

Assignments

HEBR/REL-131 & HEBR/REL-132: Elementary Biblical Hebrew I & II, Academic Year 2009-2010

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Books and Other Source Materials for the Assignments:

1. SIMON, ETHELYN; RESNIKOFF, IRENE; & MOTZKIN, LINDA (1992). *The First Hebrew Primer, Third Edition*. Berkeley, CA: EKS Publishing Co. PJ4567.5.S57 1992; ISBN 0-939144-15-8.
2. UNIVERSITY OF TEXAS BIBLICAL HEBREW TEXTS (READINGS FROM THE *Tah-NAKH*): <http://www.laits.utexas.edu/hebrew/heblang/docs/main.shtml>
3. LANDES, GEORGE M. (2001). *Building Your Biblical Hebrew Vocabulary: Learning Words by Frequency and Cognate*. Atlanta, GA: Society of Biblical Literature. PJ4845.L25 2001; 492.4/82421 21; 00051573; ISBN 1589830032; ISBN-13 978-1589830035.
4. BEN ASHER, AARON BEN MOSES (10th century; original compiler/editor); DOTAN, ARON, editor of printed edition (2001). *Biblia Hebraica Leningradensia: Prepared According to the Vocalization, Accents, and Masora of Aaron ben Moses ben Asher in the Leningrad Codex*. Peabody, MA: Hendrickson Publishers, Inc. BS715 2000; 221.4'4—dc21; 00-053907; ISBN 1-56563-089-0 (cloth).
5. Various materials posted on the web site for this course.
6. **Please note** that small but meaningful additional assignments may be given out in class in addition to the formal assignments presented here.

Note Regarding All of the Deliverables in these Assignments:

Please adhere to the following formatting directives:

- (1) Write your name **clearly and legibly** at the very top of the first sheet of paper on the left side.
- (2) Write and sign your Honor Code declaration at the top right of the first sheet of paper. The wording can be, "JMU Honor Code compliant" or, "This work complies with the JMU Honor Code." or something else to that effect. The precise wording is unimportant, but your intent to certify compliance with the JMU Honor Code must be clear and unambiguous.
- (3) Each submitted assignment should have a title line that states, "Assignment #*n*", where *n* is the assignment number.

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- (4) Underneath the title, there should be a subtitle indicating the chapter number in the textbook from which the homework exercises are taken.
- (5) Your answers to each exercise should be separated from the answers to the other exercises, and in each case the exercise should be clearly labeled.
- (6) Within each exercise, write your answer to each component (*e.g.*, A, B, C, *etc.*) on a separate line and label it clearly.

HEBR/REL-131:

Assignment 1:

Theme: Attaining Proficiency in Reading and Writing

SIMON *et al.* (1992): Read and study Chapters 1 & 2:

NOTE: I have prepared a set of detailed instructions (a tutorial) to guide you in learning to write the Hebrew script. In doing your homework exercises, please follow closely the guidance provided: [Instructions for Writing the Cursive Aleph-Bet](#):

Do **all** of the exercises in both chapters of Simon *et al.* (1992), as follows.

In Chapter 1, note that **Exercises 1, 2, 4, and 7** are entirely oral; do them conscientiously, but there is nothing in them that you need to write out and hand in. Do, however, write out **and** hand in your answers to the other Exercises in Chapter 1, as follows: For **Exercise 3**, write out **both** in **Hebrew Block and** in **Hebrew Script** style each consonant covered in this chapter with **every one** of the vowels **with which it may appear**. Then write out the whole thing again, for a total of six times. Likewise, do **Exercise 5** and **Exercise 6 both** in **Hebrew Block and** in **Hebrew Script** style.

In Chapter 2, note that **Exercises 2, 3, 4, 5, 6, and 8** are entirely oral; do them conscientiously, but you need not write out and hand in anything for these exercises. Do, however, write out and hand in your answers to the other Chapter 2 Exercises, as follows: For **Exercise 1**, write out **both** in **Hebrew Block and** in **Hebrew Script** style each consonant covered in this chapter with **every one** of the vowels **with which it may appear**. Then write out the whole thing again, for a total of six times. For each of the five consonants that has a separate form when appearing as the final letter of a word, write out the ender form, too. Note that only one of the ender-form consonants may appear with vowels, and then only with certain vowels. Write out this ender consonant six times **both** in **Hebrew Block and** in **Hebrew Script** style with **every one** of the vowels **with which it may appear**. For **Exercise 7**, write out **all 14** of the lines of **Exercise 6** (not just the first four lines from that exercise) in **Hebrew Script**.

