בִּי בְּנָהָהפָּשִּׁי קָר לִי וָאֵםַי

4. **Words with one syllable:**
   
   וֹהֲמָה אָבָא וָאֵם הָלָה כָּבָא פָּשִּׁי
   
   וֹהֲמָה אָבָא וָאֵם הָלָה כָּבָא פָּשִּׁי

5. **Words with two syllables:**
   
   רֹבֶה לְהָבֶר נֶשֶׁר נְשֵׁי וָאֵם פָּשֵׁי
   
   רֹבֶה לְהָבֶר נֶשֶׁר נְשֵׁי וָאֵם פָּשֵׁי

   כֹּל שָׁמַר בֶּשָּׁמַר לְרָוְמָא דְּרָוְמָא
   
   כֹּל שָׁמַר בֶּשָּׁמַר לְרָוְמָא דְּרָוְמָא

   קָרָה ויָהֲרָה יָהֲרָה פָּשִּׁי אָבָא שָׁמַר אָבָא
Name _________________________.

Box # ________.

**EXERCISE 3**

**Alphabet - Special Letters, Dagesh, and Raphe**

A. Which letters are true **gutturals**? (alphabetical order, right to left)

Which letter **sometimes** behaves as a guttural?

B. What are the three characteristics governing the gutturals?

1. 

2. 

3. 

Identify the **strong gutturals**: _____ _____.

Identify the **weak gutturals**: _____ _____.

C. Which letters of the Hebrew alphabet sometimes lose their consonantal character and become **silent**? Write them in alphabetical order from right to left.

_____ _____ _____ _____.

D. Which letters are **labials**? _____ _____ _____.

Why are they called labials?

E. Identify the **two different kinds of dagesh**: ________________ and ________________.

F. Which letters take the **weak dagesh**? (alphabetical order, right to left)

_____ _____ _____ _____ _____ _____ _____

How does the **weak dagesh** affect the pronunciation of these letters?
G. When is the **weak dagesh** omitted from one of these letters?

1. 
2. 

H. What letters accept the **strong dagesh**?

What effect does the **strong dagesh** have on these letters?

I. Why is the **strong dagesh** most commonly employed?

1. 
2. 

J. Describe the functions of the **raphe**.

K. **Circle** the letter that does not belong in each group and **explain why**:

1. 
   Reason:
2. 
   Reason:
3. 
   Reason:
4. 
   Reason:
5. 
   Reason:
6. 
   Reason:
7. 
   Reason:
8. 
   Reason:

L. On the reverse of this page, **complete 7A on page 33 of the textbook**.

M. Also on the reverse of this page, **perform the exercise described in 8A on page 33 of the textbook**.
N. **Translate** the following Hebrew words:

<table>
<thead>
<tr>
<th>מִית</th>
<th>מֶשֶׁ</th>
<th>מֶשֶׁ</th>
<th>מֶשֶׁ</th>
</tr>
</thead>
<tbody>
<tr>
<td>בֵּית</td>
<td>בַּלְדוֹ</td>
<td>בַּלְדוֹ</td>
<td>בַּלְדוֹ</td>
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<tr>
<td>נֶפֶשׁ</td>
<td>נֶפֶשׁ</td>
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<tr>
<td>כַּפֶּר</td>
<td>כַּפֶּר</td>
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<td>כַּפֶּר</td>
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</tbody>
</table>
Name ____________________________.

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EXERCISE 4

Alphabet - Half Vowels and Syllables

A. Indicate whether each of the following statements is *True* or *False* by circling either T or F. If the answer is *False*, give the correct answer or edit the sentence to make it read correctly.

**Example:** When two *shewas* occur back-to-back in the middle of a word, the first is *silent* and the second is *vocal*.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>F</td>
</tr>
</tbody>
</table>

1. When two *shewas* occur back-to-back in the middle of a word, the first is always vocal and the second is always silent.  
   |   |   |
   | T | F |

2. The *shewa* is not a regular vowel.  
  |   |   |
  | T | F |

3. When two *shewas* occur back-to-back at the end of a word, the first is silent and the second is vocal.  
  |   |   |
  | T | F |

4. A *shewa* which follows a full-letter vowel is usually silent.  
  |   |   |
  | T | F |

5. A *shewa* placed under a letter with a *dagesh forte* is vocal.  
  |   |   |
  | T | F |

6. The vowels are always pronounced after the consonant with which they are placed.  
  |   |   |
  | T | F |

7. Words always begin with a consonant and not with a vowel.  
  |   |   |
  | T | F |

8. The *^* always takes a vocal *shewa* when it stands vowelless.  
  |   |   |
  | T | F |

9. *Shewas* which begin syllables are vocal; *shewas* which close syllables are silent.  
  |   |   |
  | T | F |

10. The gutturals and *^* require a composite *shewa* where other letters would only require a simple *shewa*.  
   |   |   |
   | T | F |
B. **Circle all silent shewas** in the following words:

אָנַּק, אֲמָרָה בְּשָׁשֶׁתָּם, לָמָּהוּ שָׁמְעוּ בְּזֵעַּת

C. **Circle all vocal shewas** in the following words:

אֶלְבָּשֵׂהוּ אֱרָכְרָה בְּשָׁשֶׁתָּם, לָמָּהוּ שָׁמְעוּ בְּזֵעַּת

D. **Divide** the following words into syllables:

**Examples:**

<table>
<thead>
<tr>
<th>Hebrew</th>
<th>Syllables</th>
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<tbody>
<tr>
<td>עָמָר לָבּוֹת לָמָּהוּ שָׁמְעוּ בְּזֵעַּת</td>
<td>עָמָר לָבּוֹת לָמָּהוּ שָׁמְעוּ בְּזֵעַּת</td>
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<td>בֶּנֶר הָבָּמָה אֲָלַּמֶּר הָבָּמָה אֲָלַּמֶּר</td>
<td>בֶּנֶר הָבָּמָה אֲָלַּמֶּר הָבָּמָה</td>
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<tr>
<td>לָבָּמָה הָבְּמָה אֲָלַּמֶּר אֱלָּלֶּה נְעֵלָה לְפַּס נַפְּלֶּה</td>
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E. **Read aloud the following exercises.** Be sure to pronounce the vowels correctly. The sign (‘) placed above a letter indicates that the accent is on that syllable. All other words are accented on the last syllable.

1. **Words employing the shewa and furtive pathach:**

לָבָּמָה לָבּוֹת לָמָּהוּ שָׁמְעוּ בְּזֵעַּת

בֶּנֶר הָבָּמָה אֲָלַּמֶּר הָבָּמָה אֲָלַּמֶּר

לָבָּמָה הָבְּמָה אֲָלַּמֶּר אֱלָּלֶּה נְעֵלָה לְפַּס נַפְּלֶּה

2. **Words with letters that look alike:**

כ and ב (a)

כָּוּ בָּמָה כָּוּ בָּמָה כָּוּ בָּמָה כָּוּ בָּמָה כָּוּ בָּמָה
and ́ (b)

כֶּלֶּל יְשׁ וְנַעֲב אֵאָּנֶן בְּגֶקֶת גֵּטָּה קַעְּדָה 

ginm ְנַנְס גָּנֶז ְגַּנְס ְגַּנְס ְגַּנְס ְגַּנְס ְגַּנְס ְגַּנְס ְגַּנְס ְגַּנְם ְגַּנְם ְגַּנְם ְגַּנְם ְגַּנְם ְגַּנְם ְגַּנְם ְגַּנְם ְגַּנְם ְגַּנְם ְגַּנְם ְגַּנְם ְגַּנְם ְגַּנְם ְגַּנְם ְגַּנְם ְגַּנְם ְגַּנְם ְגַּנְם ְגַּנְם ְגַּנְם ְגַּנְם ְגַּנְם ְגַּנְם ְגַּנְם ְגַּנְם ְגַּנְם ְגַּנְם ְגַּ
EXERCISE 5

Accents and Review of Syllables

A. Briefly describe the function of the following accents:

1. *Atnach*
2. *Silluq*
3. *Soph pasuq*
4. *Zaqeph qaton*
5. *Munach*

B. Divide the following words into syllables by drawing a vertical line between each syllable.

Examples:

1. לָשׁ/מַר אֲנָהְ/שָׁ/ם
2. חֲלַפ/אֲ/ר לֹּא/שָׁם
3. יָשָׁב/אֲ/ר לֹא/שָׁם

C. Indicate whether the following vowels are *qamets* or *qamets hatuph* by circling the correct answer. **Clue:** *Qamets hatuph* is located in a **closed and unaccented syllable**.

1. בְּאָר
   - qamets
   - qamets hatuph

2. אֶבֶר
   - first vowel
   - qamets
   - qamets hatuph
   - second vowel
   - qamets
   - qamets hatuph
3. 

