Introduction

Thinking: Students will grow in their understanding of a Christian worldview of how God made us & this world in its diversity through a focus on each of the following:

1. **Bible Study Tools:** Students will explore the nature and distinctives of Hebrew narratives, primarily in the Pentateuch. Additionally, we will aim towards an informed reading of commentaries, lexicons, articles, and other texts referring to Hebrew whether in Hebrew or English transliteration (This learning outcome is the focus of grammatical insights for the first four weeks, as well as the first four quizzes and the mid-term.)

2. **Biblical Content:** Students will learn the significant features of the nouns, adjectives, prepositions, and Qal verbs, with emphasis on the sounds, spelling and syntax of the Hebrew. (This learning outcome is the focus of class discussions, readings and quizzes/exams for the final six weeks.)

3. **Theology:** Students will grapple with short passages in Genesis and Exodus from sentence to passage length. These tend to be in theologically significant portions of Torah. (This is treated especially in weeks 8 and 9 and is a specific focus of those class discussions, readings, and the last three quizzes and final exam.)

4. **History:** Students will explore the development of Hebrew morphology, syntax and lexicography as tools in understanding the Hebrew Bible as well as in learning how to re-contextualize the First Testament for today’s world. (This is treated incidentally in class discussions and readings.)

Being: Students will grow in their appropriation of a Christian world and life view in their own personal lives through a focus on each of the following:

5. **Spiritual Formation:** Students will be stretched and strained with the rigors of an ancient language to conform every area of their lives to the perfect model of Jesus Christ, a fluent Hebraist. The inexorable demands of vocabulary acquisition and increasing complexity of concepts will assist in greater understanding of God’s revelation to His people. (This is treated in each of **BBH**’s exegetical insights and instructor feedback.)

6. **Missional Formation:** Students will grow in their understanding of how the good news of the covenant really is good news for everyone. (Treated incidentally throughout the course and specifically in the final exam.)

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1 OL501 is designed to help students meet the following degree goals: MDiv – 2-5, 7; MAOT/NT – 1, 4, 5, 7; MACH – 1, 3-5; MATh – 1, 5-7; MABL/EM – 1, 3, 5, 6; MAME – 1, 4-6; MAR – 1, 3, 5, 7; and at the Boston Campus, MAUM – 1, 4, 5; MAYM – 1, 5, 6.

2 The material from this paragraph is extracted from Bethel Seminary of the East, at the New England and Washington D.C. campuses, where I teach Hebrew and Hebrew Bible on Thursday evenings.
Doing: Students will grow in their ability to implement a Christian world and life view by serving others through a focus on each of the following:

7. Diversity in Global Context: Students will examine the nature of Torah as a bridge to discovering how to share this message in a culturally-informed and spiritually-sensitive manner in their various ministry contexts. (Treated incidentally in discussions, readings and quizzes.)

8. Leadership: Students will be challenged to use Moses’ person and ministry as a model for leadership, preaching, teaching and counseling in their own ministry. (Treated in discussions and in BBH’s exegetical insights.)

9. Communication: Students will demonstrate properly vocalizing and pronouncing selected passages in order to use these materials in their own preaching and teaching. (Treated incidentally in class discussions and readings, especially for week 10. This is the major reason for the Five-Day Oral Reading of Hebrew assignments.)

I. Course Description and Objectives

1. The main objective of this course is to furnish students with a basic knowledge of Hebrew grammar and vocabulary. Should you come to this challenge with due diligence in both sessions the results will be rewarding! You will be able to READ your Hebrew Bible with the aid of a dictionary (lexicon).

2. Acquisition of vocabulary, pronunciation and reading proficiency will be emphasized as we give attention to reading select biblical texts. You can also access the website (www.basicsofbiblicalhebrew.com) and the accompanying CD for extra help with vocabulary and pronunciation.

3. Creative and helpful mnemonics are offered regularly so that the student might readily retain aspects of the grammar. Furthermore, a variety of learning strategies are employed to aid the learning process. As time permits key grammatical insights in the original language are discussed in order to illumine the value of Old Testament exegesis, the next step beyond reading Biblical Hebrew, (in the OT600 and OT700 required MDiv courses).

II. Required Textbooks/Readings


3 I am indebted to the Director of the Hebrew Language Program at Gordon-Conwell Theological Seminary, Dr Donna Petter, for the shape and outline of this syllabus. Although this is not my first time teaching Hebrew at the S. Hamilton campus, most initiatives are attempted after her marvelous example.