Assignment 2:

Theme: Enhancing Your Proficiency in Reading and Writing

Part 1: Honing Your Reading Proficiency:

BASIC READING PROFICIENCY: Please take out about 20 minutes per day, **at least** five days per week, to refine and improve your basic reading proficiency. You can accomplish this by going through the set of reading exercises that I have produced for your benefit: [Tutorial and Exercises in the Pronunciation of Hebrew Consonants and Vowels, and in the Reading of Hebrew Text](#). I suggest that you accumulate your twenty-minutes-per-day in five four-minute chunks; whenever you want to take a break from your studying from this or other courses, just switch over to the pronunciation exercises for just a short while. Doing this for just a few minutes each time, several times per day will hopefully not feel onerous to you, yet will gradually, over time, lead to your attainment of an ever-increasing level of reading proficiency.

Part 2: Honing Your Writing Proficiency:

WRITING PROFICIENCY: The *Mini-Scroll of Esther* extends from pages 1049 through 1060 in your *Ta-NAKH*. Copy out in Hebrew Script the first paragraph of the text (1:1-8) on page 1049.

Part 3: Learning to Spell:

SPELLING PROFICIENCY: Study and practice writing the fourteen geographic names and the twenty-four personal names identified in the two lists near the middle of page 4 of the vocabulary handout given out in class on day 1. Please note that these names will feature prominently in next Thursday's quiz.

Assignment 3:

Theme: Early Functional Vocabulary: Personal Pronouns

Part 1: Continuing to Hone Your Reading Proficiency:

BASIC READING PROFICIENCY: Please continue to take out about 20 minutes per day, **at least** five days per week, to refine and improve your basic reading proficiency. You can accomplish this by going through the set of reading exercises that I have produced for your benefit: [Tutorial and Exercises in the Pronunciation of Hebrew Consonants and Vowels, and in the Reading of Hebrew Text](#). I suggest that you accumulate your twenty-minutes-per-day in five four-minute chunks; whenever you want to take a break from your studying from this or other courses, just switch over to the pronunciation exercises for just a short while. Doing this for just a few minutes each time, several times per day will hopefully not feel onerous to you, yet will gradually, over time, lead to your attainment of an ever-increasing level of reading proficiency.

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Part 2: Continuing to Hone Your Writing Proficiency:

WRITING PROFICIENCY: The *Mini-Scroll of Esther* extends from pages 1049 through 1060 in your *Ta-NAKH*. Copy out in Hebrew Script the second and third paragraphs of the text (1:9-15) on pages 1049-1050.

Part 3: Functional Vocabulary I. Learning the Personal Pronouns:

LEARNING the PERSONAL PRONOUNS: Study the section on personal pronouns on pages 13–15 of the vocabulary handout given out in class on day 1. Also, practice writing the personal pronouns that appear in the two tables on those pages.

Assignment 4:

Theme: Further Functional Vocabulary: Nouns of Dual Gender

Part 1: Continuing to Hone Your Reading Proficiency:

BASIC READING PROFICIENCY: Please continue to take out about 20 minutes per day, at least five days per week, to refine and improve your basic reading proficiency. You can accomplish this by going through the set of reading exercises that I have produced for your benefit: [Tutorial and Exercises in the Pronunciation of Hebrew Consonants and Vowels, and in the Reading of Hebrew Text](#). I suggest that you accumulate your twenty-minutes-per-day in five four-minute chunks; whenever you want to take a break from your studying from this or other courses, just switch over to the pronunciation exercises for just a short while. Doing this for just a few minutes each time, several times per day will hopefully not feel onerous to you, yet will gradually, over time, lead to your attainment of an ever-increasing level of reading proficiency.

Part 2: Continuing to Hone Your Writing Proficiency:

WRITING PROFICIENCY: The *Mini-Scroll of Esther* extends from pages 1049 through 1060 in your *Ta-NAKH*. Copy out in Hebrew Script the paragraph (1:16-23) occupying the bulk of page 1050.

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Part 3: Functional Vocabulary II. Nouns of Dual Gender:

LEARNING NOUNS of DUAL GENDER: Study the set of dual-gender nouns in the vocabulary handout given out in class on day 1 (pages 17-18). Also, practice writing **all four forms of each noun that appears in the table on those pages.**

Assignment 5:

Theme: Further Functional Vocabulary: Adjectives

Part 1: Continuing to Hone Your Reading Proficiency:

BASIC READING PROFICIENCY: Please continue to take out about 20 minutes per day, **at least** five days per week, to refine and improve your basic reading proficiency. You can accomplish this by going through the set of reading exercises that I have produced for your benefit: [Tutorial and Exercises in the Pronunciation of Hebrew Consonants and Vowels, and in the Reading of Hebrew Text](#). I suggest that you accumulate your twenty-minutes-per-day in five four-minute chunks; whenever you want to take a break from your studying from this or other courses, just switch over to the pronunciation exercises for just a short while. Doing this for just a few minutes each time, several times per day will hopefully not feel onerous to you, yet will gradually, over time, lead to your attainment of an ever-increasing level of reading proficiency.

