

מלים לשיחה

Words for Conversation

*In the
Hebrew*



*Biblical
Classroom*

Paul Overland
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Rev. Edition

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Words for Conversation in the Biblical Hebrew Classroom

Have you ever wondered how to say, “I have a question” or “I’m not doing so well today”—in Biblical Hebrew (BH)?¹ Have you searched for expressions in BH to foster a discussion, such as: “Is there a difference between [A] and [B]?” or “What do **you** think?”²

The field of Second Language Acquisition indicates that learners best acquire a second language (L2) as they employ it for meaningful communication. Whether early learners or advanced students, all internalize L2 more efficiently as we use it to express ourselves. And that is the purpose of this booklet—to *place at your disposal a wide array of expressions commonly occurring in an introductory Biblical Hebrew classroom*, thus enabling both student and instructor to express themselves in Biblical Hebrew.

Words for Conversation serves well as a companion to any BH textbook, enabling class members to explore various avenues for L2 conversation.³ Simple techniques to cultivate meaningful communication using this resource include the following:

- ♦ Ask someone how he or she is doing. Draw from a variety of illustrated responses found in §ב (pp. 4–9). Or experiment with the brief greeting-dialogue modeled in §§ (pp. 1–3).

¹ See §א, #1 [p. 33], and §ב, #14 [p. 8], respectively.

² See §א, #61 [p. 19], and §ג, #54 [p. 18], respectively.

³ For an introductory textbook that employs a Second Language Acquisition approach throughout, consider *Learning Biblical Hebrew Interactively* [visit www.LearningBiblicalHebrewInteractively.com].

- ♦ Identify three or four classroom objects that are frequently mentioned in class conversation (cf. list in §7, #1–21, pp. 24–26). Gradually introduce these three or four objects in class conversation.
- ♦ Isolate one or two recurring class expressions such as “Open the book and find page...,” “I have a question,” or “Do I have all the papers?” (§7 #14 [p. 12], #25 [p. 14], and #43 [p. 16], respectively). Begin using expressions orally, and also reinforce by drawing attention to the expressions as written in this booklet. Additional class expressions—of an imperative sort—may be found in §7, pp. 29–32.
- ♦ When reacting to answers offered in class, whether with affirmation or with puzzlement, draw from “evaluation expressions” (§7, #4–19, pp. 38–39).
- ♦ Whenever the weather offers an interesting phenomenon, comment on it (cf. §2, pp. 46–48).
- ♦ With an advanced course, experiment with discussing course topics in BH. Draw from expressions and evaluations found in §7, pp. 37–41.

A few observations may be helpful for orientation:

- ♦ Wherever possible, the Hebrew expressions display authentic BH. When BH does not offer a needed term, post-biblical Hebrew has been used and marked with an asterisk (e.g., **החלטות** *decision, judgment* [judicial term, BH], *sentence** [grammatical term, post-biblical]).
- ♦ Letters separated by periods indicate root consonants (e.g., **ש.ק.ב.**).

- ♦ Nouns displaying multiple forms follow this sequence: singular-absolute, plural-absolute, singular-construct, and plural-construct.
- ♦ Adjectives present the following sequence: masculine singular, feminine singular, masculine plural, feminine plural.
- ♦ Some modern punctuation marks have been used (e.g., an exclamation point to mark imperatives). The Masoretes used other symbols to signal changes in the flow of thought (cantillation marks).
- ♦ Aside from imperatives, when an expression appears in a column marked “*ms*,” “*fs*,” or “*mpl*,” it is the subject / speaker that is designated, not the person addressed. With imperatives, the person addressed is the one designated “*ms*,” “*fs*,” or “*mpl*.”

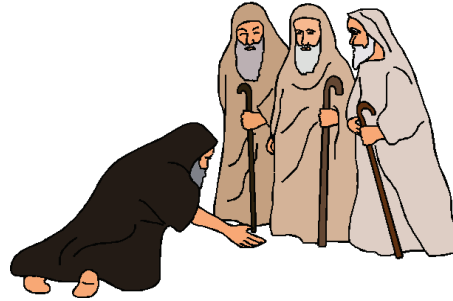
I wish to thank Randall Buth of the Biblical Language Center for many helpful suggestions. Errors and responsibility remain my own. Thanks also goes to Kristi Overland for her help with art work in §**ב**—a picture still is worth a thousand words.