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<tr>
<th>Syllable</th>
<th>First Vowel</th>
<th>Second Vowel</th>
<th>qamets</th>
<th>qamets hatuph</th>
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<td>לָהַ</td>
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<td>qamets hatuph</td>
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<tr>
<td>T;ר”מ’v;</td>
<td>qamets</td>
<td>qamets hatuph</td>
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<tr>
<td>יָהַ</td>
<td>qamets</td>
<td>qamets hatuph</td>
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<td>נְהָ</td>
<td>qamets</td>
<td>qamets hatuph</td>
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D. Indicate whether the statement is True or False by circling either T or F. If the answer is False, correct the statement.

1. Closed syllables may end in a consonant.  
   T  F

2. Normally, long vowels occur in open syllables and short vowels occur in closed syllables.  
   T  F

3. Syllables which are closed and have no accent must have a short vowel.  
   T  F

4. Long vowels do not occur in closed syllables.  
   T  F

5. Short vowels do not occur in open syllables.  
   T  F

6. Hebrew words can take their primary accent on the last two syllables but never on any other syllable.  
   T  F

7. The metheg differs from the silluq in that the metheg occurs only under the tone syllable of the last word of the verse or phrase.  
   T  F
8. If the vowel \( \text{ء} \) occurs in a closed, unaccented syllable, then it is a *qamets hatuph.*

\[ \text{T} \quad \text{F} \]

9. If the vowel \( \text{ء} \) occurs in an open, accented syllable, then it is a *qamets.*

\[ \text{T} \quad \text{F} \]

10. The *silluq* designates the principal division of the verse but does not necessarily divide it in the exact center.

\[ \text{T} \quad \text{F} \]

E. Define what it means for Hebrew words to be *in pause.*

F. **Transliterate** the following Hebrew words. For the vowels use the transliteration symbols given in the vowel chart in the textbook on page 39. For the consonants use the transliteration symbols given in the chart on pages 20-21 in the textbook. **Divide the syllables by using hyphens.**

**Example:**

\[ \text{כֹּל-הָיִם} \quad < \quad כֹּל-הָיִם \]

\[ \text{כֹּל-הָיִם} \quad < \quad כֹּל-הָיִם \]

\[ \text{כֹּל-הָיִם} \quad < \quad כֹּל-הָיִם \]

\[ \text{כֹּל-הָיִם} \quad < \quad כֹּל-הָיִם \]

\[ \text{כֹּל-הָיִם} \quad < \quad כֹּל-הָיִם \]

\[ \text{כֹּל-הָיִם} \quad < \quad כֹּל-הָיִם \]

\[ \text{כֹּל-הָיִם} \quad < \quad כֹּל-הָיִם \]

\[ \text{כֹּל-הָיִם} \quad < \quad כֹּל-הָיִם \]

\[ \text{כֹּל-הָיִם} \quad < \quad כֹּל-הָיִם \]

\[ \text{כֹּל-הָיִם} \quad < \quad כֹּל-הָיִם \]

\[ \text{כֹּל-הָיִם} \quad < \quad כֹּל-הָיִם \]

\[ \text{כֹּל-הָיִם} \quad < \quad כֹּל-הָיִם \]

\[ \text{כֹּל-הָיִם} \quad < \quad כֹּל-הָיִם \]

\[ \text{כֹּל-הָיִם} \quad < \quad כֹּל-הָיִם \]

\[ \text{כֹּל-הָיִם} \quad < \quad כֹּל-הָיִם \]
EXERCISE 6

The Article and Interrogation

A. Attach the definite article with the appropriate pointing to the following words. [30]

<table>
<thead>
<tr>
<th>Examples:</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. מַלְוָה</td>
<td>11. מִלְוָה</td>
<td>21. מַלְוָה</td>
<td></td>
</tr>
<tr>
<td>2. מֶרֶד</td>
<td>12. מֶרֶד</td>
<td>22. מֶרֶד</td>
<td></td>
</tr>
<tr>
<td>3. בֵּכֶר</td>
<td>13. בֵּכֶר</td>
<td>23. בֵּכֶר</td>
<td></td>
</tr>
<tr>
<td>4. בּוּז</td>
<td>14. בּוּז</td>
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<td></td>
</tr>
<tr>
<td>5. בִּרְז</td>
<td>15. בִּרְז</td>
<td>25. בִּרְז</td>
<td></td>
</tr>
<tr>
<td>6. אָב</td>
<td>16. אָב</td>
<td>26. אָב</td>
<td></td>
</tr>
<tr>
<td>7. לִלְד</td>
<td>17. לִלְד</td>
<td>27. לִלְד</td>
<td></td>
</tr>
<tr>
<td>8. לִנ</td>
<td>18. לִנ</td>
<td>28. לִנ</td>
<td></td>
</tr>
<tr>
<td>9. אָב</td>
<td>19. אָב</td>
<td>29. אָב</td>
<td></td>
</tr>
<tr>
<td>10. נָר</td>
<td>20. נָר</td>
<td>30. נָר</td>
<td></td>
</tr>
</tbody>
</table>

B. Attach the interrogative כ with the appropriate pointing to the following words. [15]

<table>
<thead>
<tr>
<th>Examples:</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. בּוּז</td>
<td>6. בּוּז</td>
<td>11. בּוּז</td>
<td></td>
</tr>
<tr>
<td>2. בּוּז</td>
<td>7. בּוּז</td>
<td>12. בּוּז</td>
<td></td>
</tr>
<tr>
<td>3. בּוּז</td>
<td>8. בּוּז</td>
<td>13. בּוּז</td>
<td></td>
</tr>
<tr>
<td>4. בּוּז</td>
<td>9. בּוּז</td>
<td>14. בּוּז</td>
<td></td>
</tr>
<tr>
<td>5. בּוּז</td>
<td>10. בּוּז</td>
<td>15. בּוּז</td>
<td></td>
</tr>
</tbody>
</table>
C. Attach the interrogative הָא with the appropriate pointing to the following words. [15]

Examples:

<table>
<thead>
<tr>
<th>מָה</th>
<th>מָה</th>
<th>מָה</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>6.</td>
<td>11.</td>
</tr>
<tr>
<td>2.</td>
<td>7.</td>
<td>12.</td>
</tr>
<tr>
<td>3.</td>
<td>8.</td>
<td>13.</td>
</tr>
<tr>
<td>5.</td>
<td>10.</td>
<td>15.</td>
</tr>
</tbody>
</table>

D. Circle the article in each group which is pointed incorrectly and explain why. [10]

1. **Reason:**

2. **Reason:**

3. **Reason:**

4. **Reason:**

5. **Reason:**

E. Circle the interrogative ה in each group which is pointed incorrectly and explain why. [10]

1. **Reason:**

2. **Reason:**

3. **Reason:**

4. **Reason:**
5. וַיַּלְכֹּל הַמָּרָא הַמִּקְדָּשָׁה וֹרְבָּנָה Reason:

F. Indicate whether the statement is True or False by circling either T or F. If the answer is False, correct the statement. [10]

1. Though usually attached, when the definite article stands alone (unattached), it has the form לְמָל. T  F

2. When the article is attached to a word beginning with a guttural, it is pointed with a qamets. T  F

3. Like the article, the interrogative הִ is pointed with a pathach when it is affixed to a word beginning with a guttural. T  F

4. The interrogative הִ is always attached inseparably. T  F

5. The interrogative pronouns יִמְּנָ and יִמְּנָ follow basically the same pointing as the article. T  F

G. Translate the following words into English. [30]

<table>
<thead>
<tr>
<th>the man</th>
<th>man, a man</th>
</tr>
</thead>
<tbody>
<tr>
<td>יִמְּנָ</td>
<td>יִמְּנָית</td>
</tr>
<tr>
<td>יִמְּנָל</td>
<td>יִמְּנָל</td>
</tr>
<tr>
<td>יִמְּנָ</td>
<td>יִמְּנָ</td>
</tr>
<tr>
<td>יִמְּנָ</td>
<td>יִמְּנָ</td>
</tr>
<tr>
<td>יִמְּנָ</td>
<td>יִמְּנָ</td>
</tr>
<tr>
<td>יִמְּנָ</td>
<td>יִמְּנָ</td>
</tr>
<tr>
<td>יִמְּנָ</td>
<td>יִמְּנָ</td>
</tr>
<tr>
<td>יִמְּנָ</td>
<td>יִמְּנָ</td>
</tr>
<tr>
<td>יִמְּנָ</td>
<td>יִמְּנָ</td>
</tr>
<tr>
<td>יִמְּנָ</td>
<td>יִמְּנָ</td>
</tr>
</tbody>
</table>
Name _______________________

Box # ________

EXERCISE 7

Prepositions

A. Attach the preposition ל inseparably to the following words. [15]

Examples:LEX | LEX | LEX
---|---|---
1. בֵּכְרָו | מַשְׂרָה | לֶחָר
2. דַּעְתָּ | קְוָל | לְאָה
3. לֶבַז | מְתָה | לֶאֱכָה
4. הַנֶּפֶר | הֲלָב | לְעָב
5. זְעָל | נֶר | לְעָב
6. מֶשֶׁר | מַר | לְעָב
7. בֶּלַד | נֶר | לְעָב
8. הֶבַז | מְתָה | לָאָה
9. לַעְב | מְתָה | לָאָה
10. מַר | מְתָה | לָאָה
11. מַר | מְתָה | לָאָה
12. מַר | מְתָה | לָאָה
13. מַר | מְתָה | לָאָה
14. מַר | מְתָה | לָאָה
15. מַר | מְתָה | לָאָה