Part 2: Reading from the Tah-NAKH:

UNIVERSITY OF TEXAS BIBLICAL HEBREW TEXTS: This internet site contains 45 individually-clickable selections from the *Tah-NAKH*, each selection being several verses in length. Select and click on any text of your choice. The text that you have so selected will then be shown in a three-part view:

Part I consists of the original text printed in the Hebrew *Aleph-Bet*, including both vowel markings and cantillation marks.

Part II consists of a transliteration of the text, that is, a rendition of the Hebrew text written in the Latin alphabet that we normally use in writing English, as a guide to assist English-speaking readers in the pronunciation of the Hebrew text.

And *Part III* consists of an unusually precise translation of the Biblical text into English.

Most importantly, when the cursor hovers over a selected verse of the text in *Part I* (the version printed in the Hebrew *Aleph-Bet*), that verse is highlighted in all three parts of the view, and if you click on the Hebrew version of the verse, then you can hear it read over the audio channel reasonably slowly in *very* good (though not perfect) Hebrew. Click on it again, and you will hear it read again.

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YOUR ASSIGNMENT: READING FROM THE *Tah-NAKH*:

I will ask you to study only a small number of texts from the *Tah-NAKH*, but to learn to read each of them very well. From the University of Texas web page of Biblical Hebrew tests (<http://www.laits.utexas.edu/hebrew/heblang/docs/main.shtml>), you are to take the following ones: *Genesis* 45: 6-9; and also *I Samuel* 17: 1-5, and 6-11. For each of these texts, go through all of the verses one by one. Attempt to sound out and pronounce the verse on your own, and then click on the verse to hear it read professionally. Compare your own reading to that of the narrator, in order to polish your ability to read and pronounce Hebrew text. Then do it again, and continue to repeat that verse until you can read it fairly readily before you go on to the next verse. When you have mastered all of the individual verses in that particular selection, then go back to the first verse in the group and start all over again. The first time you go back, you will find that you must re-learn the first verse, but hopefully you will be able to re-learn it with noticeably less effort than it took you to learn it the first time. Work your way through all three texts this way, and then go back and review each of them. Manage your time carefully so that you can work on this exercise for no more than an hour or two at a time, interspersed with breaks during which you work on assignments from other courses. Once you have mastered these texts, continue to spend a few minutes each day reviewing them.

Part 3: Functional Vocabulary III. Adjectives, and Nouns of Person:

LEARNING ADJECTIVES and NOUNS of PERSON: Study the set of adjectives and nouns of person that appears on pages 19-20 of the new vocabulary handout. Place special emphasis on the features that systematically differentiate the masculine plural adjectives, and both the feminine singular and the feminine plural adjectives, from the masculine singular. Practice writing all forms of all of the Hebrew words that appear in the table.

Assignment 6:

Theme: Masculine Nouns and Verbs

Part 1: Continuing to Hone Your Reading Proficiency:

BASIC READING PROFICIENCY: Please continue to take out about 20 minutes per day, at least five days per week, to refine and improve your basic reading proficiency. You can accomplish this by going through the set of reading exercises that I have produced for your benefit: [Tutorial and Exercises in the Pronunciation of Hebrew Consonants and Vowels, and in the Reading of Hebrew Text](#). I suggest that you accumulate your twenty-minutes-per-day in five four-minute chunks; whenever you want to take a break from your studying from this or other courses, just switch over to the pronunciation exercises for just a short while. Doing this for just a few minutes each time, several times per day will hopefully not feel onerous to you, yet will gradually, over time, lead to your attainment of an ever-increasing level of reading proficiency.

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Part 2: Reading from the Tah-NAKH:

YOUR ASSIGNMENT: READING FROM THE *Tah-NAKH*:

UNIVERSITY OF TEXAS BIBLICAL HEBREW TEXTS: From the University of Texas web page of Biblical Hebrew texts (<http://www.laits.utexas.edu/hebrew/heblang/docs/main.shtml>), take *I Samuel* 17: 12-17. Go through all of the verses one by one. Attempt to sound out and pronounce the verse on your own, and then click on the verse to hear it read professionally. Compare your own reading to that of the narrator, in order to polish your ability to read and pronounce Hebrew text. Then do it again, and continue to repeat that verse until you can read it fairly readily before you go on to the next verse. When you have mastered all of the individual verses in that particular selection, then go back to the first verse in the group and start all over again. The first time you go back, you will find that you must re-learn the first verse, but hopefully you will be able to re-learn it with noticeably less effort than it took you to learn it the first time. After you have mastered this entire section of text, then go back and review the three sections of text that you had learned previously. Manage your time carefully so that you can work on this exercise for no more than an hour or two at a time, interspersed with breaks during which you work on assignments from other courses. Once you have attained a level of comfort in the reading of this text, continue to spend a few minutes each day reviewing all of the texts whose reading you have studied so far.