4 My own Hebrew studies were under the expert tutelage of Dr Pratico, using the Lambdin grammar in 1997-98. The development of his own grammar represented the greatest single movement forward in student’s acquisition of Hebrew in decades. No other grammar comes close to the market share of BBH. (N.B. Why, in the world, are you in my course if you could be in his?)


### III. Recommended Textbooks/Optional Resource

1. *Biblia Hebraica Stuttgartensia* (BHS)

Elliger, K. and W. Rudolph, eds. *Biblia Hebraica Stuttgartensia* (hereafter *BHS* or *MT*). Stuttgart: Deutsche Bibelstiftung, 1977. There are at least four editions (see below) of this text of the Hebrew Old Testament. Students will need to have one text beginning the second semester, Jan. 28, 2013. However, I recommend that students find a library (or friend’s) copy to borrow before deciding which one to buy. Prices vary


- **Hardcover Edition**: 1629 pages. Dimensions (I believe they are the same as the paperback edition above). Publisher: Deutsche Bibelgesellschaft, 1990. ISBN: 3438050899


2. Gary D. Pratico, Biblical Hebrew Semlink CD-ROM ($20). Order from Semlink office. [Semlink.office@gets.edu](mailto:Semlink.office@gets.edu) or 1-877-736-5465 toll free.

### IV. Course Requirements

1. **Weekly quizzes (40%).** Quizzes will be offered weekly. On occasion there will be a week or two where you will have two quizzes in a given week. This is an exception and not the rule. Quizzes will be taken **in the library** unless otherwise noted. If a quiz is scheduled on the syllabus for a Monday then it will be available the previous Wednesday morning @ 7:45 a.m., and must be written/completed NO LATER than class time on

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Fair disclosure: I was the assembler of the Hebrew Semlink CD #2 (second semester Hebrew Grammar) under Dr Pratico’s supervision. He did the lectures, my colleagues and I did everything else in support.
Monday @ 5 p.m. If a quiz is scheduled on the syllabus for a Wednesday then it will be available the previous Monday morning @ 7:45 a.m., and must be written/completed NO LATER than class time on Wednesday @ 5 p.m. The library staff possesses the necessary documents. When you give them your name and associate yourself with the evening section of Hebrew, they will hand you the quiz. Upon completion you will return it to the librarian. I will then collect and grade the quizzes in a timely fashion. Please note these are not home quizzes.

Should you miss a quiz you will be required to write a make-up but at the END of the semester. One make-up quiz will be given at the end of each term just prior to the final exam. Rather than covering discrete bits of material, the make-up quiz will be comprehensive. It is to your advantage not to miss any weekly quizzes. No exceptions. This includes sickness or adverse weather.

2. **Final examination (40%).** This will be a three-hour exam written during exam week in December. **ATTENTION:** in order to pass Hebrew I and continue with Hebrew II in the spring semester you must earn a grade of C- (70% or higher) in the class. Please keep this in mind as you configure your course load for the semester. Although there are exceptions, most GCTS students find that the Hebrew workload accounts for two courses.

3. **In-class recitations (10%).** Each student will be called upon to interact with homework assignments previously prepared. Accountability on a weekly basis with assignments is the foundation for a long-term mastery of the language. For this reason your homework and in-class responses will be noted with a basic grading system of a plus, check, or a minus. Failure to do all the homework will award you an automatic minus. If you receive three or more of these minus marks consequences will be determined on a case-by-case basis. Therefore, PLEASE come to class prepared. If you are not prepared, however, DO NOT STAY HOME! It is far better to come to class unprepared so that you can benefit from hearing in-class discussions (auditory learning).

4. **Required Reading: Exegetical Insights through Chapter 22 (10%).** There is a “Table of Insights” (p. xii) that will convince you to stay the course with the language! Read these weekly as part of your devotions. I will give you a reading accountability sheet at the end of the course.

5. **Regular class attendance is required.** I will keep a record of your attendance. Should you fail to attend class regularly your grade will reflect this choice.

6. **Arriving on time.** My annoying chronometer is set daily with [www.time.gov](http://www.time.gov). I will begin and end on time. I tend to give instructions regarding quizzes and assignments at the beginning of class. It is to your benefit to be present for these matters. I will begin classes precisely as scheduled, with or without you! And I will never keep you beyond 8:00 p.m. so you can be diligent in your homework and class preparations.
Some Advice for the Successful Learning of Hebrew

- **Attendance.** By its very nature, learning Hebrew is a cumulative endeavor. Therefore, attending each class becomes essential. Do not skip class because you are unprepared. Better to suffer chastening than ignorance of essentials.

