



HEBREW GRAMMAR II

OT 504

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Course Description

A continuation of the grammatical studies begun in OT 503 with emphasis on increasing vocabulary, reading selected portions of the Hebrew Old Testament, and learning principles of Hebrew exegesis for use in sermon preparation.

Course Rationale

It is essential that the student of biblical studies obtain the tools necessary for an accurate interpretation and a deeper appreciation of the text of the Old Testament. The Old Testament which we accept as the Word of God was written originally in the Hebrew and Aramaic languages of the ancient Near East. Any student of Scripture who wishes to heighten his expertise in the exposition of the literature of the Old Testament must have some acquaintance with its original languages.

According to the historical declaration of our faith, the final authority for resolving questions of interpretation resides in the original languages of the Scriptures. Our historic faith also declares that we believe in providing translations of the Word of God in the heart languages of those who do not know the original languages of Scripture. Whether in the realm of preaching or teaching or translation, the student must obtain a certain degree of proficiency in the biblical languages if he is to be properly prepared for ministry.

The only way to gain proficiency in the use of Hebrew is by a consistent practice of reading the Hebrew Old Testament. Such a practice should commence with readings in

the narrative sections of the Old Testament. In this course the student will have opportunity to read Genesis 37:1-36, Ruth 1:1-22, and 1 Samuel 16:1-23 in translation assignments and Psalm 103 in Tuesday morning devotions.

Exegetical methodology can be divided into two basic approaches: (1) the abbreviated method for sermon preparation and (2) the detailed method for a more complete exegesis. In this course the student will be introduced to the first of these methods in order that he might begin immediately to apply the knowledge of biblical Hebrew to sermon preparation.

Course Objectives

Having taken this course, the student should be able:

- to read aloud the Hebrew of any passage in the Hebrew Old Testament;
- to identify the basic grammatical elements of Old Testament Hebrew;
- to translate selected narrative portions of the Hebrew Old Testament; and,
- to outline a basic exegetical methodology for preparing sermons from the Hebrew Old Testament.

Required Textbooks

Barrick, William D., and Irvin A. Busenitz. *A Grammar for Biblical Hebrew*, revised ed. Sun Valley, CA: Grace Books International, 2004.

Barrick, William D., and Irvin A. Busenitz. *A Workbook for A Grammar for Biblical Hebrew*, revised ed. Sun Valley, CA: Grace Books International, 2004.

Holladay, William L. *A Concise Hebrew and Aramaic Lexicon of the Old Testament*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 1988.

Putnam, Frederic Clarke. *Hebrew Bible Insert: A Student's Guide*. Quakertown PA: Stylus Publishing, 1996.

Recommended Textbooks

Elliger, Karl, and W. Rudolph, eds. *Biblia Hebraica Stuttgartensia*, 5th ed. New York: American Bible Society, 1997.

C O U R S E S C H E D U L E

DATE	TOPIC	ASSIGNMENTS
Week 1	Introduction 20: Waw-Correlative and Waw-Consecutive	Read Textbook Chapter 20
Week 1	20: Niphal Conjugation	Workbook Exercise 20 Read Textbook Chapter 21
Week 2	21: Piel & Pual Conjugations	Vocab Quiz #1 (Chapt. 21) Workbook Exercise 21 Read Textbook Chapter 22
Week 2	22: Hiphil & Hophal Conjugations	Read Textbook Chapter 23 Read <i>HBI</i> , §§1.1-1.2.7
Week 3	23: Hithpael Conjugation	Vocab Quiz #2 (Chapt. 22) Workbook Exercise 22 Read Textbook Chapter 24
Week 3	Review of Conjugations Genesis 1:1-8	Workbook Exercise 23 Read <i>HBI</i> , §§1.3-1.4.3j
Week 4	24: Verbal Suffixes for the Perfect/Qatal Genesis 1:9-13	Vocab Quiz #3 (Chapt. 23) Read Textbook Chapter 25
Week 4	25: Verbal Suffixes for the Imperfect/Yiqtol Genesis 1:14-19	Workbook Exercise 24
Week 5	Genesis 1:20-31 Review	Vocab Quiz #4 (Chapts. 24-25) Workbook Exercise 25 Read <i>HBI</i> , §§1.5-1.5.5d
Week 5	26: Weak Verbs – 1st Root Letter	EXAM #1 (1st hour) Read Textbook Chapter 26 Read <i>HBI</i> , §§1.6-1.7.4b
Week 6	1 Samuel 16:1-10	Oral Translation Due Read Textbook Chapter 27
Week 6	27: Weak Verbs – 2nd Root Letter	Read Textbook Chapter 28 Read <i>HBI</i> , §§1.8-1.8.3b
Week 7	1 Samuel 16:11-23 28: Weak Verbs – 3rd Root Letter Recognition of Hebrew Roots	Written Translation Due Read Textbook Chapter 29
Week 7	29: Uses of Hebrew Conjugations	Vocabulary Quiz #5 (1 Samuel 16) <i>HBI</i> , §§2.1-2.1.8
BREAK – CATCH UP		
Week 9	Structural/Logical/Block Diagramming	Read <i>HBI</i> , §§2.2-2.2.4c
Week 9	Structural/Logical/Block Diagramming	Read <i>HBI</i> , §§2.2.5-2.4.3