B. Attach both the inseparable preposition ל and the definite article to the following words. [30]

Examples:LEX | LEX | LEX
---|---|---
1. בֵּכְרָו | מַשְׂרָה | לֶכְר
2. דַּעְתָּ | קְוָל | לְאָה
3. לֶבַז | מְתָה | לָאָה
4. הַנֶּפֶר | הֲלָב | לְעָב
5. זְעָל | נֶר | לְעָב
6. מֶשֶׁר | מַר | לְעָב
7. בֶּלַד | נֶר | לְעָב
8. הֶבַז | מְתָה | לָאָה
9. לַעְב | מְתָה | לָאָה
10. מַר | מְתָה | לָאָה
11. מַר | מְתָה | לָאָה
12. מַר | מְתָה | לָאָה
13. מַר | מְתָה | לָאָה
14. מַר | מְתָה | לָאָה
15. מַר | מְתָה | לָאָה
16. מַר | מְתָה | לָאָה
17. מַר | מְתָה | לָאָה
18. מַר | מְתָה | לָאָה
19. מַר | מְתָה | לָאָה
20. מַר | מְתָה | לָאָה
21. מַר | מְתָה | לָאָה
22. מַר | מְתָה | לָאָה
23. מַר | מְתָה | לָאָה
24. מַר | מְתָה | לָאָה
25. מַר | מְתָה | לָאָה
26. מַר | מְתָה | לָאָה
27. מַר | מְתָה | לָאָה
28. מַר | מְתָה | לָאָה
29. מַר | מְתָה | לָאָה
30. מַר | מְתָה | לָאָה
C. Attach the preposition צ [mi] inseparably to the following words. [15]

Examples: בְּמַעַבָּה מַעַּתָּה מְסַפִּרָה

1. בְּמַעַבָּה 6. מַעַּתָּה 11. מְסַפִּרָה
2. בְּמַעַַת 7. מַעַּת 12. מְסַפִּר
3. מְסַפִּיר 8. מַעַַת 13. מַעַּת
4. מְסַפִּיר 9. מַעַַת 14. מְסַפִּיר
5. מְסַפִּיר 10. מַעַַת 15. מְסַפִּיר

D. The following words have a preposition prefixed to them. Indicate whether they have the article (articular) or do not have the article (anarthrous). If the word is articular, give the anarthrous form with the preposition; if it is anarthrous, give the articular form with the preposition. [10]

Examples:
• כָּפָר (___ articular; x ___ anarthrous)
• בָּוַיַךְ (x ___ articular; ___ anarthrous)

1. כָּפָר (___ articular; ___ anarthrous)

2. כָּפָר (___ articular; ___ anarthrous)

3. כָּפָר (___ articular; ___ anarthrous)

4. כָּפָר (___ articular; ___ anarthrous)

5. כָּפָר (___ articular; ___ anarthrous)

E. Circle the one inseparable preposition which is pointed incorrectly in each set and explain why. [10]

Example:
כָּפָר בָּוַיַךְ (___)

Reason: Before a guttural the pathach becomes qamets for the definite article.

1. כָּפָר בָּוַיַךְ לָוֹדָה (___)

Reason:

2. כָּפָר בָּוַיַךְ מְיָנַּת (___)

Reason:

3. כָּפָר בָּוַיַךְ לָוֹדָה (___)

Reason:
4. \(\text{כַּעַר בָּבְלוֹן מָאִישׁ}\) Reason:

5. \(\text{מְחָלְשָׂם מְנֻסָּה לָלֹחָם}\) Reason:

F. Translate the following words and phrases into English. [100]

Example:

\[\begin{align*}
\text{a man} & \quad \text{לָאִישׁ} \quad \text{for the man} \quad \text{לָאִישׁ}
\end{align*}\]

\[\begin{align*}
\text{לָאִישׁ} & \quad \text{לָאִישׁ} \\
\text{מִן} & \quad \text{מִן} \\
\text{כָּל} & \quad \text{כָּל} \\
\text{מְנַעֲלָה} & \quad \text{מְנַעֲלָה} \\
\text{מְנַעֲלָה} & \quad \text{מְנַעֲלָה} \\
\text{כָּל} & \quad \text{כָּל} \\
\text{מַעֲלָה} & \quad \text{מַעֲלָה} \\
\text{לָאִישׁ} & \quad \text{לָאִישׁ} \\
\text{לָאִישׁ} & \quad \text{לָאִישׁ} \\
\text{לָאִישׁ} & \quad \text{לָאִישׁ} \\
\text{לָאִישׁ} & \quad \text{לָאִישׁ} \\
\end{align*}\]
Name ________________________________.

Box # ________.

EXERCISE 8

Conjunctions and the Relative Pronoun

A. Attach the conjunction \( \text{\textendash} \) with the appropriate pointing to the following words. [15]

<table>
<thead>
<tr>
<th>Examples:</th>
<th>יְֽעַשָּׁה</th>
<th>לְהַב</th>
<th>בַּשְׁלֹק</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. עַלְֹה</td>
<td>בַּשְׁלֹק</td>
<td>לְהַב</td>
<td></td>
</tr>
<tr>
<td>2. עַלְֹה</td>
<td>בַּשְׁלֹק</td>
<td>לְהַב</td>
<td></td>
</tr>
<tr>
<td>3. עַלְֹה</td>
<td>בַּשְׁלֹק</td>
<td>לְהַב</td>
<td></td>
</tr>
<tr>
<td>4. עַלְֹה</td>
<td>בַּשְׁלֹק</td>
<td>לְהַב</td>
<td></td>
</tr>
<tr>
<td>5. עַלְֹה</td>
<td>בַּשְׁלֹק</td>
<td>לְהַב</td>
<td></td>
</tr>
</tbody>
</table>

B. Circle the conjunction in each group which is pointed incorrectly and explain why. [10]

Example:

\( \text{אָֽלְֹהַס} \) וְהָרְאָֽה \( \text{אָֽלְֹהַס} \) Reason: The conjunction in situations other than before shewa, labials, composite shewas, or pause, takes a shewa.

1. סְדָֽהַס \( \text{לְהַב} \) Reason:
2. סְדָֽהַס \( \text{לְהַב} \) Reason:
3. סְדָֽהַס \( \text{לְהַב} \) Reason:
4. סְדָֽהַס \( \text{לְהַב} \) Reason:
5. סְדָֽהַס \( \text{לְהַב} \) Reason:
C. **Circle** either T or F in order to indicate whether the statement is True or False. If the statement is False, give the correct answer. [10]

1. Originally the conjunction \( \text{\`} \) was pointed with a *pathach* and followed by a *dagesh forte*, similar to the definite article. **T** **F**

2. Like the inseparable preposition, the pointing under the conjunction is changed to a *hireq* when it is attached to a word beginning with a simple *shewa*. **T** **F**

3. When the conjunction is a \( \text{\`} \), then the first letter of the word to which it is attached must be a ב, ה, ק, or a letter with a simple *shewa*. **T** **F**

4. When the conjunction is attached to a word beginning with a composite *shewa*, it is a *shureq*. **T** **F**

5. Like the inseparable prepositions, the conjunction, when attached to a word beginning with the definite article, does not take the position and pointing of the article. **T** **F**

D. **Translate** the following words and phrases into English. [100]

1.راهנה \( \text{\`} \) (1)
2.לאחר \( \text{\`} \) (2)
3.כ lå שאי (3)
4.לאחרי \( \text{\`} \) (4)
5.לכב מהשך והשך (5)
6.ובולות \( \text{\`} \) הלך שלמה (6)
7.עשא \( \text{\`} \) אחא \( \text{\`} \) (7)
8.בר להלך אנא אחא \( \text{\`} \) (8)

\( \text{\`} \) is a form of the verb \( \text{\`} \) (to come, to enter). It may be translated as he came or he entered.
E. **Translate** the following words and phrases into Hebrew. [25]

**Example:**

The woman in the palace  

1. The king and the servant  
2. Between the son and the daughter  
3. Before God and the king  
4. According to the master  
5. From the water to the water  

---

1. See the textbook, page 60, footnotes 95 and 96, concerning נָ as either a preposition or the direct object marker.
2. With regard to this form, see the textbook, page 53 (5C).
EXERCISE 9

Noun and Adjective: Their Gender and Number

In the chart below, observe the general vowel changes that usually take place in forming a masculine plural noun or adjective. Note that some words are both adjectives and nouns (e.g., חָכָם = wise man as well as wise). The following examples do not cover all possible vowel changes in Hebrew nouns of one or two syllables.