Part 3: Pointers on the Pointing of the Biblical Text:

SIMON *et al.* (1992): Read and study Chapter 3:

Note that in Chapter 3, *Exercises* 1, 3, and 9 are entirely oral; do all these exercises conscientiously, but you need not write out and hand in anything for these exercises. Do, however, write out **in Hebrew Script** (but you no longer need also to write them out in **Hebrew Block**) and hand in your answers to Chapter 3, *Exercises* 2, 4, and 5.

NOTE on Syllabification: The rules for syllabification described in your text at the top of Page 19 and that are also featured in Exercise 1 of Chapter 3 contain several errors: both the **vocal *Sh'va*** and the various *Chat-TAF-* or combination vowels (*Chat-TAF-Pat-TACH*, *Chat-TAF-Qa-MATZ*, and *Chat-TAF-Seh-GOHL*) are **never** considered to constitute, together with the consonants under which they reside, separate syllables. Instead, each Consonant-together-with-its-vocal *Sh'VA* or with its *Chat-TAF*-vowel, opens up a syllable which concludes with the consonant immediately following it, together with that consonant's vowel, and possibly a third consonant as well. Whenever a syllable containing a third consonant is present at the beginning or in the midst of a word, the third consonant will almost always be vocalized explicitly with a *Sh'va*. This *Sh'va*, however, has a distinctly different character from the *Sh'va* that is present at the beginning of a syllable. It is a **resting *Sh'va***. If the syllable composed of three consonants appears at the end of a word, then in **almost** every case the last letter of the syllable will either be bereft of any vowel or will be vocalized with an explicitly-written *Sh'va*. This syllable-closing *Sh'va*, too, is a **resting *Sh'va***. Very rarely, there occurs a different form of tri-consonantal syllable at the end of a word with a *Pat-TACH* occurring underneath the final letter, the so-called **furtive *Pat-TACH*** or, as it is called in Hebrew, a *Pat-TACH G'nu-VAH* (that is, a **stolen *Pat-TACH***). Overall, the concept of a **syllable** in Hebrew, as is accepted by the vast majority of professional grammarians of Hebrew and described here, is distinctly different from what it is in English.

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Part 4: Masculine Nouns, and Masculine Form of Verbs:

SIMON *et al.* (1992): Read and study Chapter 4:

In Chapter 4, conscientiously do the Oral Review at the beginning of the chapter, and also, orally only, *Exercises 1, 2, and 3* at the end of the chapter. For all of the above, there is nothing that you need to write out and hand in. Do, however, write out in Hebrew Script and hand in your answers to *Exercises 4, 5, 6, and 7*. In addition to following the instructions that are printed in the textbook for each of the assigned written exercises, **also** mark each word whose accent is *Mil'EYL* with a leftwards-pointing caret over the +-accented syllable.

Assignment 7:

Theme: Feminine Nouns, and Feminine Form of Verbs

Part 1: Continuing to Hone Your Reading Proficiency:

BASIC READING PROFICIENCY: Please continue to take out about 20 minutes per day, **at least** five days per week, to refine and improve your basic reading proficiency. You can accomplish this by going through the set of reading exercises that I have produced for your benefit: [Tutorial and Exercises in the Pronunciation of Hebrew Consonants and Vowels, and in the Reading of Hebrew Text](#). I suggest that you accumulate your twenty-minutes-per-day in five four-minute chunks; whenever you want to take a break from your studying from this or other courses, just switch over to the pronunciation exercises for just a short while. Doing this for just a few minutes each time, several times per day will hopefully not feel onerous to you, yet will gradually, over time, lead to your attainment of an ever-increasing level of reading proficiency.

Part 2: Reading from the Tah-NAKH:

YOUR ASSIGNMENT: READING FROM THE *Tah-NAKH*:

UNIVERSITY OF TEXAS BIBLICAL HEBREW TEXTS: From the University of Texas web page of Biblical Hebrew texts (<http://www.laits.utexas.edu/hebrew/heblang/docs/main.shtml>), take *I Samuel* 17: 18-23. Go through all of the verses one by one. Attempt to sound out and pronounce the verse on your own, and then click on the verse to hear it read professionally. Compare your own reading to that of the narrator, in order to polish your ability to read and pronounce Hebrew text. Then do it again, and continue to repeat that verse until you can read it fairly readily before you go on to the next verse. When you have mastered all of the individual verses in that particular selection, then go back to the first verse in the group and start all over again. The first time you go back, you will find that you must re-learn the first verse, but hopefully you will be able to re-learn it with noticeably less effort than it took you to learn it the first time. After you have mastered this entire section of text, then go back and review the four sections of text that you had learned previously. Manage your time carefully so that you can work on this exercise for no more than an hour or two at--- a time, interspersed with breaks during which you work on assignments from

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other courses. Once you have attained a level of comfort in the reading of this text, continue to spend a few minutes each day reviewing all of the texts whose reading you have studied so far.