Additional copies of **מְלִים לְשִׁיחָה**: *Words for Conversation in the Biblical Hebrew Classroom* may be ordered from the Ashland University Bookstore (www.ashlandbookstore.com). For further information concerning this or other Biblical Hebrew resources that employ a Second Language Acquisition approach, please contact Paul Overland, Ashland Theological Seminary, 910 Center Street, Ashland, OH 44805; ph. 419.289.5773; poverlan@ashland.edu. And enjoy conversing in Biblical Hebrew!

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1. *How are you?"*
(a sample conversation)



א הַשְּׁלוֹם לָךְ?

Draw from this sample dialogue if you wish to express any of the following typical elements: greeting, asking about one's health, inquiring what a person may want, expressing gratitude, and leave-taking.

I. Greeting	שְׁלוֹם!	א .1	Person A: "Hello!"
	אֲנִי שְׂמֵחַ / שְׂמֵחָה לִקְרַאתְךָ / לִרְאֹתְךָ:		I am glad <i>ms, fs</i> to encounter you <i>ms, fs</i> " (or "I am glad to see you"). ¹
	שְׁלוֹם!	א .2	Person B: "Hello!"

II. Inquiring about health	הַשְּׁלוֹם לְךָ?	א 3.	Person A: “How are you (<i>ms</i> and <i>fs</i>)?”
	שְׁלוֹם: הַשְּׁלוֹם לְךָ?	א 4.	Person B: “I am fine. How are you (<i>ms</i> and <i>fs</i>)?”
	שְׁלוֹם [לִי]:	א 5.	Person A: “[I am] fine (<i>ms</i> and <i>fs</i>).”
	אֵין שְׁלוֹם [לִי]: חוֹלָה / חוֹלָה אֲנִי:	א 6.	Person B: “[I am] not fine. I am sick <i>ms, fs</i> .”
III. Inquiring what one may want	הַחֶפֶץ אַתָּה / הַחֶפֶץ אַתָּה לְאָכַל לָחֶם?	א 7.	Person A: “Do you want <i>ms, fs</i> to eat some food?” ²
	אֲנִי חֶפֶץ / חֶפֶץ לְאָכַל:	א 8.	Person B: “Yes. I like <i>ms, fs</i> fruit.” ³
IV. Thanks	הִנֵּה פְּרִי:	א 9.	Person A: “Here is some fruit!”
	יְבָרְכֶךָ / יְבָרְכֶךָ יְהוָה	א 10.	Person B: “Thank you <i>ms, fs</i> (<i>lit.</i> , May the LORD bless you).” ⁴

(Additional conversation may unfold before bidding farewell.)

2. "I am not fine"
(emotions)



ב' אין לי שָׁלוֹם:

Draw from this section to enrich your range of responses to the question, הַשָּׁלוֹם לְךָ? "How are you (ms and fs)?"

fs

ms

I. Positive
responses

(same)

שָׁלוֹם [לי]:



I am fine.

ב' 1.

fs

ms

I. Positive responses (cont.)

(same)

בָּרַךְ אֱתֵי יְהוָה:



I am blessed (lit., the LORD has blessed me).

ב' 2.

בוֹטָחַת אֲנִי:

בוֹטָח אֲנִי:



I am confident, secure, unsuspecting, trusting in (ב.ט.ח ב...).

ב' 3.

שְׂמֵחָה אֲנִי:

שְׂמֵחַ אֲנִי:



I am happy, joyful (ש.מ.ח).

ב' 4.

(same)

נִרְפָּאתִי:



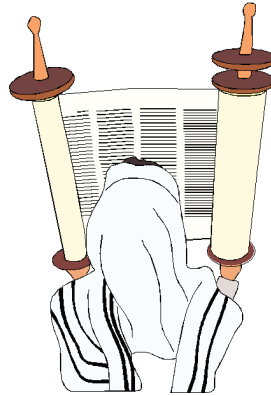
I have been healed (nifal of ר.פ.א).

ב' 5.

*fs**ms*

<p>I. Positive responses (cont.)</p>	<p>(same)</p> <p>נִפְּשָׁתִי:</p>		<p>I am rested (nifal of נִפְּשָׁה).⁶</p>	<p>ב' 6.</p>
<p>II. Medial responses</p>	<p>חֲזָקָה אֲנִי:</p> <p>(same)</p>	<p>חֲזָק אֲנִי:</p> 	<p>I am strong.</p>	<p>ב' 7.</p>
	<p>נְבוּכָה אֲנִי:</p>	<p>נְבוּדָה אֲנִי:</p> 	<p>I am confused, aimless (nifal of בּוּכָה).</p>	<p>ב' 8.</p>
	<p>(same)</p>	<p>אַחֲרֵתִי:</p> 	<p>I delayed (am late, piel of אָחַר).</p> ⁷	<p>ב' 9.</p>

3. *One day in Kiriath-Sefer*¹⁷



ג' יום אָחַד
בְּקִרְיַת-סֵפֶר

When navigating a typical class session, many exchanges become routine. Here you will find exchanges ranging from greetings to giving directions or asking questions, sequenced in an imaginary school day.

