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# Week 6

Welcome to the first week of your Biblical Hebrew vocabulary learning workbook. This workbook is for those who do not wish to use the course DVD for all of their vocabulary learning, though it *must* be used for the listening exercises.

This workbook is based on extensive research on vocabulary learning. The goal is to make your endeavor as easy and enjoyable as possible. For example, to make your learning easier the lists in the program usually contain no more than seven words and never more than nine. The program seeks to make learning enjoyable by providing strategies to help students with a variety of learning styles. Now enjoy your learning and be on the lookout for helpful tips and words of encouragement along the way.

# Day 1

## Vocab list

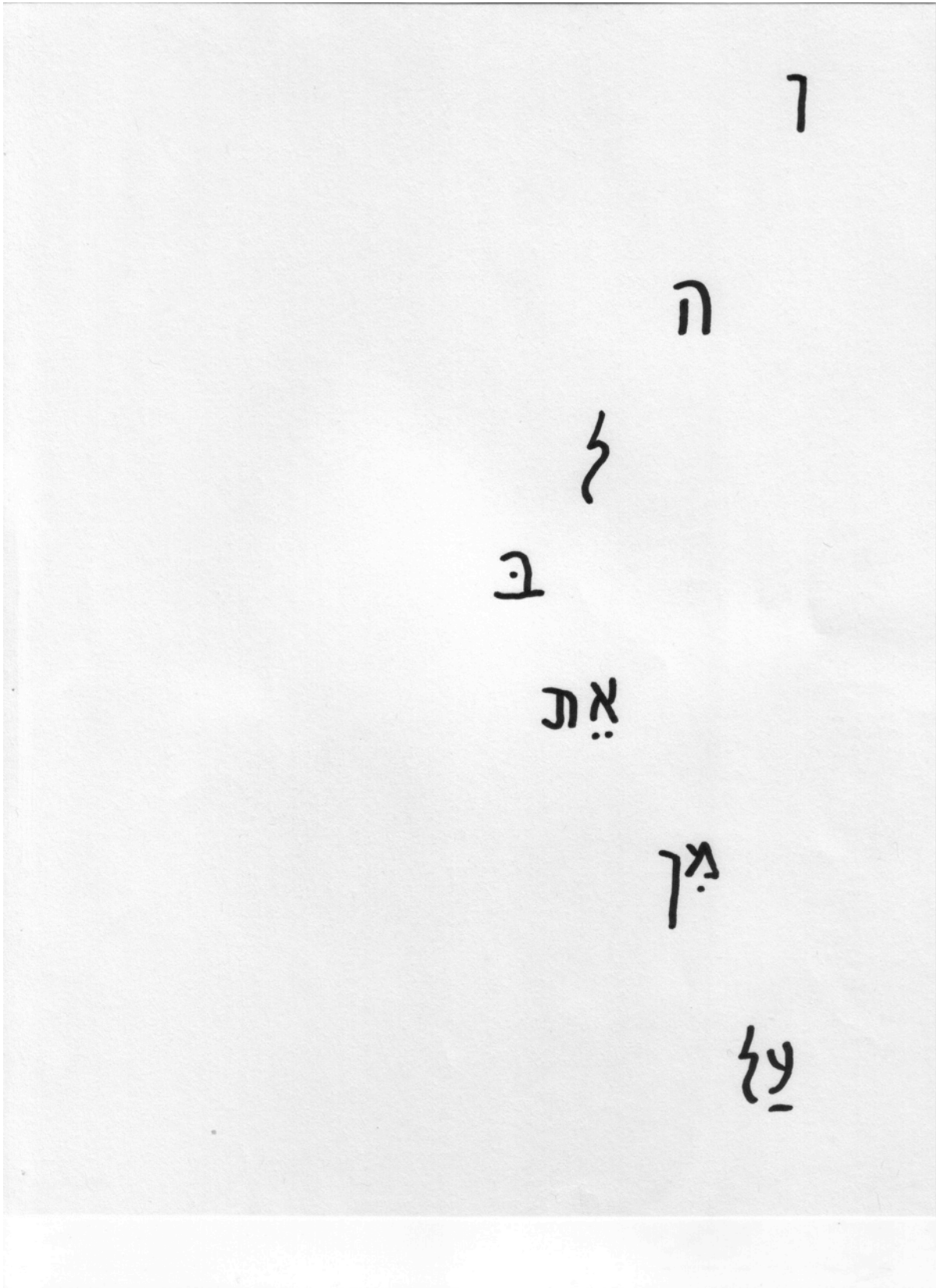
ו = and
ה = the
ל = to
ב = in, at, with
את = (direct object)
מ = from
על = upon, over, above