DATE	TOPIC	ASSIGNMENTS
Week 10	Genesis 37:1-11	Oral Translation Due Read <i>HBI</i> , §§2.2.6-2.4.3
Week 10	Genesis 37:12-25	Written Translation Due Read <i>HBI</i> , §§3.1-3.1.3c
Week 11	Genesis 37:26-36	Oral Translation Due Read <i>HBI</i> , §§3.2-3.2.2c
Week 11	Deuteronomy 5:6-13 Review	Vocabulary Quiz #6 (Genesis 37) Oral Translation Due Read <i>HBI</i> , §§3.3-3.3.9
Week 12		EXAM #2
Week 12	Deuteronomy 5:14-21	Written Translation Due Read <i>HBI</i> , §§3.4-4.3
BREAK – CATCH UP		
Week 14	Ruth 1:1-13	Oral Translation Due Vocabulary Quiz #7 (Ruth 1)
Week 14	Ruth 1:14-22 Hebrew Concordances	Written Translation Due
Week 15	Psalms 103:1-10 Hebrew Lexicons	Oral Translation Due Diagram of Deuteronomy 5:6-13 Due
Week 15	Psalms 103:11-22 Theological Dictionaries	Written Translation Due
Week 16	Introduction to Exegetical Method Review	Word Study of וְשֵׁרָא Due
Week 16	Review	Vocabulary Quiz #8 (Psalm 103)
Week 17		FINAL EXAM

PRELIMINARY BIBLIOGRAPHY

- Andrews, Stephen J. "Some Knowledge of Hebrew Possible to All: Old Testament Exposition and the *Hebraica Veritas*." *Faith & Mission* 13/1 (Fall 1995): 98-114.
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- Baker, David W. "Reading the Old Testament: Tools and Techniques." *Ashland Theological Journal* 28 (1996): 87-111.
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- Cross, Frank Moore, Jr. "The Development of the Jewish Scripts." In *The Bible and the Ancient Near East*. Ed. by G. Ernest Wright, 133-202. Winona Lake, IN: Eisenbrauns 1979.
- Danker, Frederick W. *Multipurpose Tools for Bible Study*, rev. and expanded ed. Minneapolis, MN: Fortress Press, 1993.
- Even-Shoshan, Abraham, ed. *A New Concordance of the Bible: Thesaurus of the Language of the Bible: Hebrew and Aramaic Roots, Words, Proper Names, Phrases and Synonyms*. Jerusalem: "Kiryat Sepher" Publishing House Ltd., 1983.
- Harris, R. Laird, Gleason L. Archer, Jr., and Bruce K. Waltke, eds. *Theological Wordbook of the Old Testament*, 2 vols. Chicago: Moody Press, 1980.
- Jenni, Ernst, and Claus Westermann, eds. *Theological Lexicon of the Old Testament*, 3 vols. Trans. by Mark E. Biddle. Peabody, MA: Hendrickson Publishers, 1997.
- Joüon, Paul. *A Grammar of Biblical Hebrew*. Trans. and rev. by T. Muraoka. *Subsidia Biblica* 14/I-II. Rome: Pontifical Biblical Institute, 1996.
- Kaiser, Walter C., Jr. "The Future Role of the Bible in Seminary Education." *Concordia Theological Quarterly* 60/4 (Oct 1996): 245-58.
- _____. *Toward an Exegetical Theology: Biblical Exegesis for Preaching and Teaching*. Grand Rapids, MI: Baker Book House, 1981.
- Kautzsch, E., ed. *Gesenius' Hebrew Grammar*, 2nd English ed. Trans. and rev. by A. E. Cowley. Oxford, England: Clarendon Press, 1910.
- Koehler, Ludwig, and Walter Baumgartner, eds. *The Hebrew and Aramaic Lexicon of the Old Testament*, 2 vols. Rev. by Walter Baumgartner and Johann Jakob Stamm. Trans. and ed. by M. E. J. Richardson. Leiden, The Netherlands: E. J. Brill, 2002.
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- Lisowsky, Gerhard. *Konkordanz zum hebräischen alten Testament*. Stuttgart, Germany: Württembergische Bibelanstalt, 1958.