<p>I. Beginning class <i>I.A. Greetings, courtesies</i></p>	<p>שְׁלוֹם! בְּרוּךְ הַבָּא! בְּרוּכָה הַבָּאָה! בְּרוּכִים הַבָּאִים!</p>	<p>ג' 1.</p>	<p>Hello! Welcome <i>ms!</i>^{*18} Welcome <i>fs!</i>* Welcome <i>mpl!</i>*</p>
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I.A. Greetings, courtesies (cont.)	אני שמח לראותך: אני שמחה לראותך:	ג' 2.	I <i>ms</i> am glad to see you <i>ms</i> . I <i>fs</i> am glad to see you <i>fs</i> .
	השלום לך / לכם?	ג' 3.	How are you (<i>ms</i> and <i>fs</i> , <i>mpl</i>)?
	שלום [לי]:	ג' 4.	[I am] fine.
	אחרתי:	ג' 5.	I'm late.
	סלח / סלחי -נא לי!	ג' 6.	Excuse me, please <i>ms</i> , <i>fs</i> ! (Gender is determined by auditor, not speaker.)
	נא	ג' 7.	please
	בבקשה		please*
	בבקשה:	ג' 8.	You're welcome.*
I.B. Introductions and taking attendance	שמי...: מזה שמך / שמך?	ג' 9.	My name is.... What is your name <i>ms</i> , <i>fs</i> ?

<p><i>I.B. Introductions and taking attendance (cont.)</i></p>	<p>ג' 10. מִה שֵׁם-רֵעֶךָ / רֵעֶדְךָ?</p> <p>ג' 11. אִם אֶקְרָא שְׁמֶךָ, עֲנֵה-נָא / עֲנִי-נָא "הֲנִינִי!"</p> <p>ג' 12. אֲנִי מְבַקֵּשׁ / מְבַקֶּשֶׁת [שֵׁם]:</p> <p>ג' 13. אַיֵּה [שֵׁם]?</p>	<p>What is your <i>ms, fs</i> neighbor's name?</p> <p>If I call your name, please respond <i>ms, fs</i>, "Here I am!"</p> <p>I am looking for [name].</p> <p>Where is [name]?</p>
<p>II. Directing students' attention</p> <p><i>II.A. Within a book</i></p>	<p>ג' 14. פָּתַח / פָּתַחְתִּי / פָּתַחוּ אֶת-הַסֵּפֶר וּמְצְאוּ / מְצְאוּ / מְצְאוּ עֲמוּד-...:</p> <p>ג' 15. פָּתַח / פָּתַחְתִּי / פָּתַחוּ אֶת-הַסֵּפֶר וּמְצְאוּ / מְצְאוּ / מְצְאוּ יַחֲדָת-...:</p>	<p>Open <i>ms, fs, mpl</i> the book and find <i>ms, fs, mpl</i> page*....¹⁹</p> <p>Open <i>ms, fs, mpl</i> the book and find <i>ms, fs, mpl</i> unit*....</p>
<p><i>II.B. Within the room</i></p>	<p>ג' 16. רְאֵה / רְאֵי / רְאוּ אֶל הַלּוּחַ!</p> <p>ג' 17. שְׁמַע / שְׁמְעִי / שְׁמַעוּ!</p>	<p>Look <i>ms, fs, mpl</i> at the chalkboard!</p> <p>Listen <i>ms, fs, mpl</i>!</p>

VIII.B. Time frame (cont.)	[לְ]מָחָר	ג' 91.	[on] tomorrow
VIII.C. Tasks	עֲבֵר־תְּבִית	ג' 92.	homework ³³ (the student's task) <i>f</i>
	בְּחִן, בְּחִנִּים	ג' 93.	test <i>m</i>
VIII.D. Leave-taking	שָׁלוֹם: לְךָ / לְכִי / לְכֹוּ לְשָׁלוֹם:	ג' 94.	Good bye. Go <i>ms, fs, mpl</i> in peace ³⁴
	[יְהִי] יְהוָה עִמָּךְ / עִמָּכֶם:	ג' 95.	May the LORD be with you (<i>ms</i> and <i>fs, mpl</i>). ³⁵

4. *In our room*

ד' בְּתוֹרָנוּ

When talking about various objects or activities pertaining to your classroom, you may find this collection of words useful.