### Instructions

1. On the next blank page, shape the following list into a pattern of your choosing. Write the Hebrew words on the front of the page and their meanings in the corresponding places on the back of the page. Leave plenty of room around the English meanings.
2. On the front of the page, if there is any color-coding in the list, code each of the words according to its part of speech. (**There is no color-coding for this list so simply use black**). (Colored pens or pencils will work better than markers).
3. On the back of the page next to the meaning of each word, do any of the following: sketch a picture, suggest a pantomime/gesture, suggest a physical action, relate the meaning to a personal experience, link the word to a similar sounding English word, or link the word to an English word with similar spelling (rare - would include words like “torah”).
4. Memorize the meanings of the words, using the front and back of the page like a flashcard.
5. For the first week there will be plenty of examples. You may use these examples, but this is your workbook, so be creative and enjoy your learning.



(Example #1 front page)



(Example #1 back bage)

And  $\epsilon$  &

The

To  $\rightarrow X$  (to the x)

In, at,  
with

put your hand  
'in' your pocket

(Direct object)

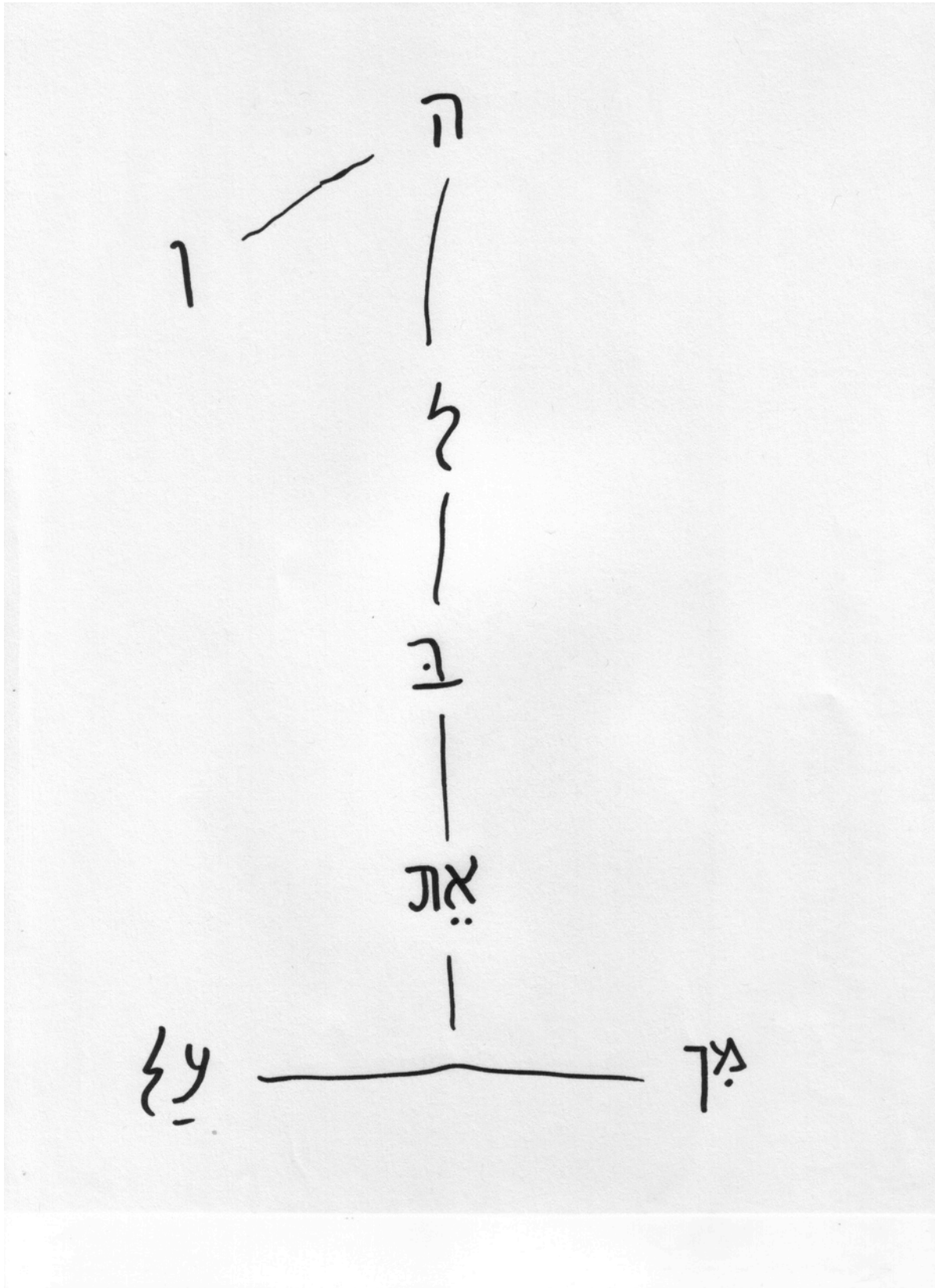
sounds like 'ate'  
imagine someone  
'ate' the words  
'direct object'