<table>
<thead>
<tr>
<th>1-syllable nouns</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>נָבִיא</td>
<td>נָבִיאִים</td>
<td></td>
</tr>
<tr>
<td>עַד</td>
<td>עַדִים</td>
<td></td>
</tr>
<tr>
<td>יָשָׁב</td>
<td>יָשָׁבִים</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2-syllable nouns</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>נָבוֹא</td>
<td>נָבוֹאִים</td>
<td></td>
</tr>
<tr>
<td>נָבוֹאָל</td>
<td>נָבוֹאָלִים</td>
<td></td>
</tr>
<tr>
<td>נָבוֹאֵל</td>
<td>נָבוֹאֵלִים</td>
<td></td>
</tr>
</tbody>
</table>

A. Give the masculine plural of the following words. [10]
B. Review the chart in the Textbook on page 69. Give the feminine singular and plural of the following words (5):

<table>
<thead>
<tr>
<th>Masculine Singular</th>
<th>Feminine Singular</th>
<th>Feminine Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>סָפָה</td>
<td>סָפָה</td>
<td>סָפָה</td>
</tr>
<tr>
<td>פָּה</td>
<td>פָּה</td>
<td>פָּה</td>
</tr>
<tr>
<td>נְחֵל</td>
<td>נְחֵל</td>
<td>נְחֵל</td>
</tr>
<tr>
<td>קָסָם</td>
<td>קָסָם</td>
<td>קָסָם</td>
</tr>
<tr>
<td>דֹּר</td>
<td>דֹּר</td>
<td>דֹּר</td>
</tr>
</tbody>
</table>

C. Circle the incorrect word and explain why it is incorrect (5):

Example: סָפָה סָפָה סָפָה Reason: should be סָפָה

1. סָפָה סָפָה סָפָה Reason:
2. סָפָה סָפָה סָפָה Reason:
3. סָפָה סָפָה סָפָה Reason:
4. סָפָה סָפָה סָפָה Reason:
5. סָפָה סָפָה סָפָה Reason:

D. Translate the following Hebrew into English (5):

1. הֱלַכֹּתָה (1 Kings 10:28)
2. הִזָּה (Genesis 20:9)
3. הָנַחָש (Genesis 46:32)
4. נַחְנְקָה (Genesis 24:28)
EXERCISE 10

Noun and Adjective: Their Relationship

A. 1. Translate the following Hebrew phrases and sentences into smooth English. [75]
2. Circle all attributive adjectives. [8]
3. Draw a box around all predicative adjectives. [5]

Note: Even though these phrases and sentences might be taken from the Old Testament (as indicated by the footnotes), do not use a Bible translation to help in translating them.

Example: the big horse is good

<table>
<thead>
<tr>
<th>Hebrew</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>כי העוף הוא טוב</td>
<td>the big horse is good</td>
</tr>
</tbody>
</table>

1. 1 Kings 20:25
2. Isaiah 63:13
3. Genesis 10:12
4. Leviticus 21:10
5. Exodus 3:8
6. Deuteronomy 4:7
7. Psalm 135:5
8. 1 Kings 18:24
9. The word in square brackets has been altered from its form in this passage in the Old Testament in order to make it translatable for the beginning student. The brackets should be omitted in the English translation.
Translate the following English phrases and sentences into Hebrew [31]:

Example: the great king

1. a good man
2. good men
3. good women
4. a good woman
5. The priest is good.
6. The king and the nation are great.
7. The people loved the good king from that great city.

---

1 Leviticus 27:10
2 Psalm 116:5
3 gracious
4 Proverbs 17:26
5 This sentence is not from the Old Testament, but reflects its concepts.
EXERCISE 11

The Construct State

Supplementary Table of Construct Forms:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Absolute singular</th>
<th>Construct singular</th>
<th>Absolute plural</th>
<th>Construct plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masculine</td>
<td>נָּא</td>
<td>נָּא</td>
<td>נָּא</td>
<td>נָּא</td>
</tr>
<tr>
<td></td>
<td>בֵּן</td>
<td>בֵּן</td>
<td>בֵּן</td>
<td>בֵּן</td>
</tr>
<tr>
<td></td>
<td>מַלֵּךְ</td>
<td>מַלֵּךְ</td>
<td>מַלֵּךְ</td>
<td>מַלֵּךְ</td>
</tr>
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<tr>
<td>Feminine</td>
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<td>נֵיר</td>
<td>נֵיר</td>
</tr>
</tbody>
</table>

☞ See, also, the tables on pages 82 and 83 of the Textbook.

A. Translate the following Hebrew phrases and sentences into smooth English.

Note: Even though these phrases and sentences might be taken from the Old Testament (as indicated by the footnotes), do not use a Bible translation to help in translating them.

Example: He called on the name of God. קָרָא בַּשֵּׁם יְהוָה

1. νόστησε ὕπερ τῆς θυσίας (1) 2. Γεν 1:2
2. Ναθάνειλ ὑπερηύβασεν τῷ θυσίᾳ (2) 3. Γεν 1:26

1 Some of the nouns expressing family relationships take the hireq of the old genitive ending in the construct (e.g., בָּה and רָאשִׁים).
2 Genesis 1:2
3 Genesis 1:26
### B. Rewrite the following words in their construct form. If the word is singular, give the singular construct; if plural, the plural construct:

**Example:**

<table>
<thead>
<tr>
<th>Word</th>
<th>Construct Form</th>
</tr>
</thead>
</table>
| יָבֵר | יָבָר |}

<table>
<thead>
<tr>
<th>Word</th>
<th>Construct Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>מָכָה</td>
<td>מָכָה</td>
</tr>
<tr>
<td>חָקָם</td>
<td>חָקָם</td>
</tr>
<tr>
<td>נוֹב</td>
<td>נוֹב</td>
</tr>
<tr>
<td>צֶצ</td>
<td>צֶצ</td>
</tr>
<tr>
<td>דַּבְרֵי</td>
<td>דַּבְרֵי</td>
</tr>
</tbody>
</table>

### C. Translate the following phrases into Hebrew:

1. The house of the king:
2. The man of God:
3. The son of God:
4. The words of the priest:
5. The mares of the daughter:
6. The name of the city:
7. All of the nations:
8. The brother of the woman:

---

1. Genesis 8:5
2. Genesis 13:4
3. Genesis 14:12
4. Nehemiah 10:29
5. "they separated themselves" from הֵֽֽאֹמְרִי (he separated).
9. The hands of the good servant:

10. The cities of the great land:

D. Circle the construct form in each group which is pointed incorrectly and explain why.

1. יִדְּכָלְּאִישׁ Reason:

2. יָבֹרְאָשׁאָשׁ Reason:

3. נַעֲלוּתָאָחָרְיָך Reason:

4. עִירַסְוָהָ חָרָה Reason:

5. בֹּדוּתְךָ בָּבְרָי Reason:

E. Indicate whether the statement is True or False. If the answer is False, edit the statement so that it is worded correctly.

1. Words bound together by a maqqeph are essentially considered one word, but are not always in a construct relation.  T  F

2. Each noun in construct loses its accent and its long vowel.  T  F

3. Normally, full-letter vowels cannot be reduced; however, occasionally they are shortened when they occur in a noun in construct.  T  F

4. The noun in construct is normally translated in a way that joins two nouns in the construct relation with the English preposition “of.”  T  F

5. In the Hebrew Bible the construct is always attached to the absolute (genitive) with a maqqeph.  T  F

6. When the word in the absolute (genitive) is definite, the word in the construct also has the article written with it in Hebrew, since they must agree.  T  F

7. When an adjective qualifies a word in construct, the adjective is attached with a maqqeph and inserted between the construct and the absolute.  T  F
8. When a word with a dual ending is in construct, the pointing is identical to a plural masculine noun in construct. T F
EXERCISE 12

Personal Pronouns

A. **Translate** the following Hebrew phrases and sentences into smooth English.

**Note:** Even though these phrases and sentences might be taken from the Old Testament (as indicated by the footnotes), **do not use a Bible translation** to help in translating them.

**Example:**  *You are a good/beautiful woman.*

1. מִרְכָּבָה מְאֹד בְּעֵדָה אָשֶׁר

2. יְזַרְּפֹּתִי יְהֹוָה בֵּין עַלְפֵּי בֵּית יְהוּדָה שֵׁפָה קַלּוֹתָהּ.

3. שַׁחַרְתִי בֵּית בֶּן אָדָם קִנָּיָּה לְולָם יְשָׁמֵךְ בְּשַׁמָּהּ.

4. נָתַתִּים מְאֹד תְּרוּם אֲשֶׁר

5. אֲנֵה יְרַעְלָה שְׂלָמָי

6. בּוּאָה שַׁחַרְתִּי בְּרוּחָה יְדוֹעָה:  

---

1. Genesis 10:11  
2. Genesis 11:9  
3. Genesis 13:12  
4. Genesis 2:12  
5. Genesis 17:1  
6. Genesis 26:29
B. **Translate** the following sentences into Hebrew:

The man who dwelt in the great city is good.

The prophet saw all which God did to the great nation.

The king took all of the things in this great city.

The servant heard all the words which Abraham spoke to the kings of the land.