I. Documents	סֵפֶר, סְפָרִים, סֵפֶר־, סְפָרֶי־ פֶּרֶק	ד' 1. ד' 2.	book <i>m</i> chapter* <i>m</i>
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I. Documents (cont.)	<p>מֵרֵאשׁ וְעַד-סוּף³⁶</p> <p>עֲמוּד</p> <p>גְּלִיזָן, גְּלִיזָן־</p> <p>מִכְתָּב, מִכְתָּבִים, מִכְתָּב־, מִכְתָּבִי־</p> <p>יְחִידָה</p> <p>פְּסוּק</p>	<p>ד' 3.</p> <p>ד' 4.</p> <p>ד' 5.</p> <p>ד' 6.</p> <p>ד' 7.</p> <p>ד' 8.</p>	<p>from start to finish</p> <p>page, column on scroll* <i>m</i></p> <p>paper (an open papyrus scroll) <i>m</i>³⁷</p> <p>paper (a written message, handout) <i>m</i>³⁸</p> <p>unit, section* <i>f</i></p> <p>verse* <i>m</i></p>
II. Furniture, structures	<p>לִוְחַת, לִוְחַת, לִוְחַת, לִוְחַת, לִוְחַת־</p> <p>כִּסֵּא, כִּסְאֹת, כִּסְאֹת, כִּסְאֹת־</p> <p>דֶּלֶת, דֶּלֶתֹת, דֶּלֶתֹת, דֶּלֶתֹת־</p> <p>פֶּתַח, פֶּתָחִים, פֶּתָח־, פֶּתָחִי־</p>	<p>ד' 9.</p> <p>ד' 10.</p> <p>ד' 11.</p> <p>ד' 12.</p>	<p>chalkboard, whiteboard, writing surface, tablet <i>m</i></p> <p>chair (or throne <i>m</i>)³⁹</p> <p>door <i>f</i></p> <p>doorway (lit., “opening”) <i>m</i>⁴⁰</p>

II. Furniture, structures (cont.)	קַרְקַעַ, קַרְקַעַ-	ד' 13.	floor, pavement <i>m</i>
	אַדְמָה, אַדְמוֹת, אַדְמַת-, אַדְמוֹת-	ד' 14.	ground <i>f</i>
	נֵר, נְרוֹת, נֵר-, נְרוֹת-	ד' 15.	lamp, light fixture <i>m</i>
	אוֹר, אוֹרִים, אוֹר-, אוֹרֵי-	ד' 16.	light, illumination <i>f</i> ⁴¹
	חֶדֶר, חֶדְרִים, חֶדֶר- / חֶדְרֵ-, חֶדְרֵי-	ד' 17.	room <i>m</i>
	שֻׁלְחָן, שֻׁלְחָנוֹת, שֻׁלְחָן-, שֻׁלְחָנוֹת-	ד' 18.	table <i>m</i> ⁴²
	חוֹמָה, חוֹמוֹת, חוֹמַת-, חוֹמוֹת-	ד' 19.	wall (city wall) <i>f</i> ⁴³
	קִיר, קִירוֹת, קִיר-, קִירוֹת-	ד' 20.	wall (of a room or building) <i>m</i> ⁴⁴
	חַלוֹן, חַלוֹנִים, חַלוֹן-, חַלוֹנֵי-	ד' 21.	window <i>m</i> and <i>f</i>
III. Locations	סָבִיב	ד' 22.	around
	אַחֲרֵי	ד' 23.	behind

5. Commandments (imperatives)



ה' הַמְצִוּוֹת

Many of the directions encountered in a typical classroom appear in this collection. The particle **נָא** may contribute a tone of politeness. Many forms below displaying accent marks are pausal (e.g., **אֶל-תִּיָּאָהָרוּ!**, in contrast to non-pausal **!... (אֶל-תִּיאָהָרוּ)**).

<i>mpl</i> ⁴⁶	<i>fs</i>	<i>ms</i>		
אֶל-תִּיָּאָהָרוּ!	אֶל-תִּיָּאָהָרֵי!	אֶל-תִּיָּרָא!	ה' 1.	Afraid: Don't be afraid! (י.ר.א.)
שְׁאַל-וּנָא!	שְׁאַל-יִנָּא!	שְׁאַל-נָא!	ה' 2.	Ask! ⁴⁷ (ש.א.ל.)