Part 3: Feminine Nouns, and Feminine Forms of Verbs:

SIMON *et al.* (1992): Read and study Chapter 5.

In chapter 5, conscientiously do the Oral Review at the beginning of the chapter and also, orally only, *Exercises 1, 2, 3, and 5* at the end of the chapter. For all of the above; there is nothing that you need to write out and hand in. Do, however, write out in Hebrew Script and hand in your answers to *Exercises 4, 6, 7, and 8*. In addition to following the instructions that are printed in the textbook for each of the assigned written exercises, **also** mark each word whose accent is *Mil'EYL* with a leftwards-pointing caret over the accented syllable. Please note that for the substitution exercises, it is not necessary to copy laboriously each entire sentence over and over again; write down **only** those words that change.

Assignment 8:

Theme: Plural Forms of Nouns and Verbs, and Attached Prepositions:

Part 1: Continuing to Hone Your Reading Proficiency:

BASIC READING PROFICIENCY: Please continue to take out about 20 minutes per day, at least five days per week, to refine and improve your basic reading proficiency [NOTE: If you scored over 90 on the reading part of the Mid-Term Exam, then you can cut down the performance of the reading exercises to twice per week]. You can accomplish this by going through the set of reading exercises that I have produced for your benefit: [Tutorial and Exercises in the Pronunciation of Hebrew Consonants and Vowels, and in the Reading of Hebrew Text](#). I suggest that you accumulate your twenty-minutes-per-day in five four-minute chunks; whenever you want to take a break from your studying from this or other courses, just switch over to the pronunciation exercises for just a short while. Doing this for just a few minutes each time, several times per day will hopefully not feel onerous to you, yet will gradually, over time, lead to your attainment of an ever-increasing level of reading proficiency.

Part 2: Reading from the Tah-NAKH:

YOUR ASSIGNMENT: READING FROM THE *Tah-NAKH*:

UNIVERSITY OF TEXAS BIBLICAL HEBREW TEXTS: From the University of Texas web page of Biblical Hebrew texts (<http://www.laits.utexas.edu/hebrew/heblang/docs/main.shtml>), take *I Samuel* 17: 24-29. Go through all of the verses one by one. Attempt to sound out and pronounce the verse on your own, and then click on the verse to hear it read professionally. Compare your own reading to that of the narrator, in order to polish your ability to read and pronounce Hebrew text. Then do it again, and continue

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to repeat that verse until you can read it fairly readily before you go on to the next verse. When you have mastered all of the individual verses in that particular selection, then go back to the first verse in the group and start all over again. The first time you go back, you will find that you must re-learn the first verse, but hopefully you will be able to re-learn it with noticeably less effort than it took you to learn it the first time. After you have mastered this entire section of text, then go back and review the four sections of text that you had learned previously. Manage your time carefully so that you can work on this exercise for no more than an hour or two at a time, interspersed with breaks during which you work on assignments from other courses. Once you have attained a level of comfort in the reading of this text, continue to spend a few minutes each day reviewing all of the texts whose reading you have studied so far.

Part 3: Plural Forms of Nouns and Verbs, and Attached Prepositions:

SIMON *et al.* (1992): Read and study Chapter 6.

In Chapter 6, conscientiously do the Oral Review at the beginning of the chapter, and also, orally only, *Exercises 2, 4, and 8* at the end of the chapter. For all of the above, there is nothing that you need to write out and hand in. Do, however, write out in Hebrew Script and hand in your answers to *Exercises 1, 3, 5, 6, and 7*. In addition to following the instructions that are printed in the textbook for each written exercise, **also** mark each word whose accent is *Mil'EYL* with a leftwards-pointing caret over the accented syllable. Please note that for the substitution exercises, it is not necessary to copy laboriously each entire sentence over and over again; write down **only** those words that change.

Assignment 9:

Theme: The Past Tense Group or Suffix Conjugation (the "Perfect"):

Part 1: Continuing to Hone Your Reading Proficiency:

BASIC READING PROFICIENCY: Please continue to take out about 20 minutes per day, **at least** five days per week, to refine and improve your basic reading proficiency [NOTE: If you scored over 90 on the reading part of the Mid-Term Exam, then you can cut down the performance of the reading exercises to twice per week]. You can accomplish this by going through the set of reading exercises that I have produced for your benefit: [Tutorial and Exercises in the Pronunciation of Hebrew Consonants and Vowels, and in the Reading of Hebrew Text](#). I suggest that you accumulate your twenty-minutes-per-day in five four-minute chunks; whenever you want to take a break from your studying from this or other courses, just switch over to the pronunciation exercises for just a short while. Doing this for just a few minutes each time, several times per day will hopefully not feel onerous to you, yet will gradually, over time, lead to your attainment of an ever-increasing level of reading proficiency.