God spoke to the man whom He created.

---

1 Genesis 29:4
2 Isaiah 51:12
3 Genesis 6:4
4 Deuteronomy 20:15
HEBREW CROSSWORD PUZZLE

ACROSS
1. He said
2. He knew
3. He lifted up
4. heart
5. life
6. He descended
7. heavens
8. He was
9. great
10. He went
tent
12. utterance
13. hand
14. father
16. prophet
17. He loved
19. mother
20. from the king
21. head
22. man
23. He was
24. toward the city
25. people

DOWN
1. lord, master
2. head
3. prophets
4. brother
5. heart
6. between
7. He created
8. life
9. He descended
10. blood
11. He blessed
12. nation
13. hand
14. father
15. He blessed
tent
16. life, soul
17. He loved
18. mountain
19. one (m)
20. from the king

NOTE: Omit all vowel pointings. Final forms must fit both directions.
EXERCISE 13

The Regular Verb — Perfect

A. **Translate** the following Hebrew sentences into smooth English. Assume that all of them are complete sentences.

**Note:** Even though these phrases and sentences might be taken from the Old Testament (as indicated by the footnotes), **do not use a Bible translation** to help in translating them.

1. הָיָה יָדָה אֶל-לֶחֶם (Deuteronomy 7:6)
2. נָתַן אָמַלְךָ אֶל-יִשָּׂאֲל לַאֲדֹלָה הנַפֶּשׁ (Genesis 27:6)
3. יָדָה אֱלֹהִים לְחַזֵּק הָאָדָם לְהַיּוֹת (Proper names of peoples are called gentilic nouns. In Hebrew, they characteristically end in יִשָּׂאֲל = the Canaanites.)
4. יִתְנָהָן (Judges 3:5)
5. יִתְנָהָנָה (Judges 4:20 (slightly modified))
6. לִקְרָתָה הָעֲבוֹדָה אֲוֹב וּמְסַלֶּהָ בֹּכֵם אֵשֵׁר בָּבֶאֶה (Genesis 29:5)
7. לִמְדוּ הָעֲבוֹדָה אֲוֹב אֲשֶׁר חֲרַבֵּה (Exodus 12:22)

---

1 Deuteronomy 7:6
2 Genesis 27:6
3 Proper names of peoples are called gentilic nouns. In Hebrew, they characteristically end in יִשָּׂאֲל, often take the definite article, and may be translated as follows: יִשָּׂאֲל = the Canaanites.
4 Judges 3:5
5 Judges 4:20 (slightly modified)
6 Genesis 29:5
7 Exodus 12:22
B. **Translate** the following sentences into Hebrew:

1. The man kept all the words which God had said.

2. God gave the woman to the man for a wife.

3. From the tent Sarah heard the words which the men said to Abraham.

4. God heard the voice of the people from heaven.

5. The sons of the prophet did not obey God.
EXERCISE 14

Pronominal Suffixes for Nouns

Supplementary Vocabulary:

A. Translate the following Hebrew sentences into smooth English. Assume that all of them are complete sentences.

Note: Even though these phrases and sentences might be taken from the Old Testament (as indicated by the footnotes), do not use a Bible translation to help in translating them.

1. יְהֵשׁ לָעַל לָעַלָּהָ בִּשְׁלֹשָׁהּ (literally, three to each other) is an idiom meaning to one another.

2. יִשָּׂרָאֵל בִּשְׁלֹשָׁהּ מַלְאָכָּה (three angels) is an idiom for each other.

3. יָרָחֶב הָעֹז בְּשָׁלֹשָׁהּ מַלְאָכָּה (literally, three abound with beauty) is an idiom meaning to one another.

4. יַעֲבֹר בּוֹדֵם בָּעָלָה הָעָבָרָה (literally, he passes over the burden of the passage) is an idiom meaning to one another.

5. יִשָּׂרָאֵל אֲלֵיהֶם (literally, each unto his friend/neighbor) is an idiom meaning to one another.

6. יִשָּׂרָאֵל (literally, each unto his friend/neighbor) is an idiom meaning to one another.

---

1. Genesis 36:6 (slightly modified)
2. Isaiah 25:9
3. Ruth 1:6
4. Psalm 119:127
5. יִשָּׂרָאֵל אֲלֵיהֶם (literally, each unto his friend/neighbor) is an idiom meaning to one another.
6. Jeremiah 22:8
B. **Translate** the following sentences into Hebrew:

1. The people did not obey the words of the old prophet.

2. The king knew that the words of the man of God were good.

3. The land which God has given to the people is great and good.

4. The people of the city took all the silver and all the gold to their head.

5. The old prophet sat upon the ground all day and called in a great voice, “What have we done?”

C. **Circle** the correct spelling of the following words:

1. *our horse* סְלָן

2. *her horse* סְפֶית

3. *your word* דֶּבֶרֶךְ

4. *her mare* סְפֶית

5. *his counsel* עֵצָה

6. *my horse* סְפֶית

7. *our horses* סְלָנָה

8. *their mares* סְפֶית

9. *my mares* סְפֶית

10. *our word* דֶּבֶרֶךְ
EXERCISE 15

Pronominal Suffixes for Prepositions and הָרָא

A. Translate the following Hebrew sentences into smooth English. Assume that all of them are complete sentences.

Note: Even though these phrases and sentences might be taken from the Old Testament (as indicated by the footnotes), do not use a Bible translation to help in translating them.

1. בְּעֵלֶה אֱלֹהִים בָּאָה אָדָם בּוֹרֵר עָקַבְּהַה בּוֹרֵר אֲחָה אֲחָה

2. לִשְׁבֵּנָה שָׁחֵפָם

3. נַעֲדוּ אֲנָהָיו אֱמָרָה יִשְׂרָאֵל יָדְעוֹת אָהלָם אָבֵרֲכֶנָה

4. לְאָה בּוֹרֵר בּוֹרֵר יִשְׂרָאֵל אֱמָרָה יָדְעוֹת אָהלָם

5. נַעֲדוּ אֲנָהָיו אֱמָרָה יִשְׂרָאֵל יָדְעוֹת אָהלָם

6. נַעֲדוּ אֲנָהָיו אֱמָרָה יִשְׂרָאֵל יָדְעוֹת אָהלָם

1. Genesis 1:27
2. Genesis 34:16
3. Exodus 3:16
4. Translate הָרָא as has appeared (Niphal perfect 3ms < הָרָא).
5. Judges 8:34
6. Joshua 2:9
B. **Translate** the following sentences into Hebrew:

1. The woman sinned when she took from the tree and ate and gave to her husband with her.

2. The king went out with his men and in that night he took the great city.

3. According to your words and your laws you have ruled over us.

4. Did you not call us from every nation and gather us to yourself forever?

C. **Briefly answer the following questions:**

1. Which pronominal suffixes are considered “heavy”?

2. Why do certain prepositions take the plural form when suffixes are added?

3. Why does the preposition יִהְיֶה with suffixes usually have an additional כ inserted?

---

1 1 Samuel 17:9
2 Qal perfect 2mp < יִהְיֶה. The final ָה in verb roots sometimes appears as a ָה in some forms of the verb.
3 Judges 8:18
4 The elided text is the Hebrew for “and they answered”—what follows is their answer.
4. What changes in translation occur when suffixes are attached to prepositions in the plural form versus prepositions in the singular form?

D. Indicate whether the statement is True or False by circling T or F. If the answer is False, correct the statement.

1. Prepositions cannot be attached to personal pronouns. T F

2. When the personal pronoun is employed as the object of a verb it is usually indefinite. T F

3. The ‘ and ם suffixes are primitive forms of ר and י which have survived with various forms. T F

4. When the preposition צ receives a suffix, it is always attached to the poetical form מ. T F

5. צ and י denote simple possession. T F

E. Circle the correct forms (more than one, or none, may be correct):

1. “his horse” מְשֹׁלָה סְאוּרָה בְּכֵס

2. “to us” לֹא קְפַר נִטִּב

3. “like them” קְפַר בְּכֵס

4. “upon you” שֵׂלְצָה פִּלִּים צִלְזְל

5. “our horses” מְשֹׁלָה סְאוּרָה מְשֹׁלָה

6. “unto us” קְפַר בְּכֵס

7. “like you” קְפַר בְּכֵס

8. “from you” מְשֹׁלָה מְשֹׁלָה

9. “in him” בְּכֵס

10. “from her” מְשֹׁלָה מְשֹׁלָה
EXERCISE 16

The Regular Verb — Imperfect and Imperative

Translate the following Hebrew sentences into smooth English. Assume that all of them are complete sentences.

Note: Even though these phrases and sentences might be taken from the Old Testament (as indicated by the footnotes), do not use a Bible translation to help in translating them.