<i>mpl</i> ⁴⁶	<i>fs</i>	<i>ms</i>	
סְפֹר־נָא!	סְפְרִי־נָא!	סְפֹר־נָא!	ה' 3. Count! ⁴⁸ (ס.פ.ר.)
אֶל־תֵּאַחֲרוּ...! [אֶל־תֵּאַחֲרוּ!]	אֶל־תֵּאַחֲרִי...! [אֶל־תֵּאַחֲרִי!]	אֶל־תֵּאַחֲר...! [אֶל־תֵּאַחֲר!]	ה' 4. Late: Don't be late! (א.ח.ר.)
תִּנְנֵנָא לִי!	תִּנֵּי־נָא לִי!	תִּן־נָא לִי!	ה' 5. Give [to me]! ⁴⁹ (ג.ת.ג.)
לְכוּ־נָא...! [לְכוּ!]	לְכִי־נָא...! [לְכִי!]	לֵךְ־נָא! [לֵךְ!]	ה' 6. Go, please! ⁵⁰ (ה.ל.כ.)
עֲזְרֵנִי!	עֲזְרִינִי!	עֲזְרֵנִי!	ה' 7. Help me! ⁵¹ (ע.ז.ר.)
הִסּוּ!	הִסּוּ!	הִסּוּ!	ה' 8. Hush! ⁵²
שְׁמַע־נָא!	שְׁמַע־נָא!	שְׁמַע־נָא!	ה' 9. Listen! (ש.מ.ע.)
רְאוּ!	רְאוּ!	רְאֵה!	ה' 10. Look! ⁵³ (ר.א.ו./ה.)
פְּתַחוּ־נָא [אֶת־הַסֵּפֶר]!	פְּתַחֲרִי־נָא [אֶת־הַסֵּפֶר]!	פְּתַח־נָא [אֶת־הַסֵּפֶר]!	ה' 11. Open, please [the book]! (פ.ת.ח.) ⁵⁴

6. Questions



הַשְּׁאֵלוֹת

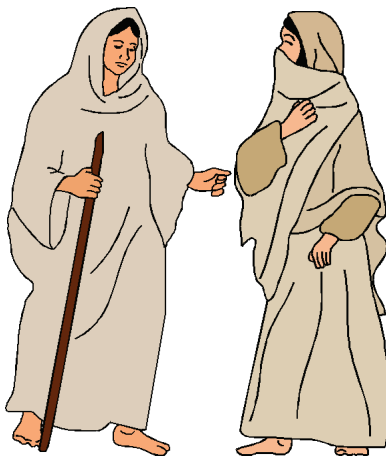
Here you will find basic materials needed to pose a variety of questions (both polar and circumstance questions). In addition, several complete sentences have been formulated—expressions that may have frequent use in an immersion classroom, whether by student or instructor (e.g., the first two entries).

I. Initiating and inviting questions	אֲשַׁאֵלְהָ לָךְ:	1. הַ	I have a question (lit., Let me ask you [<i>ms</i> and <i>fs</i>] a question).
	הַתְּשָׂאֵל / הַתְּשָׂאֵלִי?	2. הַ	Do you have a question (or request) <i>ms</i> , <i>fs</i> ?
	מַה-לָּךְ / לָכֶם?		What is the matter (<i>ms</i> and <i>fs</i> , <i>mpl</i>)? ⁶⁵

<p>II. Yes / no questions (polar questions)</p> <p>ה...?⁶⁶</p> <p>היש...?</p> <p>האין...?</p> <p>התאמר / התאמרי...?</p> <p>הכלית / הכלית? / הכלוי?</p> <p>התוציא / התוצאת אתי מן- התדרר?</p>	<p>ג' 3.</p> <p>ג' 4.</p> <p>ג' 5.</p> <p>ג' 6.</p> <p>ג' 7.</p> <p>ג' 8.</p>	<p>“?” (a particle to introduce polar questions)</p> <p>Is there ...?</p> <p>Isn't there...?</p> <p>Are you <i>ms, fs</i> [intending to] say...? (Use this to clarify meaning.)</p> <p>Have you <i>ms, fs, mpl</i> finished?⁶⁷ (See also “מי כלה?”, below.)</p> <p>May I leave the room (lit., Would you <i>ms, fs</i> send me out of the room?)</p>
<p>III. Questions of circumstance</p> <p><i>III.A. Who?</i></p> <p>מי?</p> <p>למי?</p> <p>מי כלה?</p>	<p>ג' 9.</p> <p>ג' 10.</p> <p>ג' 11.</p>	<p>Who?⁶⁸</p> <p>To / for whom?</p> <p>Who has finished?</p>