Part 2: Reading from the Tah-NAKH:

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YOUR ASSIGNMENT: READING FROM THE *Tah-NAKH*:

UNIVERSITY OF TEXAS BIBLICAL HEBREW TEXTS: From the University of Texas web page of Biblical Hebrew texts (<http://www.laits.utexas.edu/hebrew/heblang/docs/main.shtml>), take *I Samuel* 17: 30-35. Go through all of the verses one by one. Attempt to sound out and pronounce the verse on your own, and then click on the verse to hear it read professionally. Compare your own reading to that of the narrator, in order to polish your ability to read and pronounce Hebrew text. Then do it again, and continue to repeat that verse until you can read it fairly readily before you go on to the next verse. When you have mastered all of the individual verses in that particular selection, then go back to the first verse in the group and start all over again. The first time you go back, you will find that you must re-learn the first verse, but hopefully you will be able to re-learn it with noticeably less effort than it took you to learn it the first time. After you have mastered this entire section of text, then go back and review all five sections of text that you had learned previously. Manage your time carefully so that you can work on this exercise for no more than an hour or two at a time, interspersed with breaks during which you work on assignments from other courses. Once you have attained a level of comfort in the reading of this text, continue to spend a few minutes each day reviewing all of the texts whose reading you have studied so far.

Part 3: The Past Tense Group or Suffix Conjugation (the "Perfect"), and the Negative Sentence:

SIMON *et al.* (1992): Chapter 7: Conscientiously do the Oral Review at the beginning of the chapter, and also, orally only, *Exercises 3, 5 and 6* at the end of the chapter. For all of the above, there is nothing that you need to write out and hand in. Do, however, write out **in Hebrew Script** and hand in your answers to *Exercises 1, 2, 4, and 7 through 10*. Ignore *Exercise 11*, as it is absolutely unsuited to anyone at a mental age of eight or above. In addition to following the instructions that are printed in the textbook for each written exercise, **also** mark each word whose accent is *Mil'EYL* with a leftwards-pointing caret over the accented syllable. Please note that for the substitution exercises, it is not necessary to copy laboriously each entire sentence over and over again; write down **only** those words that change.

Assignment 10:

Theme: Definite and Indefinite Nouns, and the Direct Object:

Part 1: Continuing to Hone Your Reading Proficiency:

BASIC READING PROFICIENCY: Please continue to take out about 20 minutes per day, **at least** five days per week, to refine and improve your basic reading proficiency [NOTE: If you scored over 90 on the reading part of the Mid-Term Exam, then you can cut down the performance of the reading exercises to twice per week]. You can accomplish this by going through the set of reading exercises that I have produced for your benefit: [Tutorial and Exercises in the Pronunciation of Hebrew Consonants and Vowels, and in the Reading of Hebrew Text](#). I suggest that you accumulate your twenty-minutes-per-day in five four-minute chunks; whenever you want to take a break from your studying from this or other courses, just switch over

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to the pronunciation exercises for just a short while. Doing this for just a few minutes each time, several times per day will hopefully not feel onerous to you, yet will gradually, over time, lead to your attainment of an ever-increasing level of reading proficiency.

Part 2: Reading from the Tah-NAKH:

YOUR ASSIGNMENT: READING FROM THE *Tah-NAKH*:

UNIVERSITY OF TEXAS BIBLICAL HEBREW TEXTS (READINGS FROM THE *Tah-NaKh*): From the University of Texas web page of Biblical Hebrew texts (<http://www.laits.utexas.edu/hebrew/heblang/docs/main.shtml>), take *I Samuel* 17: 36-40. Go through all of the verses one by one. Attempt to sound out and pronounce the verse on your own, and then click on the verse to hear it read professionally. Compare your own reading to that of the narrator, in order to polish your ability to read and pronounce Hebrew text. Then do it again, and continue to repeat that verse until you can read it fairly readily before you go on to the next verse. When you have mastered all of the individual verses in that particular selection, then go back to the first verse in the group and start all over again. The first time you go back, you will find that you must re-learn the first verse, but hopefully you will be able to re-learn it with noticeably less effort than it took you to learn it the first time. After you have mastered this entire section of text, then go back and review all six sections of text that you had learned previously. Manage your time carefully so that you can work on this exercise for no more than an hour or two at a time, interspersed with breaks during which you work on assignments from other courses. Once you have attained a level of comfort in the reading of this text, continue to spend a few minutes each day reviewing all of the texts whose reading you have studied so far.

Part 3: Definite and Indefinite Nouns, and the Direct Object:

SIMON *et al.* (1992): Chapter 8: Conscientiously do the Oral Review at the beginning of the chapter, and also, orally only, *Exercises 1, 2, 3,* and *7* at the end of the chapter. For all of the above, there is nothing that you need to write out and hand in. Do, however, write out in Hebrew Script and hand in your answers to *Exercises 4, 5* (write the appropriate pronoun together with each of the verbs in the exercise), *6,* and *8*. In addition to following the instructions that are printed in the textbook for each written exercise, **also** mark each word whose accent is *Mil'EYL* with a leftwards-pointing caret over the accented syllable. Please note that for the substitution exercises, it is not necessary to copy laboriously each entire sentence over and over again; write down **only** those words that change. Ignore the content of "A Tall Tale" at the end of the *Exercises* section.