1. אַלּוּ בְנֵּךְ צָרַעְתֵּךְ אַלּוּ בְנֵּךְ לֹא יָבוּב:

2. תַּעַהְבֶּה בֵּנֵךְ תָּמַם בָּךְ בֵּקֵד הַפָּאָה:

3. נָאְלָה הָהָקְדוֹם וְהָמְשֶׁפֶתָּה אֶשְׁרָה שְׁמָרוֹן:

4. נְפֹלְוָה בֵּנוֹת נְכוֹצָה עִבְדְךָ לֹא יִנְשָׁלֵא:

5. נָאְמָרֶה בֵּנוֹת נְכוֹצָה הָוִּדְאָה לָיוֹדְהָה קְרֵא אֲשֶׁר בַּשָּׁמָא:

1. Genesis 44:8
2. Jeremiah 14:10
3. Deuteronomy 12:1
4. Deuteronomy 15:6
5. Isaiah 12:4
6. Hifil imperative mp < הָדְבַּה = give thanks.
לכן נאלה טמישת הבן יהוה:

ונתלתה בחרות בנים אלהי אלהים [הוהי] לארץ העבライブ שיב نهائي:

ולש.listdir לשבולארם

1 Ezekiel 16:35
2 Genesis 31:44
3 Psalm 19:14
EXERCISE 17

Participle

A. Give the principle parts of the Qal active participle for the following verbs:

<table>
<thead>
<tr>
<th>Verb Root</th>
<th>ms</th>
<th>fs</th>
<th>fs (alt.)</th>
<th>mp</th>
<th>fp</th>
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</thead>
<tbody>
<tr>
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<td></td>
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<td>לַעֲלֹ</td>
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<td></td>
</tr>
</tbody>
</table>

B. Give the principle parts of the Qal passive participle for the following verbs:

<table>
<thead>
<tr>
<th>Verb Root</th>
<th>ms</th>
<th>fs</th>
<th>fs (alt.)</th>
<th>mp</th>
<th>fp</th>
</tr>
</thead>
<tbody>
<tr>
<td>לַעֲלִ</td>
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</tbody>
</table>

C. Translate the following Hebrew sentences into smooth English. Assume that all of them are complete sentences.

(1) בְּרִיתָם יְהוָ֣ה אֱלֹהֵ֑י אֶ֣רֶם אַבְרָהָ֑ם

1 Genesis 24:27
D. Identify gender and number for the following participles and imperatives:

1. נָעַר gender ________ number ___________.
2. נִצְבָּה gender ________ number ___________.
3. מִשְׁפָּר gender ________ number ___________.
4. נָכָר gender ________ number ___________.
5. וָנָחַל gender ________ number ___________.
6. וֹּקָה gender ________ number ___________.
7. וָרוֹאָה gender ________ number ___________.
8. וָשָׁפָה gender ________ number ___________.
9. וָפָר gender ________ number ___________.
10. וָפָר gender ________ number ___________.

1 Genesis 4:9
2 Genesis 17:19
3 Genesis 48:16
4 Exodus 34:21
EXERCISE 18

Infinitive

A. Translate the following sentences into English and, utilizing the parsing sheets, parse all verbs:

1. עִבְרֵי אַרְבֶּרֶתֶן אֱלֶי יֵשָׂ עָלָיו בְּשֵׂר עַד תְּלָמוּת הָאָדָם

2. עִבְרֵי אַרְבֶּרֶתֶן עַד תְּלָמוּת הָאָדָם לֶאֱלֶי יֵשָׂ עָלָיו בְּשֵׂר

3. נַחֲלָה, אַסְתֶּנֶם אֶלֶּה, עָלָיו בְּשֵׂר עַד תְּלָמוּת הָאָדָם.

4. שָׁמֵרָה עָלָיו בְּשֵׂר עַד תְּלָמוּת.

5. לֶאֱלֶי יֵשָׂ עָלָיו בְּשֵׂר עַד תְּלָמוּת.

1 Genesis 9:15
2 Deuteronomy 13:19
3 Piel participle masculine singular from עֲנָה, commanding.
4 When a Hebrew word occurs in square brackets in the exercises, it is a substitute for the actual word found in the Hebrew Bible. This is done in order to avoid difficult forms for which the student is not prepared at this stage of Hebrew study.
5 Deuteronomy 11:13
6 Genesis 37:6
7 Exodus 29:12
B. **Opposites**: Place the letter of the correct opposite in front of the number on the left.

<p>| | | | | |</p>
<table>
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</tr>
</thead>
</table>
| 1. | ח | a. | ב | ה | בר
| 2. | י | b. | ב | נ | נס
| 3. | ו | c. | ט | ב | בת
| 4. | נ | d. | י | נ | נס
| 5. | ל | e. | ב | נ | נס
| 6. | מ | f. | ב | נ | נס
| 7. | א | g. | ב | נ | נס
| 8. | א | h. | ב | נ | נס
| 9. | א | i. | ב | נ | נס
| 10. | ו | j. | ב | נ | נס
| 11. | ל | k. | ב | נ | נס
| 12. | מ | l. | ב | נ | נס
| 13. | הב | m. | ב | נ | נס
| 14. | הב | n. | ב | נ | נס
| 15. | הב | o. | ב | נ | נס
| 16. | הב | p. | ב | נ | נס
| 17. | הב | q. | ב | נ | נס
| 18. | הב | r. | ב | נ | נס
| 19. | הב | s. | ב | נ | נס
| 20. | הב | t. | ב | נ | נס

C. **Using the preposition** ב, **make** the following into **infinitive constructs**:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1. | ו | 6. | ב | ב | ב
| 2. | ח | 7. | ש | ש | ש
| 3. | מ | 8. | ש | ש | ש
| 4. | ל | 9. | ק | ק | ק
| 5. | פ | 10. | כ | כ | כ

D. **In the space to the right of each root**, **write the infinitive absolute** for it:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1. | א | 6. | ב | ב | ב
| 2. | ח | 7. | ש | ש | ש
| 3. | מ | 8. | ש | ש | ש
| 4. | ל | 9. | ק | ק | ק
| 5. | פ | 10. | כ | כ | כ
2. יָלָד
7. פָּקֵד
3. יְרַע
8. אֲדוּב
4. כְּרָת
9. נְבוֹנָה
5. וֹכֶר
10. יְרֵשׁ
EXERCISE 19
Seghulate Nouns and Stative Verbs

A. Translate the following sentences into English and parse all verbs (utilizing a parsing sheet).

1. וָכַּרְתְּמָהּ יְהֹוָהּ יְמַסְרָהּ כְּפָנָיָם הָיוֹתָהּ:

2. וְרָכְבָּהּ אֱמֶרֶתָהּ אֶל-יִשְׂרָאֵל בֵּיתָהּ לָאָמָרָהּ: יִשְׂרָאֵל אַרְגָּב יְהֹוָהּ שְׁמַעְתָּהּ.

3. מְדוּבְרִי אֶל-יִשְׂרָאֵל אַרְגָּב לָאָמָרָהּ:

4. עַשָּׂהּ בָּנִי שְׁמַעְתָּה יָקָרְךָ לָאָמָרָהּ אֶל-יִשְׂרָאֵל מִצְצָהָּ:

5. אוֹסְרוֹתְךָ בִּשְׂמַעְתָּה יֵשַׁלַּם לָאָמָרָהּ לְיִשְׂרָאֵל שְׁמַעְתָּה לָאָמָרָהּ.

6. בִּנְוֶהָ הָוָה יְהֹוָה אָתָא אָסָכָם בֵּית לָאָמָרָהּ לָאָמָר לָאָמָר שְׁמַעְתָּה לָאָמָרָהּ:

7. קוֹרָהָ הָוָה יְהֹוָה מְסִבָּה תּוֹרָהָ אֶל-יִשְׂרָאֵל וּרְאָהָ בֵּית לָאָמָרָהּ שְׁמַעְתָּה לָאָמָרָהּ.

---

1. Psalm 25:6
2. Genesis 27:6
3. Translate this word as a participle: speaking.
4. Genesis 27:8
5. Translate this word as a participle: commanding.
6. Qal perfect 1cs יָשָׁב. The third root letter (א) is assimilated into the first letter of the verbal suffix (note the compensatory dagesh forte).
7. Genesis 15:18
B. **Answer** the following questions as succinctly as possible:

1. How can one distinguish an imperative from an imperfect?

2. How can one recognize an infinitive absolute?

3. What are the distinguishing characteristics of the Qal passive participle?

4. What single characteristic do the imperative, participle, and infinitive share?

5. Carefully explain the difference in function between an active participle and a passive participle.
EXERCISE 20

The Waw-Correlative and Waw-Consecutive
The Niphal Conjugation

Translate the following sentences into English and parse all verbs (utilizing a parsing sheet). Proper names are indicated by means of footnotes in this exercise. For future exercises the student will be expected to utilize Holladay’s Lexicon.