<p>III.B. What?</p> <p>מָה...? ג' 12.</p> <p>מַה־זֶּה? ג' 13.</p>	<p>What...?⁶⁹</p> <p>What is this? (sometimes written מַה־זֶּה)</p>
<p>III.C. Where?</p> <p>אֵינָה...? ג' 14.</p> <p>אֵינְכֶם? אֵיךְ? אֵיכֶם? ג' 15.</p> <p>אֵינּוּ? אֵינָהּ? אֵינֶם? ג' 16.</p> <p>מֵאַיִן תָּבוֹא / תָּבוֹאִי / תָּבֹאוּ? ג' 17.</p> <p>אֵנָה תֵּלֵךְ / תֵּלְכִי / תֵּלְכוּ? ג' 18.</p>	<p>Where is...?⁷⁰</p> <p>Where are you <i>ms, fs, mpl</i>?</p> <p>Where is he? Where is she? Where are they?</p> <p>Where do you come from <i>ms, fs, mpl</i>?⁷¹</p> <p>Where are you going?⁷²</p>
<p>III.D. When?</p> <p>מִתִּי? ג' 19.</p> <p>עַד־מִתִּי? ג' 20.</p>	<p>When?</p> <p>How long (lit., “till when”)?⁷³</p>
<p>III.E. Why?</p> <p>לְמָה? ג' 21.</p>	<p>Why (for what)?⁷⁴</p>

7. "I suppose that..."
(discussions)



אָנִי אֹמֵר
בְּלִבִּי כִּי...

Whether you would like to propose an opinion or test an idea, these expressions may be helpful.

I. Concept	<p>רְעִיּוֹן</p> <p>מַחְשְׁבָה, מַחְשְׁבוֹת, מַחְשְׁבֹת, מַחְשְׁבוֹת, מַחְשְׁבוֹת</p>	<p>1. אָ</p> <p>2. אָ</p>	<p>idea (or mind, thinking, inclination <i>m</i>)⁷⁹</p> <p>thought (idea)<i>f</i></p>
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I. Concept (cont.)	דְּבַר, דְּבָרִים, דְּבָרָה, דְּבָרַי	.3 א	word, thing, matter, issue, question <i>m</i>
II. Evaluation (see also §VI.C.) <i>II.A. Positive responses</i>	יָפֵה, יָפָה	.4 א	beautiful <i>ms, fs</i> ⁸⁰
	קָרוֹב, קְרִיבָה	.5 א	close, near <i>ms, fs</i> ⁸¹
	קָל, קְלָה	.6 א	easy (lit., lightweight) <i>ms, fs</i>
	טוֹב, טוֹבָה	.7 א	good <i>ms, fs</i>
	חֲשׂוֹבָה, חֲשׂוֹבָה	.8 א	important* <i>ms, fs</i>
	מְעִיָּין	.9 א	interesting*
	אֱמֶת	.10 א	right, true (lit., truth <i>f</i>)
<i>II.B. Neutral responses</i>	אוּלַּי	.11 א	perhaps
	אֶפְשָׁר	.12 א	possible*

<p><i>II.C. Negative responses</i></p>	<p>קָשָׁה, קָשָׁה אַ .13</p> <p>שָׁקֵר אַ .14</p> <p>רְחוֹק, רְחוֹקָה אַ .15</p> <p>לֹא יוֹכֵל לְהִיּוֹת: אַ .16</p> <p>הֲאִמְנָם...? אַ .17</p> <p>לֹא חָשׁוּב אַ .18</p> <p>לֹא נָכוֹן אַ .19</p>	<p>difficult <i>ms, fs</i></p> <p>false (lit., falsehood, deception <i>m</i>)</p> <p>far, remote <i>ms, fs</i>⁸²</p> <p>impossible: It is impossible.⁸³</p> <p>Really... (with <i>yiqtol</i>)?</p> <p>unimportant*</p> <p>wrong, incorrect⁸⁴</p>
<p>III. Expressions, questions</p>	<p>אַל- אַ .20</p> <p>אֲנִי אֹדָע: אַ .21</p> <p>לֹא אֹדָע:</p> <p>מִי יוֹדֵעַ?</p>	<p>Do not... (plus jussive)</p> <p>knowing: I know (ע.ד.').</p> <p>I don't know.</p> <p>Who knows?⁸⁵</p>

8. *Language (grammar)*



ח' הַלְשׁוֹן⁹⁰

If you wish to talk in Hebrew about the Hebrew language itself, this section will provide many of the terms you will need. Some elements (such as number and gender) apply to more than one category.