- **Quizzes, Exams, and Assignments.** Take these and all aspects of the course seriously because they are intended to encourage learning and accountability. Language learning is hard work for most people so do not despair; instead, be faithful and eventually benefits will be reaped.

- **Repetition.** Repetition in learning a language is critical. There will be repetition in class, but do so outside of class as well. 60 minutes a day for 5 days is vastly preferable to 5 hours for 1 day a week.

- **Pronunciation.** Master the correct pronunciation of consonants and vowels, especially at the start of the course, in order to avoid pitfalls. The oral readings are meant to reinforce this; practice them diligently.

- **Study Groups.** You are encouraged to organize into small groups to practice vocabulary, vocalizing, and to confirm details of BBH and the Workbook.

- **Chapters 1-3 and 13-16.** Be particularly conscientious to learn the contents of these chapters since they contain fundamental aspects of the language.

- **Christian Models.** Gain encouragement from the examples of Christians who have studied Hebrew and made a significant impact for the kingdom of God with such knowledge: Origen, William Tyndale, Martin Luther, John Calvin, William Carey, and a host of missionaries and scholars who have translated the Scriptures into the world’s languages, written commentaries, and defended the gospel.

- **Handling of the Scriptures.** Always be reminded of the fruit that awaits intensive labor: more accurate exegesis. The overseer especially is one who should be able both to exhort in sound teaching and to refute those who contradict by accurately handling the word of truth (Titus 1:9; 2 Timothy 2:15). Each chapter of BBH treats an exegetical point intended to reiterate the value of knowing Hebrew. Study them and assess the exegesis.

### Daily Assignment Expectations and Schedule

**Basics of Biblical Hebrew Workbook**  
**Hebrew I (OL 501)**  
**Mon/Wed 6:25 p.m. – 8:00 p.m.**

**Assignment Expectations**

**Assignment Mechanics:**

- Read each chapter's summary **FIRST**
- Review any class notes and read Dr Petter’s introductory comments handout (Hebrew Helps Handout on CAMS/Sakai) **SECOND.** The latter document
outlines the irreducible minimum elements in the chapter that you must master. It puts a zoom lens on where you should spend most of your time and energy relative to that chapter’s material. Too often students spin their wheels wondering what is most important in a given chapter and lose valuable time trying to figure it all out. While it is true that all of it is important, the document she created alleviates this guesswork and allows you to focus and be efficient in language learning.

- Read the entire chapter in the grammar **THIRD**

- **FOURTH.** IF necessary, desired, or as time permits, listen to Sakai lectures/sound bites on a given chapter. Please ask me about this option.

- Do workbook exercises **LAST.** Remember that the exercises in the workbook include new vocabulary from the chapter. In an ideal world it is best to get mastery over the vocabulary before beginning the exercises. However, if this is not possible you will have to apply the hunt and search method in order to complete your exercises. If you have to resort to the latter method (memorizing vocab after doing the exercises) at least be certain you comprehend the chapter’s grammar.

- In summation you are required to complete the workbook exercises, get comfortable with the chapter’s main grammatical content, and memorize the vocabulary of each chapter BEFORE we meet.

Please note the important order outlined above for the mechanics of working through each week’s assignments. You will find yourself deep in the fog for most of the semester. However, please try to follow my suggestions as closely as possible in order to get the most out of this course.

The CD-ROM accompanying the textbook gives answers to all workbook exercises. Visit www.hebrewsyntax.org/bbh2 (user name and password both bbh2), a website developed by Dr. John Beckman, for additional online help. With these resources your language learning will be reinforced utilizing several learning strategies.

**Assigned Vocabulary:**

- Vocabulary is from Hebrew to English **AND** English to Hebrew unless otherwise noted. This means you must reproduce/compose Hebrew for most lessons. Full expectations for each chapter’s vocabulary are given on the accompanying Hebrew Helps Handout (HHH). Keeping up with the vocabulary on a weekly basis is crucial. All the formal vocabulary sections in each chapter of BBH are required on the day and date that the chapter’s grammar content and exercises are due.
Review old words first, make flashcards for new words (or use pre-made vocab cards – not the best option, however) commence memorization of new words for the chapter(s). Review the whole batch and start process all over again. Flashworks and other on-line vocabulary aides are readily available and recommended.