1. קָהָה נִלְכָה מָלֵא נְאֻבָּו דַּיָּנוּן [וinnamon]
2. מַלְכַּתָּב נִלְכָה מָלֵא נְאֻבָּו דַּיָּנוּן
3. הָאנָא בָּעָשׁ בַּצוֹרֵב הָאָרָא לֵקָדְשׁ הָאָרָא לֵקָדְשׁ הָאָרָא לֵקָדְשׁ הָאָרָא לֵקָדְשׁ הָאָרָא לֵקָדְשׁ הָאָרָא לֵקָדְשׁ הָאָרָא לֵקָדְשׁ הָאָרָא לֵקָדְשׁ הָאָרָא לֵקָדְשׁ הָאָרָא לֵקָדְשׁ הָאָרָא לֵקָדְשׁ הָאָרָא לֵקָדְשׁ הָאָרָא לֵк
4. הָאנָא בָּעָשׁ בַּצוֹרֵב הָאָרָא לֵקָדְשׁ הָאָרָא לֵקָדְשׁ הָאָרָא לֵקָדְשׁ הָאָרָา
5. הָאנָא בָּעָשׁ בַּצוֹרֵב הָאָרָא לֵקָדְשׁ הָאָרָא לֵקָדְשׁ הָאָרָא לֵקָדְשׁ הָאָרָא לֵקָדְשׁ הָאָרָא לֵקָדְשׁ הָאָרָא לֵקָדְשׁ הָאָרָא לֵקָדְשׁ הָאָרָא לֵקָדְשׁ הָאָרָא לֵקָדְשׁ הָאָרָא לֵק
6. הָאנָא בָּעָשׁ בַּצוֹרֵב הָאָרָא לֵקָדְשׁ הָאָרָא לֵקָדְשׁ הָאָרָא לֵקָדְשׁ הָאָרָא לֵק

---

1. The actual form used in the Hebrew Bible is נִלְכָּה, a normal defective spelling of נִלְכָּה in the Pentateuch.
2. Proper name of a people (gentilic noun).
3. Proper name of an individual.
4. Proper name of a place.
5. Numbers 21:26
6. Proper name of a place.
7. Genesis 6:11
8. Qal imperative ms יְסַמְּכֶנָה, translate: take.
9. Genesis 6:21
10. Genesis 9:6
Using the letters given below, construct as many Hebrew words as you can. Each letter must be adjacent to or diagonal to the next letter of the word—another letter may not intervene.

For example, סְפָר (he said) is created by attaching the ס to the פ to the ר. Conversely, attaching the ס to the ל is not legitimate since the ל does not stand adjacent to the ס. (Remember, additional words may be constructed by adding feminine or plural endings, etc.)

<table>
<thead>
<tr>
<th>ח</th>
<th>ג</th>
<th>ד</th>
<th>ה</th>
<th>י</th>
</tr>
</thead>
<tbody>
<tr>
<td>ס</td>
<td>פ</td>
<td>ר</td>
<td>ש</td>
<td>צ</td>
</tr>
<tr>
<td>ע</td>
<td>ט</td>
<td>י</td>
<td>ק</td>
<td>ל</td>
</tr>
</tbody>
</table>

C. Review

1. Which letters take a weak dagesh (lene)?

2. Which vowels are full-letter vowels?

3. Which letters take a composite shewa?

4. Which letters cannot take a strong dagesh (forte)?

5. What is the function of the athnach?

---

1 Genesis 10:5
EXERCISE 21

The Piel and Pual Conjugations

Translate the following sentences into English and parse all verbs (utilizing a parsing sheet). Instead of providing a “Supplementary Vocabulary,” instruction will be given for utilizing Holladay’s *Lexicon*. From this point on, all words not given in the textbook’s Vocabulary or Glossary must be looked up in Holladay’s *Lexicon*.

1. נִשְׁפָּר אֲלֹהֵינוּ אֵת כָּל-הָעָם הַיָּהָה

There are no new words in #1.

2. נֹכְרוֹ אֶת-זֵרֵ ¥ה [לָכְתִים אֵת]:

There are no new words in #2.

3. נִגְמְלָר הַעָם מְדַחֵק וֹכְשֶׁה נָגְשֶׁה אֲלִירֵשָׁפִל אֵשֶר-שֵׁם

There are 3 new words in #3:

(a) מְדַחֵק: The מ is the preposition מ whose compensatory dagesh (for assimilating the nun) has been rejected by the guttural , and the hireq heightened to tsere to compensate for that rejection. That leaves מָדָךְ as the main word. Note the holem between the 2nd and 3rd letters—it might be spelled fully (א) at times. Look in Holladay’s *Lexicon* on page 338, column 1. There you find מָדָךְ and it says, “f מָדָךְ.” Go to page 337, column 1. Look under 3. “(stand) mērāhōq at a distance 2 K 27.”

(b) אֵשֶר-שֵׁם: Note the dagesh in אֶשֶׁר. It could be compensating for an assimilated letter (most likely a nun). If so, the root might consist of the same three

---

1 Exodus 20:1
2 Exodus 20:8
3 Literally, “which there” = “there” (see Holladay, *Lexicon*, 374 col. 2).
4 Exodus 20:21
letters that are showing: $gn$. Look in Holladay’s *Lexicon* on page 227, column 2, the last entry: $gn$. Notice that the previous entry is not from the same root since its third letter is a *sin*, not a *shin*. The entry says that the “pf. & pt. expressed by nif.” (“perfect and participle are expressed by the Niphal”). Also note that the imperfect forms listed in the second line of the entry do not include $aGén$, a potential Qal impf 1cp. Continue to read the entry. On page 228, column 1, the “nif.” paragraph lists $aGén$ as the first of the forms in the perfect (3ms). Since וַהֲמֹשֶׁה (and Moses) precedes this verb in the text, it is probably the subject of the verb—that fits the necessity of agreement in person, number, and gender.

(c) הָנָּמָרֵל: The ה is an article (the *pathach* has been heightened to a *qamets* to compensate for the normal doubling *dagesh* that is part of the form of the definite article but is rejected here by the guttural). Since there are no other prefixes or suffixes identifiable for this word, it must be a quadriliteral (4-letter) root. Look in Holladay’s *Lexicon*, page 284, column 1, for the correct entry.

There are 3 new words in #4:

(a) עָרָבַג: Remember, Hebrew lexicons are arranged alphabetically. How early in the Hebrew alphabet is ג? Find the first entry that begins with ג. It is found on page ____. Look at the second root letter in the word. Where would you find ב in relationship to ג? The first entry listed by Holladay that begins with ב is on page ____. Where in the Hebrew alphabet does ה occur? Find the entry for Hàng on page ____. In how many different stems or conjugations is this Hebrew word found in the Old Testament? ____. Peruse the forms presented in the first few lines of each paragraph representing the different conjugations. Notice that the forms are listed with the perfects (“pf.”) first, then the imperfects (“impf.”). Can you find the exact same form that is used in Genesis 7:19? Are any of the Scripture references closely related to this passage?

(b) יִשְׂכֹּל: What can be said about this form? What does the י indicate? The answer to that question reveals whether י is a prefix or part of the root. Which conjugation utilizes a *shewa* under the imperfect prefixes? What are its characteristics? Do those characteristics include a *kibbut* or a doubling

---

1 Genesis 7:19
If so, what would that tell someone about the root of \( \text{ם} \)?

Remove the conjunction. Remove the prefix. Remove the suffix. What is left? Look it up in the *Lexicon*. How many entries are given that begin with these two root letters? _____. How many are verbs? _____. Do any of those verbs have the conjugation indicated by the characteristics displayed by \( \text{ם} \)? Is this specific form listed in the forms at the beginning of the paragraph about that conjugation? Is the Scripture reference also listed? The root, therefore, is _____.

(c) \( \text{ם} \): When prefixes and suffixes are removed from this word, what potential root letters remain? Review (a), above. Would this root be found fairly close to \( \text{ם} \) in the *Lexicon*? Is there any characteristic vowel in \( \text{ם} \) that should be evident in the *Lexicon* entry?

There are 3 new words in #5:

(a) \( \text{ם} \): When prefixes and suffixes are removed from this word, what potential root letters remain? Note carefully any peculiar vowels in this form. How many entries in the *Lexicon* begin with these same three root letters? _____. Which entry fits this form? Is this same exact form listed?

(b) \( \text{ם} \): Since there are no discernible suffixes or prefixes, could this be the totality of the word? Look it up in the *Lexicon*. It is found on page _____, column ___. How many times does the entry say that this word is employed in the Hebrew Old Testament? _____.

(c) \( \text{ם} \): Are there any potential prefixes or suffixes in this form?

Holladay’s *Lexicon* does not list all words by means of the three-letter root. Forms other than verbs are often listed just as they are found. For example, \( \text{ם} \) is listed as such (p. 212). It is not listed under \( \text{ם} \) (pp. 315-16). \( \text{ם} \) is to be found on page _____, meaning “______________.”

**B. Review**

1. Which letters of the alphabet sometimes lose their consonantal character and become silent?

---

1 Genesis 40:15
2 Qal perfect 3 c pl from \( \text{ם} \) “he put, he placed” (see Holladay, *Lexicon*, 351, col. 1).
2. Which letters are gutturals?