I. Nominal elements	תָּאָר, שֵׁם תָּאָר	.1 ח' א'	adjective* (BH outline, form) <i>m</i>
	ה' הַיְדִיעָה	.2 ח' א'	article
	סְמִיכוֹת	.3 ח' א'	construct state* (ס.מ.כ., lit., to support)
	נְקֻבָּה	.4 ח' א'	feminine ⁹¹

I. Nominal elements (cont.)	זָכָר	.5	ח' masculine ⁹²
	שֵׁם, שְׁמֵי שָׁמַיִם	.6	ח' noun* (BH name) <i>m</i>
	מְסַפְּרֵי רַבִּים	.7	ח' plural* (ר.ב.ב., BH be many)
	מְסַפֵּר יְחִיד	.8	ח' singular* (BH number of only-one)
II. Verbal elements	תֹּאֵר פֶּעַל	.9	ח' adverb* <i>m</i>
	עָתִיד (הָאֵתִיד)	.10	ח' future tense*
	צִוּוּי ⁹³	.11	ח' imperative* (צ.ו.ו.י./ה, BH to command) <i>m</i>
	מְקוֹר מְחֻלָּט	.12	ח' infinitive absolute* ⁹⁴ <i>m</i>
	מְקוֹר נְטוּי	.13	ח' infinitive construct* (noun form of verb) ⁹⁵ <i>m</i>
	עָבָר (הָעָבָר)	.14	ח' past, past tense*

II. Verbal elements (cont.)	שָׂרֵשׁ	ח' 15.	root* (BH botanical root) <i>m</i>
	בִּנְיָן	ח' 16.	stem* (BH building) <i>m</i>
	ו' הַהֲפֹנֶה	ח' 17.	vav conversive* (כ.פ.ח. to change; also called vav consecutive)
	ו' הַחֲבוּר	ח' 18.	vav conjunctive* (ר.ח.ב.ר. to join)
	שֵׁם-פְּעֹל	ח' 19.	verb* (BH ל.ע.ל. to do, make)
	בִּנְיָן	ח' 20.	verb stem* (e.g., qal, piel, hifil, BH structure, building) <i>f</i>
III. Other elements	לְשׁוֹן, לְשׁוֹת, לְשׁוֹן-, לְשׁוֹת-	ח' 21.	language <i>m</i>
	אוֹת, אוֹתוֹת, אוֹת-, אוֹתוֹת-	ח' 22.	letter (of alphabet)* (BH sign) <i>m</i> and <i>f</i>
	אוֹת סוּפִית	ח' 23.	letter, final form*
	מִלַּת הַיְחָס	ח' 24.	preposition* (lit., word of relation) <i>f</i>

9. “So it rained...for
forty days”
(seasons and
weather)



ט' וַיְהִי הַתְּשֻׁעַם ...
אַרְבָּעִים יוֹם

Refer to this section when talking about weather conditions.

I. Seasons ⁹⁶	אֶרֶב	.1 ט'	spring (lit., seedtime) <i>m</i>
	קָצִיר	.2 ט'	fall, harvest-time <i>m</i>
	קַיִץ	.3 ט'	summer <i>m</i>
	חֶרֶף	.4 ט'	winter
II. Weather, climate	עָנָן	.5 ט'	cloud <i>m</i>

II. Weather, climate (cont.)	קָר	ט' 6.	cold <i>m</i>
	מַבּוּל, שֶׁטֶף	ט' 7.	flood (Noahic, general) <i>m</i>
	בָּרָד	ט' 8.	hail <i>m</i>
	חֶרֶב	ט' 9.	heat, drought <i>m</i>
	חֶם	ט' 10.	hot <i>m</i>
	יָרֵחַ	ט' 11.	moon <i>m</i>
	גֶּשֶׁם, מָטָר	ט' 12.	rain <i>m</i>
	אָרֶם	ט' 13.	rain storm <i>m</i>
	עֵת [גֶּשְׁמִים]	ט' 14.	season of [rains] (may insert other weather condition)
	שֶׁלֶג	ט' 15.	snow <i>m</i>

10. *Time and miscellany (lit., “the gleaning”⁹⁷)*



הַעֵת וְהַלֵּקֵט

When developing plans or describing past events, the following time-related words may be helpful.