Daily NOT weekly review is the key to long-term mastery of vocabulary. Small sound bites work best rather than massive review sessions. The latter is appropriate but only after establishing a daily routine.

Dr Petter’s motto: “Write and recite for great delight!” Let this be your motto for Hebrew vocabulary. In terms of writing, I am convinced that pre-made vocab cards short circuit the learning process because the tactile side of learning is neglected. In terms of reciting vocab words, both auditory and visual learning is taking place. Three of the five senses are, therefore, utilized! Indeed, you should write and recite for great delight!

Assignment Basics:

Transliteration is NOT required regardless of what the textbook says.

Advanced Information sections are NOT required unless otherwise noted. Please look for instructions on this weekly.

Assignment Schedule

Optional Pre-class preparation

Make sure you have READ the SYLLABUS in FULL BEFORE getting started on this optional pre-class assignment (pgs. 1-5 above).

Read: Chapter 1 summary on pg. 5
Read: Dr Petter’s introductory comments for the chapter (Hebrew Helps Handout on CAMS/Sakai)
Read: Chapter 1 (The Alphabet/Sections 1.1-1.10) READ Advanced Information pg.7
Listen: to Dr Petter’s sound bite on Chapter 1 in Sakai
Do: Exercises in 1: pp. 1-4 (all exercises)

REVIEW and start Chapter two!

Read: Chapter 2 summary on pgs. 14-16
Read: Dr Petter’s introductory comments for the chapter (HHH)
Read: Chapter 2 (The Vowels/Sections 2.1-2.12)
Listen: to Dr Petter’s sound bite on Chapter 2 in Sakai
Do: Exercises in 2: pp. 7-8 (do only 1-10 of the second exercise on p. 8)
If for some reason Dr Petter’s sound bites on chapters one and two are not yet available on Sakai, you might consider purchasing the course on Semlink for $20 in order to hear proper pronunciation of the alphabet and vowels. See above under additional resources.

**Your Primary Goal**: to know how to recite and write the Hebrew alphabet in order from right to left. You must also be able to identify each character out of order. You must know how to recite (with a consonant), write, and identify all the Hebrew vowels summarized by the charts on pg. 15, chapter 2.

**Your Secondary Goal**: to reproduce this information for your first quiz which will be given on Wednesday, September 17.

If you do not do any pre-class preparation you should still READ the SYLLABUS in FULL (pgs. 1-5) above BEFORE starting any assignments in the first week.

**Note**: I do reserve the right to modify anything on this document including quiz or homework content at any time should I deem it beneficial for the group and the goals of this course.

**WEEK ONE**

*Mon: Sept 10*
Course Introduction
Introduction to Hebrew Alphabet (Chapter 1)

*Wed: Sept 12*
Chapter 1 (The Alphabet/Sections 1.1-1.10)
Exercises in 1: pp. 1-4 (all exercises)
Introduction to Hebrew Vowels (Chapter 2)

**WEEK TWO**

*Mon: Sept 17*
Chapter 2 (The Vowels/Sections 2.1-2.12)
Exercises in 2: pp. 7-8 (do only 1-10 of the second exercise on p. 8)
Introduction to Syllabification (Chapter 3)

*Wed: Sept 19*
**First Quiz**: Consonant and vowel identification
Chapter 3 (Syllabification-Pronunciation/Sections 3.1-3.14)
Exercises in 3: pp. 11-13 (all exercises)
Introduction to Hebrew Nouns (Chapter 4)

**WEEK THREE**

*Mon: Sept 24*
Chapter 4 (Hebrew Nouns/Sections 4.1-4.10, 12)
Exercises in 4: Revised instructions. Follow THIS NOT the workbook
1. Do numbers 1-25 on pgs. 15-16; give the following information for each noun listed:

| Gender | number | lexical form | translation |

Please note that the *lexical form* is the form without the plural endings or the singular form found in your vocab list/lexicon. You must be able to reproduce the *lexical form* in Hebrew with all consonants and vowels.

2. For #’s 1, 12, 15, 17, 19, 21, 23, 25 of that same list on pgs. 15-16 look at the plural form. Try to determine if the plural is exhibiting: no change vocalization, pro-pretonic reduction, segholate, or irregular pluralization.