3. What are the two types of gutturals called and which gutturals belong in each group?

4. Which letters are labials?
   Why are they called labials?

5. What is the function of the weak *dagesh (lene)*?

C. **Circle** the letter or vowel which does not belong and explain why.

1. ר י ל מ  Reason:

2. מ כ מ ח  Reason:

3. ע י ע י  Reason:

4. ד ח ל ב  Reason:

5. י י י י  Reason:

D. **Give the stem** (or, conjugation) and **form** of the following keys:

<table>
<thead>
<tr>
<th></th>
<th>Stem</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>††</td>
<td>Qal</td>
</tr>
<tr>
<td>2.</td>
<td>††</td>
<td>Qal</td>
</tr>
<tr>
<td>3.</td>
<td>††</td>
<td>Qal</td>
</tr>
<tr>
<td>4.</td>
<td>†††</td>
<td>Qal</td>
</tr>
<tr>
<td>5.</td>
<td>††</td>
<td>Qal</td>
</tr>
<tr>
<td>6.</td>
<td>†††</td>
<td>Qal</td>
</tr>
</tbody>
</table>
**EXERCISE 22**

**The Hiphil and Hophal Conjugations**

A. **Translate** the following sentences into English and **parse all verbs** (utilizing a parsing sheet). All words not given in the textbook’s Vocabulary or Glossary must be looked up in Holladay’s *Lexicon*.

1. וַיַּוֹדֵד לוֹ אֵלֶּה מִשְׁפַּתְךָ וָאֵלֶּה מֵאֵלֶּה הַאֲמַרְתֶּךָ מְלֹא מִלָּהוּ
   
2. נִשְׁפַּחְתָּ אֶלֶּה אֱלֹהֵי יִשְׂרָאֵל אֱלֹהֵי אֵלֶּה אֱלֹהֵי עַמְךָ אֱלֹהֶיךָ אֶלֶּה אֱלֹהֶיךָ
   
3. נַעֲשֵׂים מִבֵּית לְפַלֵּד הֲלֹא קֹלֶת אֵלֵה הַכְּלָלָהּ לֹא אֶפְסֵרֵנוּ מְאָמַּהוּ
   
4. קֹרֵא אֶלֶּה אֱלֹהֵי אִשָּׁה אֱלֹהֵי אֵד הָיֶה אֱלֹהֵי בָּטַח וָאָנַּה יִתְחַלֵּל
   
5. אַתֶּךָ קִנּוֹת בְּעֵדָה יִשְׂרָאֵל בְּבַשָּׂר יִתְחַלֵּל

1. Exodus 3:1
2. Exodus 3:6
3. 1 Samuel 25:15
4. Job 14:7
5. Job 14:8
6. The root of this verb is נִשְׁפַּחְתָּ.
B. Circle the letter which does not belong and explain why.

1. ד י ב ק
   Reason:

2. ד מ פ ב
   Reason:

3. נ י ח
   Reason:

4. נ ר י נ
   Reason:

5. נ י נ ה
   Reason:

C. Indicate whether the statement is True or False. If the answer is False, give the correct answer.

1. Both open and closed syllables may end in a vowel.  
   T or F

2. If a syllable is closed and unaccented, then the vowel must be short.  
   T or F

3. Hebrew words are usually accented on the second to the last syllable.  
   T or F

4. The *silluq* occurs only under the tone syllable of the last word of the verse or the last word of a phrase.  
   T or F

5. A short vowel can occur in an open accented syllable.  
   T or F

---

1 Job 14:9
Name ________________________________.

Box # ________.

EXERCISE 23

The Hithpael Conjugation

A. **Translate** the following sentences into English. All words not given in the textbook’s Vocabulary or Glossary must be looked up in Holladay’s *Lexicon*.

1. נַעַמָּהלָּי יָוָּלָּי אָלְּדָּלִים

2. נְנְחַת יְהוָּה כְּרֵשֶׁה אַתְּדָּאָהָה בְּכָלָּאָהָה נְכַוֶּצֶבֶּהָה אַלְּלִיָּהָה:

3. נְעַעְשַל אָבְדָּה אַלְדָּלִים נְכַוֶּצֶבֶּה אַלְדָּלִים אִיבּוּא הָאָבָּדָה

4. שֵׁמֶט יַשְׁרִיתְוָה יְהוָּה אָלְדָּלִים יְהוָּה סָחָרֶה

B. **Attach the definite article with the correct pointing** to the following words:

1. בְּמֵל
2. יִזְרָה
3. בֵּכָר
4. שֵׁה
5. בְּמֵל
6. בְּמֵל
7. בְּמֵל
8. בֵּכָר
9. אָלְדָּל

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1 Genesis 5:22
2 Genesis 6:6
3 Genesis 20:17
4 Deuteronomy 6:4-5
C. Attach the interrogative ה with the correct pointing to the following words:

1. חֲזָק
2. חַלָּק
3. חַלָּק
4. חַלָּק
5. חַלָּק
6. חֲזָק
7. חַלָּק
8. חַלָּק
9. חַלָּק
10. חֲזָק

D. Attach the interrogative pronoun ה with the correct pointing to the following words:

1. חֲזָק
2. חַלָּק
3. חַלָּק
4. חַלָּק
5. חַלָּק
6. חֲזָק
7. חַלָּק
8. חַלָּק
9. חַלָּק
10. חֲזָק

E. Parse the following forms:

1. חֲזָק
2. חַלָּק
3. חַלָּק
4. חַלָּק
5. חַלָּק
6. חֲזָק
7. חַלָּק
8. חַלָּק
A. **Translate** the following sentences into English. All words not given in the textbook’s Vocabulary or Glossary must be looked up in Holladay’s *Lexicon*.

1. נֶשָּׁה יְשָׁרָאָל שֶׁמוֹת אַל-הָקִים וְאֶל-הָשָׁפִּים אֶשֶּׁר עֲקַלְּנָיו

2. מַלְמוֹד אֲחֵסָם לַשׁוֹחַ לְכַלְמֵי חֹוָה

3. יַאֲרָה יְהוָה אֶל-וֹלְכִים נַח-לֶךֶם

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2. שִׁבָּתָם:

3. נַכֵּל יְהוָה אֶל-לְוֹלְכִים אֶל-הָשָׁפִּים מָשָׁרִים מֻצָּרִים מָכִית

4. בֶּלֶךְ לֹא סֶפֶר בֵּרִית וּם בְּלֵי בִּלְתֶּיהָ מֵשָׁרִים

5. הָיֶם קָנָנוּ בֵּל-אֲרָאָל בֵּסָתוֹן בֵּהַבִּלְיוֹת

6. נַגְנִית בֵּלַא-רָאָל בֵּסָתוֹן בֵּיהַבִּלְיוֹת

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1. This verb is an imperfect from נָשָׁה. In this case the third letter of the root (ṇ) has disappeared completely.
2. This verb is a Qal infinitive construct from הָשָׁפִּים. The הַ ending is typical for the infinitive constructs of verb roots ending in יָ. It is not a feminine plural noun ending.
3. Deuteronomy 4:1
4. This verb is from the root אָשָׁפִּים (the first letter of the root was originally a י which occurs here as י).
5. Deuteronomy 5:6
6. Deuteronomy 6:9
7. Deuteronomy 24:1
8. Deuteronomy 32:21
B. Attach the article with the preposition לי to the following words:

1. רִי
2. בְּנוֹר
3. אָרֶם
4. עִמֶל
5. כּוֹר
6. חָס
7. רָאשׁ
8. לִשׁוֹן
9. אָר
10. בְּרו

C. Attach the preposition מב in separably to the following words:

1. שֶׁפֶר
2. נָאֵים
3. נָבָש
4. אָסֶף
5. רָה
6. בָּר
7. חָמ
8. נָח
9. מָנו
10. בּוֹר

D. Attach the conjunction ל with the appropriate pointing to the following words:

1. בְּשָׁר
2. אָר
3. נֶמֶשֶׁל
4. דְּבָר
5. כָּנָא
6. לֵל
7. לֶב
8. לִשׁוֹן
9. פֶּנֶה
10. לְאָה
EXERCISE 25

Verbal Suffixes for the Imperfect/Yiqtol

Translate the following sentences into English. All words not given in the textbook’s Vocabulary or Glossary must be looked up in Holladay’s Lexicon.

1. נשים תאות הלכמנה בתים השביעים שבת לא יהודים.

2. והז קריסאלה בקן מחר לאומרים פוזרرحمנוה אסמייה אליהם.

3. נאמרת אלהי יוהו אלהי השבירה שלחני אלהיה לא ישראל.

4. בסכנת אתרוסיה ישראל ואמרתם שלחנני אלהיה אתורה.

5. נאמרת אלהיה אלהיה אליהם תנועון נסני אליהם צפחה ומקבים לאמרם.

6. קהלך אולחו ואתיהמשה כולם עיניהם.

Name ____________________.

Box # ________.

1 Exodus 16:26
2 Exodus 13:14
3 Exodus 7:16
4 Qal imperative ms, הלך.
5 Exodus 3:16
6 Make careful observations concerning this word. All of the identification factors have been presented previously in the textbook.