- Mandelkern, Solomon. *Veteris Testamenti concordantiae hebraicae atque chaldaicae*. Jerusalem: Schocken Press, 1967.
- Mitchel, Larry A. *A Student's Vocabulary for Biblical Hebrew and Aramaic*. Grand Rapids, MI: Zondervan Publishing House, 1984.
- Mulder, Martin Jan. *Mikra: Text, Translation, Reading & Interpretation of the Hebrew Bible in Ancient Judaism & Early Christianity*. Peabody, MA: Hendrickson Publishers, 2004.
- Piper, John. *The Legacy of Sovereign Joy: God's Triumphant Grace in the Lives of Augustine, Luther, and Calvin*. Book One: The Swans Are Not Silent. Wheaton, IL: Crossway Books, 2000.
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- Sawyer, John F. A. *A Modern Introduction to Biblical Hebrew*. Stocksfield, Northumberland, U.K.: Oriol Press, 1976.
- Seow, C. L. *A Grammar for Biblical Hebrew*. Nashville, TN: Abingdon Press, 1995.
- Silva, Moisés. *Biblical Words and Their Meaning: An Introduction to Lexical Semantics*. Grand Rapids, MI: Zondervan Publishing House, 1983.
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EXEGETICAL PROCEDURE

A simple outline to keep in mind at all times contains three words:

Information
Relationship
Emphasis

The following is the abbreviated exegetical method for use in sermon preparation:

1 TRANSLATE:

Perform a preliminary translation of the text.

2 OBSERVE:

Read and reread the text until saturated with it. Begin to ask questions about anything and everything in the text. What information does it give?—Who? When? Where? What? How? Why? Pay attention to details—be a Sherlock Holmes!

3 IDENTIFY:

3.1 *Grammar and syntax.*

3.11 What are the **relationships** between phrases, sentences, and paragraphs? Make a structural diagram of the contents of the passage in keeping with the relationships revealed in the Hebrew text.

3.12 Where is the prominence or **emphasis**? Pay attention to word order and the employment of emphatic words.

3.2 *Expression.*

3.21 What idioms are employed?

3.22 What is the literary form? Consult D. Brent Sandy and Ronald L. Giese, Jr., eds., *Cracking Old Testament Codes* (Broadman & Holman, 1995) or Gordon D. Fee and Douglas Stuart, *How to Read the Bible for All Its Worth*, 2nd ed. (Zondervan, 1993).

3.23 Consult *TWOT* and *NIDOTTE* for each word crucial to the text.

3.24 State the argument and/or the development of the theme in your own words.

4 EXAMINE:

- 4.1 *The circles of context* to determine how the passage fits into each one (immediate context, remote context, and external setting). The external setting is in the ancient near eastern cultural, historical, geographical, political, economic, and spiritual milieu.
- 4.2 *Parallel passages* and identify both the similarities and dissimilarities in all areas (especially related to steps 2-7, above).