3. Do #’s 1-10 (feminine nouns on pg. 16). Do #’s 1-10 (segholate nouns on pg. 17)

4. Do #’s 1-8 (advanced exercise part 2 on pg. 19)

- start with the answer key by looking at the plural noun
- translate the plural
- translate the singular

Introduction to the Definite Article (Chapter 5)
Introduction to Prepositions (Chapter 6)

**Wed:** Sept 26

**Quiz:** Syllabification, recognition of plural nouns and vocabulary of chapters 3-4

Chapter 5 (Hebrew Definite Article/Sections 5.1-5.9, 11)

Exercises in 5: p. 23 only (carefully translate)

Chapter 6 (Prepositions/Sections 6.1-6.11)

Exercises in 6: pp. 25-28 (excluding composition exercise)

Introduction to Adjectives (Chapter 7)

**WEEK FOUR**

**Mon:** Oct 1

Chapter 7 (Adjectives/Sections 7.1-7.10)

Exercises in 7: Parsing (1-20); Translation (1-15); Bible translations 1-14). Focus on identifying and producing the lexical form of an adjective

Introduction to Pronouns (Chapter 8)

**Wed:** Oct 3

**Quiz:** Def. article, prepositions; Inflection, use, and translation of adjectives and vocabulary of chapters 3-7

Chapter 8 (Pronouns/Sections 8.1-8.12)

Exercises in 8: Translation, Part 1 (5-10 only); Part 2 (1-10); Part 3 (1-5); Bible
Translations 1-11; do not do the composition exercise on p. 38

Introduction to Pronominal Suffixes on Nouns and Prepositions (Chapter 9)

**WEEK FIVE**

**FIRST READING WEEK OCTOBER 8-12**

**WEEK SIX**

*Mon: Oct 15* (Instructor in Wyoming, Guest Lecturer, Dr Gary Pratico)
*Quiz: vocabulary (3-8)*

Chapter 9 (Hebrew Pronominal Suffixes/Sections 9.1-9.19)
Exercises in 9: Part 1 (1-15); Part 2 (odd only); Part 3 (odd only); Bible translations (3,5)

Introduction to the Hebrew Construct Chain (Chapter 10)

*Wed: Oct 17*

Possible EUUGLY Quiz!: Pronouns, pronominal suffixes and vocab 3 - 9

Chapter 10 (Hebrew Construct Chain/Sections: 10.1-10.7)
Exercises in 10: Translation (1-24); Bible translations (1-20); Construct nouns: Part 1-2 (know the rules that govern construct nouns so you can identify a construct noun when you see one (see HHH). For all exercises in Part 1 start with the answer key. Look at the construct form (answer) and compare it to the absolute form given, determine the rule that was applied (either… ending change +vowel reduction or just vowel reduction). For Part 2 start with the answer key. All you have to do is make vocab. cards for these irregular constructs that do not follow the standard rules (make cards for #’s 1, 2, 3, 5, 7, 8, 10, 11, and 14).

**WEEK SEVEN**

*Mon: Oct 22*

Mid-term (IN CLASS) on chapters 1-10 emphasizing the following:
Translation (reading) of plural nouns
Translation of prepositions
Inflection (to reproduce in Hebrew) and translation of adjectives
Translating suffixes on nouns, prepositions, and the object marker
Translating the independent personal pronouns
Translating demonstrative adjectives and pronouns
Translating construct chains (not covered on last quiz so be mindful)
Vocabulary 3-10

*Wed: Oct 24*

Chapter 11 (Hebrew Numerals) read only: No exercises from this chapter; only selected vocabulary will be required (TBA in class)
Chapter 12 (Verbs/Sections 12.1-12.18) read carefully
Exercises in 12: 12a 1-15; Translation (1-12); also 12b (pp. 63-66; read this carefully)

Introduction to the Qal Perfect strong verb (Chapter 13) – VERY IMPORTANT.

**WEEK EIGHT**

*Mon: Oct 29*
Chapter 13 (Qal Perfect: Strong Verbs/Sections 13>1-13.15)
Exercises in 13: Parsing (1-10); Translation (1-10); Bible translations (1-2, 4-6);
Inflecting (1-10)
Introduction to Qal Perfect weak verbs (Chapter 14)

*Wed: Oct 31*
**Quiz:** Qal Perfect verb; vocabulary of chapters 3-12
Chapter 14 (Qal Perfect: Weak Verbs/Sections 14.1-14.16)
Exercises in 14a: Parsing (1-20); Translation (odd only); Bible translations 1,3,4,7
Exercises in 14b: Parsing (1-15); Bible translations (1,4,7)
Introduction to the Qal Imperfect strong verb (Chapter 15) – VERY IMPORTANT.