I. Time, frequency	כָּל־הַיּוֹם	.1	אֲ	all day long
	תָּמִיד	.2	אֲ	always
	בַּלַּיְלָה	.3	אֲ	at night <i>m</i>
	יוֹם הַלֵּדָת אֶת־יַעֲקֹב	.4	אֲ	birthday of Jacob ⁹⁸

I. Time, frequency (cont.)	חֹדֶשׁ, חֳדָשִׁים חֹדֶשׁ, חֳדָשִׁי-	.5	י'	month <i>m</i>
	לא [יקטל] לְעוֹלָם	.6	י'	never (lit., ...will not [insert <i>yiqtol</i> verb] unto eternity) ⁹⁹
	הַשָּׁבֹועַ הַבָּא	.7	י'	next week
	עַתָּה	.8	י'	now
	לא עַתָּה			not now ¹⁰⁰
	אֶתְמוּל שְׁלוֹשִׁים	.9	י'	recently
	לְפַעֲמִים	.10	י'	sometimes*
	הַיּוֹם	.11	י'	today
	מָחָר	.12	י'	tomorrow ¹⁰¹
	עַד-עוֹלָם	.13	י'	unto eternity

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¹ Cf. Judg. 19:3 and 1 Sam. 6:13, respectively. Alternatively, one may use either of these as greetings: יהוה יְבָרְכְךָ *May the Lord bless you* or יהוה עִמָּךְ *May the Lord be with you* (Ruth 2:4–5).

² The adjective form of קָטַל is shown here. When קָטַל operates as 3ms קָטַל stative verb, the object generally is preceded by the preposition ב (cf. Gen. 34:19). לָחָם is spelled חָמָה when not in pause.

³ Notice that the way to say “yes” is by restating the question, absent the interrogative particle, and by changing the subject from “you” to “I.”

⁴ Israelites likely invoked a blessing to express gratitude. The BH term תּוֹדָה *thanksgiving* serves as “Thank you” in Modern Hebrew.

⁵ Modern Hebrew for non-liturgical settings employs הַשֵּׁם “The Name” to refer to God (not יהוה).

⁶ Exod. 23:12.

⁷ Ps. 40:18 (ET v. 17).

⁸ To express aging process (rather than state), use finite verb (e.g., זָקַנְתִּי *I have grown old* [Gen. 18:13]).

⁹ It is difficult to isolate a BH expression meaning, “I am doing OK,” or “So-so.” The above sentence comprises the first half of a response given by watchmen, replying to the inquiry, “How is the night going?” (Isa. 21:11–12). It is situation-specific and a bit enigmatic, not a common conversational response. It seems to convey: “Things are progressing satisfactorily, but the future remains uncertain.” If you wish, you may use this response (rather as a proverb) to express that life is going “so-so.” Modern Hebrew would convey this notion with the response, הַכֹּל בְּסֵדֶר *All is in order*.

¹⁰ Gen. 25:30.

¹¹ Zech. 8:10.

¹² Attention is drawn to the emotion by placing the pronoun second.

¹³ Note the qameṣ ḥaṭuf in עֲזַרְנִי.

¹⁴ Ps. 69:30 (ET v. 29).

¹⁵ Isa. 54:6.

¹⁶ The root ס.ל.ח appears as an imperative in Num. 14:19 (“Forgive me, please!” as modeled above), and as a noun “forgiveness” (סְלִיחָה) in Ps. 130:4.

¹⁷ Due to the meaning of its name (“book city,” rendered “city of [the] scribes” in the Septuagint), it has been suggested that scribal training may have been offered in Kiriath-Sefer, a town located south-southwest of Hebron in the Judean hill country (also known as Debir, Josh. 15:15).

¹⁸ Modeled after Psalm 118:26, the statement “בְּרוּךְ הַבָּא” may have been a liturgical formula in BH usage, rather than a common greeting.

¹⁹ Neh. 8:5.

²⁰ Eccl. 4:11, Hos. 7:7.

²¹ Song 2:12.

²² Jer. 48:14. If you wish to ask more generally about a “foreign language” instead of specifying “English,” ask: אֵיךְ יִאמְרוּ בְּשִׁפְהָ יִזְרְהוּ שְׂלוֹמִים?

²³ 2 Sam. 21:4.

²⁴ Exod. 13:14.

²⁵ Isa. 8:1.

²⁶ 2 Chron. 21:12.

²⁷ Gen. 11:8 (with preposition), Isa. 1:16 (without preposition).