From  $\leftarrow X$  (away from the X)

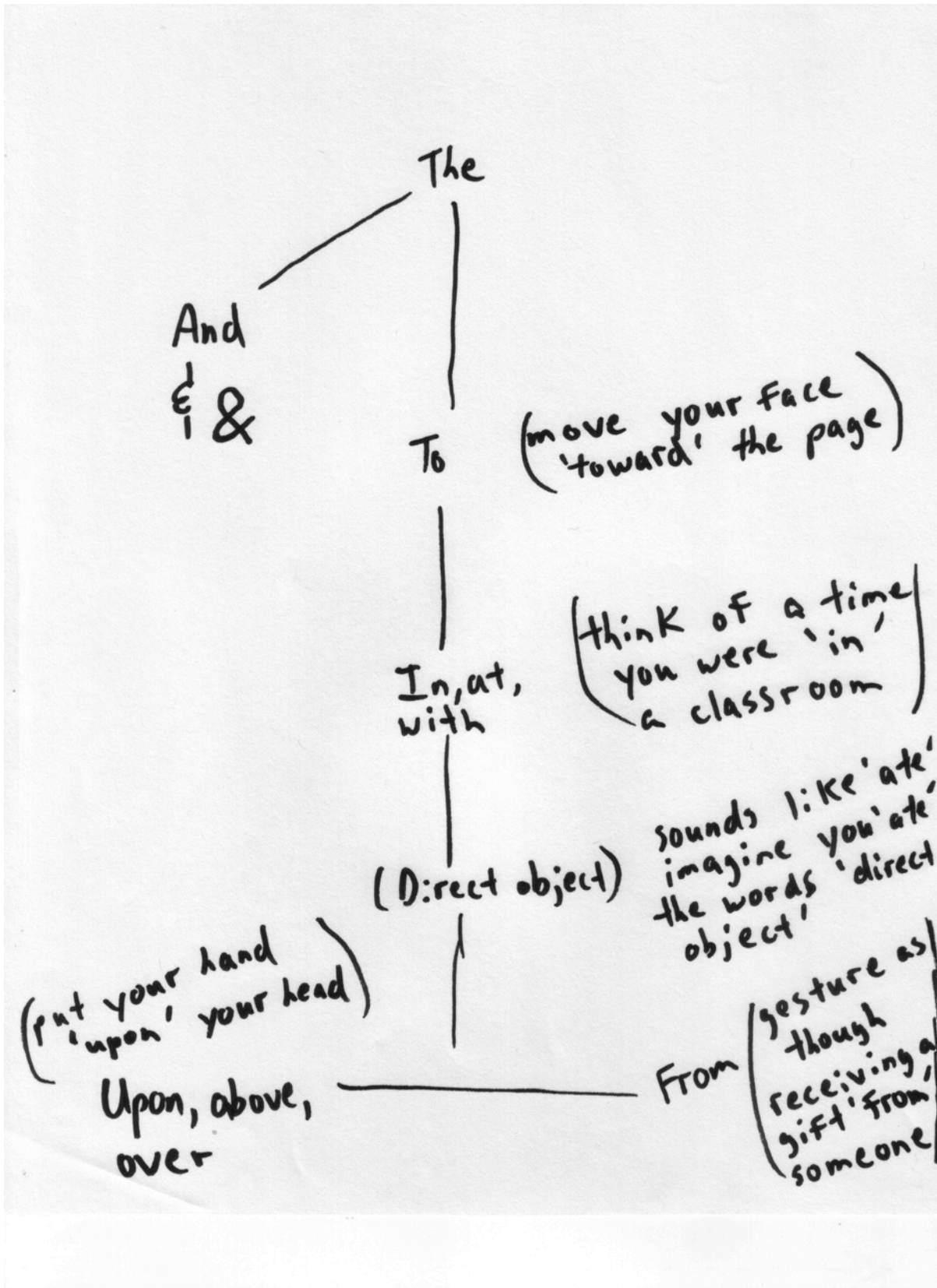
Upon, over,  
above

sounds like 'all'  
imagine the word 'all'  
hovering 'over/above'  
the page

(Example #2 front page)



(Example #2 back page)