**WEEK NINE**
*Mon: Nov 5*
Quiz: vocabulary (3-14)
Chapter 15 (Imperfect Strong Verbs/Sections 15.1-15.11)
Exercises in 15: Parsing (1-15); Translation (odd only); Bible translation (1-5, 9);
Inflecting (1-15)
Introduction to Qal Imperfect weak verbs, Part 1 = (Chapter 16.1-16.11 ONLY)

*Wed: Nov 7*
**Quiz:** Qal perfect strong and weak, Qal Imperfect strong and vocab 3-14
Chapter 16 (Imperfect Weak Verbs/Sections 16:1-16.11)
Exercises in 16a: Parsing (1-10); Translation (1-10); Bible translations (8-10)
Exercises in 16b: Parsing (1-10); Translation (1-5); Bible translations (7,9,10)
Introduction to Qal Imperfect weak verbs, Part 2 = (Chapter 16.12 – 16.23)

**WEEK TEN**
SECOND READING WEEK: NOVEMBER 12-16

**WEEK ELEVEN**
*Mon: Nov 19*
Chapter 16 (Imperfect Weak Verbs/Sections 16.12-16.23)
Exercises in 16c: Parsing (1-15); Bible translations (1, 3-6)
Exercises in 16d: Parsing TBA; Bible translations (2, 5)
Exercises in 16e: Parsing TBA; Bible translations (1-5)
Introduction to Waw Conversive (Chapter 17)

*Wed: Nov 21 NO CLASS THANKSGIVING* (OPTIONAL REVIEW BBH 1-16)

**WEEK TWELVE**
*Mon: Nov 26*
**Quiz:** Qal Imperfect strong and weak and vocab 3-16
Chapter 17 (Waw Conversive/Sections 17.1-17.10)
Exercises in 17: Parsing (1-10 on p. 125); Bible translations (1-4, 7,10, 11, 13 on pp. 126-128); Parsing (1-10 on p. 130); Bible translations (2,3,9 on pp. 131-132)
Introduction to Volitionals (Chapter 18)
Introduction to Pronominal Suffixes on Verbs (Chapter 19)

**Wed: Nov 28**

**Quiz:** Qal Imperfect strong and weak (esp.), Conversive
Chapter 18, (Qal Imperative, Cohortative and Jussive/18.1-18.8)
Exercises in 18a: Parsing (1-19 on pp. 135-1360):
Translations (1-9 on p. 136); Bible trans. (4, 5, 10 on pp. 137-139).
Exercises in 18b: Parsing (1-10 on p. 141); trans 1-3, 5, 6, on p. 142
Bible trans (2, 6, 12)
Exercises in 18c: Parsing (1-15 on pp. 149-150); Bible trans (2, 3, 7 on pp. 152-153)
No exercises in 19

Introduction to Chapter 20 (Qal Infinitive Construct)
Introduction to Chapter 21 (Qal Infinitive Absolute)

**WEEK THIRTEEN**

**Mon: Dec 3**
Exercises in 20: Parsing (1-30 on pp. 163-164); trans (3-6, 13, 14 on pp. 165-166); Bible trans (5, 8, 15 on pp. 167-169)
Exercises in 21: Parsing (1-23 on pp. 173-174); Trans (1-5 on p. 174); Bible trans (1, 2, 3, on p. 175)
Introduction to Chapter 22 (Qal Participle)

**Wed: Dec 5**

**Quiz:** Volitionals and Infinitives with vocab 3-21 (excluding 19)
Exercises in 22: Parsing (1-25 on pp. 179-180); trans (1-6 on pp. 180-181); Bible trans (1, 3, 6 on pp. 181-182).
Review and Preparation for Final

**WEEK FOURTEEN**

**Final Exam: Wednesday, December 12 (TBD)**
- Mastery of nouns and nominals: Emphasizing chapters 4-10 (mainly through translation)
- Mastery of Qal material: Emphasizing chapters 12-22 (Parsing, reproducing select items in Hebrew, and translation and identification of ALL Qal material).
- Vocabulary: chapters 3 through and including chapter 22

Don’t rest on your Hebrew laurels. There will be a welcome-back quiz to commence Hebrew II. I’ll be back from the Promised Land and will be expecting great things!