5 SOLVE:

List all potential solutions for the significant interpretative problems encountered. Choose one as the preferred solution and compare its adequacy with all other potential solutions.

6 CONSULT:

Check the commentaries for their interpretation. Utilize the commentaries as catalysts for thinking about the text, its teaching, and its application.

READING THE BIBLE IN TRANSLATION IS LIKE KISSING YOUR BRIDE THROUGH A VEIL.

—Haim Nacham Bialik

Principles of Hebrew Grammar: Pattern Analysis

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The following discussion and description of pattern analysis aims at familiarizing the student of biblical Hebrew with the essential patterns of Hebrew grammar and sentence structure. An understanding of these patterns will enable the student to recognize words and the relationships between words within the Hebrew text of the Old Testament. There are two keys to being prepared to translate and interpret the Hebrew text:

- a sufficient vocabulary recognition, and
- an adequate understanding of the patterns of the Hebrew language.

This study assumes that the student has acquired a minimum level of proficiency in the elements of Hebrew grammar (including the formation of nouns and adjectives as well as the basic forms of the verbs).

Traditionally, Hebrew grammar has been taught by emphasizing rote memorization of numerous paradigms. Such an approach does not acquaint the student with the reasons for the inflections nor does it equip him for autonomous identification of the forms that confront him in the text of the Hebrew Bible. Proper preparation in Hebrew grammar should liberate the student from a dependence upon paradigms and analytical lexicons. Pattern analysis is the key to that independence.

1.1 The Main Elements of the Patterns of Hebrew Grammar

1.11 Word Order (Grammatical Position)

1.111 Normal Word Order

Indirect Object \Leftarrow Direct Object \Leftarrow Subject \Leftarrow **Verb**

Note: Modifiers normally follow the words that they modify.

1.112 Emphatic Word Order

Any word order outside the normal word order has the potential for being emphatic. However, there are normal alternate patterns (e.g.: the subject of a participle normally precedes the participle; in 'ִּבְ- clauses, word order is less rigid with subjects or direct objects often preceding the verb) that should not be taken as emphatic.

1.12 Word Formation (Inflections)**1.121** Verbal Serviles

- (a) Stem prefixes
- (b) Person prefixes and suffixes
- (c) Imperative prefixes and suffixes
- (d) Infinitive prefixes and suffixes
- (e) Participial prefixes and suffixes
- (f) Pronominal object suffixes

1.122 Nominal Serviles

- (a) Gender and number suffixes
- (b) Determinate prefixes
- (c) Object case prefixes
- (d) Pronominal suffixes

1.123 Vocalization Patterns

- (a) Regular patterns
- (b) Irregular patterns due to gutturals
- (c) Irregular patterns due to suffixes
- (d) Pausal forms

1.13 Functional Words**1.131** Auxiliary Verb: אָזַר **1.132** Connectives (including prepositions, some adverbs, and some pronouns)

See J. Barton Payne, *Hebrew Vocabularies*, Hebrew Particles, Lists XIV-XVII.

Such particles, of necessity, must be memorized.

1.133 Certain special modifiers including determiners and qualifiers: numerals and adjectives

1.14 Mixed Elements

1.141 Form and Position

- (a) If a word of the shape $\text{ב' } ____ \text{ב}$ is followed by a word of the same ending except that it begins with ה , it may be assumed with some degree of certainty that the second word is an adjective in concord with the first and that its stem includes neither of the characters mentioned.
- (b) If a word beginning with ב follows a verb governing the ' ב -case (whether the preposition introduces the accusative of the object, an instrumental, a locative, or a temporal, etc.), it is safe practically to assume that the initial ב represents this case and that what follows is the stem of a noun.

1.142 Functional Words and Order

- (a) What immediately follows את (unless a feminine singular verb form of the shape $\text{ת} ____ \text{ת}$ or $\text{י} ____ \text{ת}$ precedes or follows) is a determined (grammatically definite) noun or adjective.
- (b) Whatever follows כל is, almost without exception, a noun form.