Part 4: Nouns Related to Verbs; Hebrew Etymology:

LANDES, GEORGE M. (2001). Note that Tables 1A, 1B, 1C, 1D, 1E, and 1F extend from page 47 to page 102, and contain, respectively, 27, 34, 64, 45, 50, and 162 verbs, each of which is shown as a trilateral bolded root and is assigned a bolded numeric label, for a total of 382 numbered verbal roots. Underneath **almost every** verbal root lie one or more cognate words, usually nouns, whose roots are related to the root of the verb. Select ten verbs from the 162, and for each verb write the verbal root, the meaning of the verb, the page on which it appears in the book, and the index number assigned to it. Also, indicate what cognate words are derived from it. Include in your list only words for which one or more cognates are listed for which the number of occurrences in the *TaNaKh* (given in parentheses following the meaning of the word)

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equals or exceeds 20. **Do not** just go and grab the first ten qualifying verbs in the table, but instead hunt around and pick words that interest you. Write down and hand in your list.

Assignment 11:

Theme: The Construct State (“Word Pairs”) in the Singular:

Part 1: Continuing to Hone Your Reading Proficiency:

BASIC READING PROFICIENCY: Please continue to take out about 20 minutes per day, **at least** five days per week, to refine and improve your basic reading proficiency [NOTE: If you scored over 90 on the reading part of the Mid-Term Exam, then you can cut down the performance of the reading exercises to twice per week]. You can accomplish this by going through the set of reading exercises that I have produced for your benefit: [Tutorial and Exercises in the Pronunciation of Hebrew Consonants and Vowels, and in the Reading of Hebrew Text](#). I suggest that you accumulate your twenty-minutes-per-day in five four-minute chunks; whenever you want to take a break from your studying from this or other courses, just switch over to the pronunciation exercises for just a short while. Doing this for just a few minutes each time, several times per day will hopefully not feel onerous to you, yet will gradually, over time, lead to your attainment of an ever-increasing level of reading proficiency.

Part 2: Reading from the Tah-NAKH:

YOUR ASSIGNMENT: READING FROM THE *Tah-NAKH*:

UNIVERSITY OF TEXAS BIBLICAL HEBREW TEXTS (READINGS FROM THE *Tah-NaKh*): From the University of Texas web page of Biblical Hebrew texts (<http://www.laits.utexas.edu/hebrew/heblang/docs/main.shtml>), take *I Samuel* 17: 41-47. Go through all of the verses one by one. Attempt to sound out and pronounce the verse on your own, and then click on the verse to hear it read professionally. Compare your own reading to that of the narrator, in order to polish your ability to read and pronounce Hebrew text. Then do it again, and continue to repeat that verse until you can read it fairly readily before you go on to the next verse. When you have mastered all of the individual verses in that particular selection, then go back to the first verse in the group and start all over again. The first time you go back, you will find that you must re-learn the first verse, but hopefully you will be able to re-learn it with noticeably less effort than it took you to learn it the first time. After you have mastered this entire section of text, then go back and review all seven sections of text that you had learned previously. Manage your time carefully so that you can work on this exercise for no more than an hour or two at a time, interspersed with breaks during which you work on assignments from other courses. Once you have attained a level of comfort in the reading of this text, continue to spend a few minutes each day reviewing all of the texts whose reading you have studied so far.

Part 3: The Construct State (“Word Pairs”) in the Singular:

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SIMON *et al.* (1992): Chapter 9: Conscientiously do the Oral Review at the beginning of the chapter, and also, orally only, *Exercises 1, 2, and 4* at the end of the chapter. For all of the above, there is nothing that you need to write out and hand in. Do, however, write out in Hebrew Script and hand in your answers to *Exercises 3, 5, 6* (write the appropriate pronoun together with each of the verbs in the exercise), and *7 through 9*. In addition to following the instructions that are printed in the textbook for each written exercise, **also** mark each word whose accent is *Mil'EYL* with a leftwards-pointing caret over the accented syllable. Please note that for the substitution exercises, it is not necessary to copy laboriously each entire sentence over and over again; write down **only** those words that change. Ignore the content of "A Tall Tale" at the end of the *Exercises* section.