1.2 Application of Pattern Analysis

וְכָל־יִשְׂרָאֵל הִתְיַחֲשׂוּ וְהָנָם כְּתוּבִים עַל־סֵפֶר מַלְכֵי יִשְׂרָאֵל וַיְהוּדָה
הִגְלוּ לְבָבֶל בְּמַעְלָם:

- (1) **Clue:** ו - This verse is connected to the preceding context.
- (2) **Clue:** כָּל־ - *all* of those represented by the following word are involved.
- (3) **Clue:** יִשְׂרָאֵל - *all Israel* is involved.
- (4) **Clues:** $\text{ו} ____ \text{הִתְ}$ (prefixes and suffixes of הִתְיַחֲשׂוּ) – This is the word describing the action or state involved. This is a verb.
- (5) **Clue:** $\text{ו} ____ \text{הִתְ}$ - The subject either participated in the action or received it (the Hithpael is the only verb inflection matching this

- prefix). The subject is plural (וּ), therefore יִשְׂרָאֵל is probably not the subject—instead, יִשְׂרָאֵל is most likely the object.
- (6) **Clue:** word order (וְכָל-יִשְׂרָאֵל הִתְיַחֲשׂוּ) – The apparent object (כָּל-יִשְׂרָאֵל) is possibly being emphasized.
- (7) **Clues:** the וַ on וְהִנֵּם and the accents on הִתְיַחֲשׂוּ and כְּתוּבִים (both have *zaqef qaton* disjunctive) – וְהִנֵּם כְּתוּבִים is probably a parallel clause to וְכָל-יִשְׂרָאֵל הִתְיַחֲשׂוּ.
- (8) **Clues:** the 3mp pronominal suffix ם on וְהִנֵּם and the masculine plural suffix ים on כְּתוּבִים – The two words have some sort of relationship indicated by agreement in gender (masculine) and number (plural).
- (9) **Clue:** the *dagesh forte* in נ – וְהִנֵּם includes a particle (הִנֵּה).
- (10) **Clue:** the וּ in כְּתוּבִים and its noun ending (ים) – The word is most likely a passive participle. (**Note:** As a participle, the word can be used as either a noun or a verb.)
- (11) **Clue:** functional word עַל and its position after כְּתוּבִים – עַל-סֵפֶר is probably an adverbial prepositional phrase modifying the passive participle.
- (12) **Clues:** position (after עַל-סֵפֶר), inflection (construct masculine plural of first word: י..), and accent (*athnach*) of מִלְכֵי יִשְׂרָאֵל – מִלְכֵי יִשְׂרָאֵל is related to סֵפֶר.
- (13) **Clues:** וּ on וַיְהוּדָה, the *athnach* on the preceding word, and הַיְהוּדָה being a proper noun like יִשְׂרָאֵל at the beginning of the verse – וַיְהוּדָה הֶגְלוּ לְבָבֶל בְּמַעְלָם: is a parallel to וְכָל-יִשְׂרָאֵל הִתְיַחֲשׂוּ וְהִנֵּם כְּתוּבִים עַל-סֵפֶר מִלְכֵי יִשְׂרָאֵל.
- (14) **Clue:** word order – וַיְהוּדָה is apparently in a position of emphasis (cf. #6, above).
- (15) **Clue:** inflection of הֶגְלוּ, וּ___ indicates a plural verb, therefore הַיְהוּדָה is not the subject—instead, it is the object. The ___וּ could be a prefix (causative due to the ה and Hophal due to the *qamets hatuph*—in a closed, unaccented syllable).
- (16) **Clues:** prepositions on לְבָבֶל and בְּמַעְלָם, and their position following הֶגְלוּ – These are most likely adverbial phrases modifying the verb, הֶגְלוּ.
- (17) **Clue:** pronominal suffix ם on בְּמַעְלָם – The pronominal suffix must have an antecedent agreeing with it in person, number, and gender (3mp).

1.3 Exercises for Application of Pattern Analysis

(1) יִקַּח שְׂמוֹאֵל אֶת-קֶרֶן הַשֶּׁמֶן

(2) בַּיּוֹם הַהוּא אָבְדוּ עֲשֶׂת־נִתְיָו:

(3) הַיּוֹם יִם _____ וְ אֵת _____ יִם

(4) _____ הַיּוֹם _____ וְ בַּיּוֹם _____