Part 4: Nouns Related to Verbs; Hebrew Etymology:

LANDES, GEORGE M. (2001). Note that Tables 1A, 1B, 1C, 1D, 1E, and 1F extend from page 47 to page 102, and contain, respectively, 27, 34, 64, 45, 50, and 162 verbs, each of which is shown as a trilateral bolded root and is assigned a bolded numeric label, for a total of 382 numbered verbal roots. Underneath **almost every** verbal root lie one or more cognate words, usually nouns, whose roots are related to the root of the verb. Select **a different** ten verbs from the 162 than you selected in the previous assignment, and for each verb write the verbal root, the meaning of the verb, the page on which it appears in the book, and the index number assigned to it. Also, indicate what cognate words are derived from it. Include in your list only words for which one or more cognates are listed for which the number of occurrences in the *TaNakh* (given in parentheses following the meaning of the word) equals or exceeds 20. **Do not** just go and grab the first ten qualifying verbs in the table, but instead hunt around and pick words that interest you. Write down and hand in your list.

Assignment 12:

Theme: The Construct State ("Word Pairs") in the Plural; the \aleph of Direction:

Part 1: Continuing to Hone Your Reading Proficiency:

BASIC READING PROFICIENCY: Please continue to take out about 20 minutes per day, **at least** five days per week, to refine and improve your basic reading proficiency [NOTE: If you scored over 90 on the reading part of the Mid-Term Exam, then you can cut down the performance of the reading exercises to twice per week]. You can accomplish this by going through the set of reading exercises that I have produced for your benefit: [Tutorial and Exercises in the Pronunciation of Hebrew Consonants and Vowels, and in the Reading of Hebrew Text](#). I suggest that you accumulate your twenty-minutes-per-day in five four-minute chunks; whenever you want to take a break from your studying from this or other courses, just switch over to the pronunciation exercises for just a short while. Doing this for just a few minutes each time, several times per day will hopefully not feel onerous to you, yet will gradually, over time, lead to your attainment of an ever-increasing level of reading proficiency.

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Part 2: Reading from the Tah-NAKH:

YOUR ASSIGNMENT: READING FROM THE *Tah-NAKH*:

UNIVERSITY OF TEXAS BIBLICAL HEBREW TEXTS (READINGS FROM THE *Tah-NaKh*): From the University of Texas web page of Biblical Hebrew texts (<http://www.laits.utexas.edu/hebrew/heblang/docs/main.shtml>), take *I Samuel* 17: 48-51. Go through all of the verses one by one. Attempt to sound out and pronounce the verse on your own, and then click on the verse to hear it read professionally. Compare your own reading to that of the narrator, in order to polish your ability to read and pronounce Hebrew text. Then do it again, and continue to repeat that verse until you can read it fairly readily before you go on to the next verse. When you have mastered all of the individual verses in that particular selection, then go back to the first verse in the group and start all over again. The first time you go back, you will find that you must re-learn the first verse, but hopefully you will be able to re-learn it with noticeably less effort than it took you to learn it the first time. After you have mastered this entire section of text, then go back and review all eight sections of text that you had learned previously. Manage your time carefully so that you can work on this exercise for no more than an hour or two at a time, interspersed with breaks during which you work on assignments from other courses. Once you have attained a level of comfort in the reading of this text, continue to spend a few minutes each day reviewing all of the texts whose reading you have studied so far.

Part 3: The Construct State (“Word Pairs”) in the Plural; the ך of Direction:

SIMON *et al.* (1992): Chapter 10: Conscientiously do the Oral Review at the beginning of the chapter, and also, orally only, *Exercises 1, 2, and 4* at the end of the chapter. For all of the above, there is nothing that you need to write out and hand in. Do, however, write out in Hebrew Script and hand in your answers to *Exercises 3, 5, and 6*. In addition to following the instructions that are printed in the textbook for each written exercise, **also** mark each word whose accent is *Mil'EYL* with a leftwards-pointing caret over the accented syllable. Please note that for the substitution exercises, it is not necessary to copy laboriously each entire sentence over and over again; write down **only** those words that change. Ignore the content of “*A Tall Tale*” at the end of the *Exercises* section.

Part 4: Nouns Related to Verbs; Hebrew Etymology:

LANDES, GEORGE M. (2001). Note that Tables 1A, 1B, 1C, 1D, 1E, and 1F extend from page 47 to page 102, and contain, respectively, 27, 34, 64, 45, 50, and 162 verbs, each of which is shown as a trilateral bolded root and is assigned a bolded numeric label, for a total of 382 numbered verbal roots. Underneath almost every verbal root lie one or more cognate words, usually nouns, whose roots are related to the root of the verb. Select a different ten verbs from the 162 than you selected in the previous assignments, and for each verb write the verbal root, the meaning of the verb, the page on which it appears in the book, and the index number assigned to it. Also, indicate what cognate words are derived from it. Include in your list only words for which one or more cognates are listed for which the number of occurrences in the *TaNaKh* (given in parentheses following the meaning of the word) equals or exceeds 20. **Do not** just go and grab the first ten qualifying verbs in the table, but instead hunt around and pick words that interest you. Write down and hand in your list.