# Day 1

## Listening activity

### Instructions:

1. joshua6a.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Day 2

## Vocab list

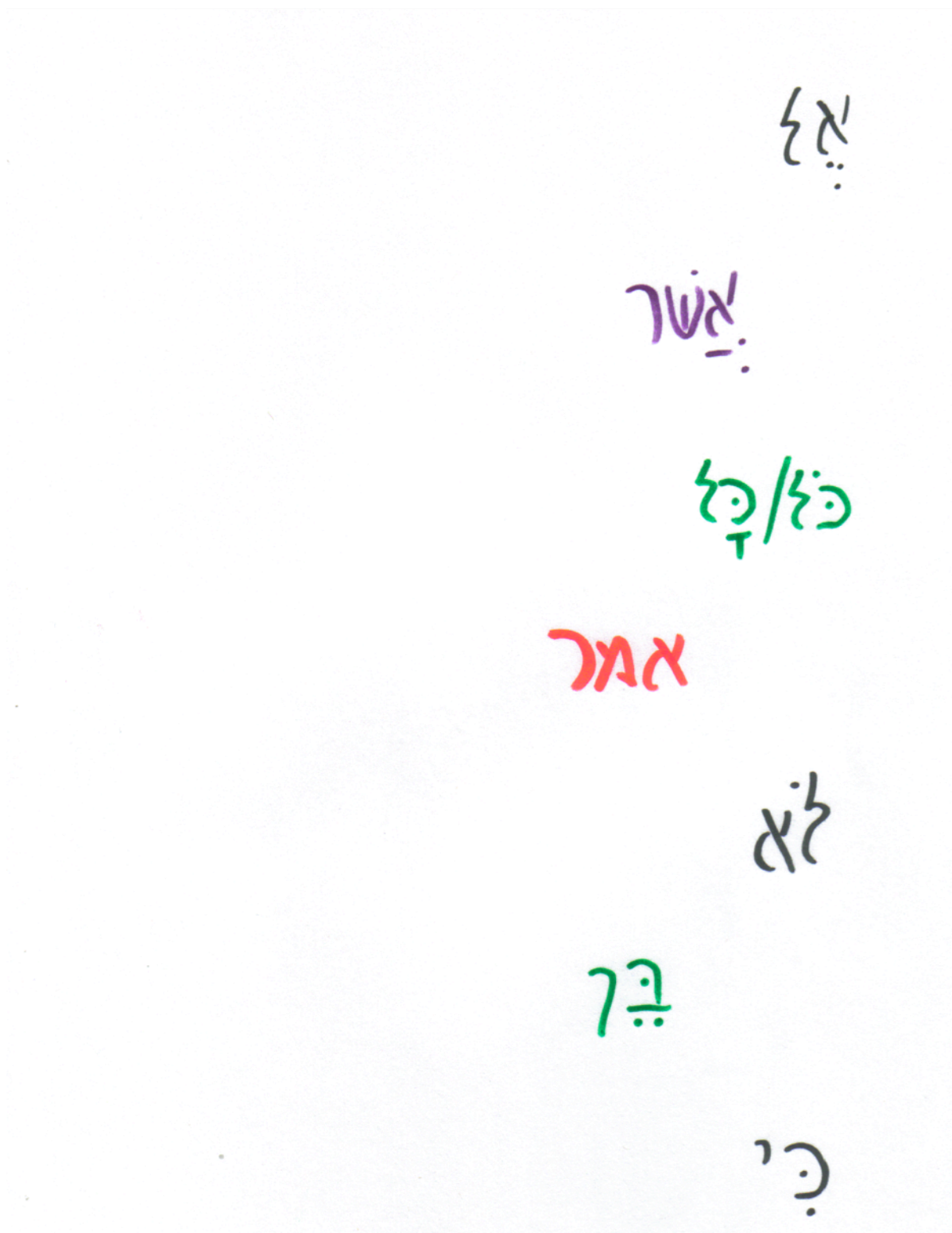
לָּ = to, toward
אֲשֶׁר = which
כָּל or כֻּלָּ = all
אָמַר = he said
לֹא = not, Lo
בֵּן = son
כִּי = that, because, when

### Instructions

1. On the next blank page, shape the following list into a pattern of your choosing. Write the Hebrew words on the front of the page and their meanings in the corresponding places on the back of the page. Leave plenty of room around the English meanings.
2. On the front of the page, color code each of the words according to its part of speech. (Green = noun, red = verb, blue = adjective, purple = pronoun and black = other). (Colored pens or pencils will work better than markers).
3. On the back of the page next to the meaning of each word, do any of the following: sketch a picture, suggest a pantomime/gesture, suggest a physical action, relate the meaning to a personal experience, link the word to a similar sounding English word, or link the word to an English word with similar spelling (rare - would include words like “torah”).
4. Memorize the meanings of the words, using the front and back of the page like a flashcard.
5. For the first week there will be plenty of examples. You may use these examples, but this is your workbook, so be creative and enjoy your learning.



(Example front page)



To, toward → X

Which sounds like 'a share'  
imagine deciding 'which'  
'share' to buy

All sounds like 'coal'; imagine  
a lump of 'coal' with 'all' written  
on it

to say gesture as though  
your hand is  
'saying' something

not, Lo sounds like 'low'; imagine  
'not' written 'low' on the ground

Son  Dad  
 Mom  
son

that, because  
when sounds like 'key'  
imagine a 'key' with  
'because' written on it





# Day 2

## Listening activity

### Instructions:

1. joshua6b.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Day 2

## Review

### Instructions:

1. Review the vocabulary list from Week 6: Day 1 (page 8).

# Day 3

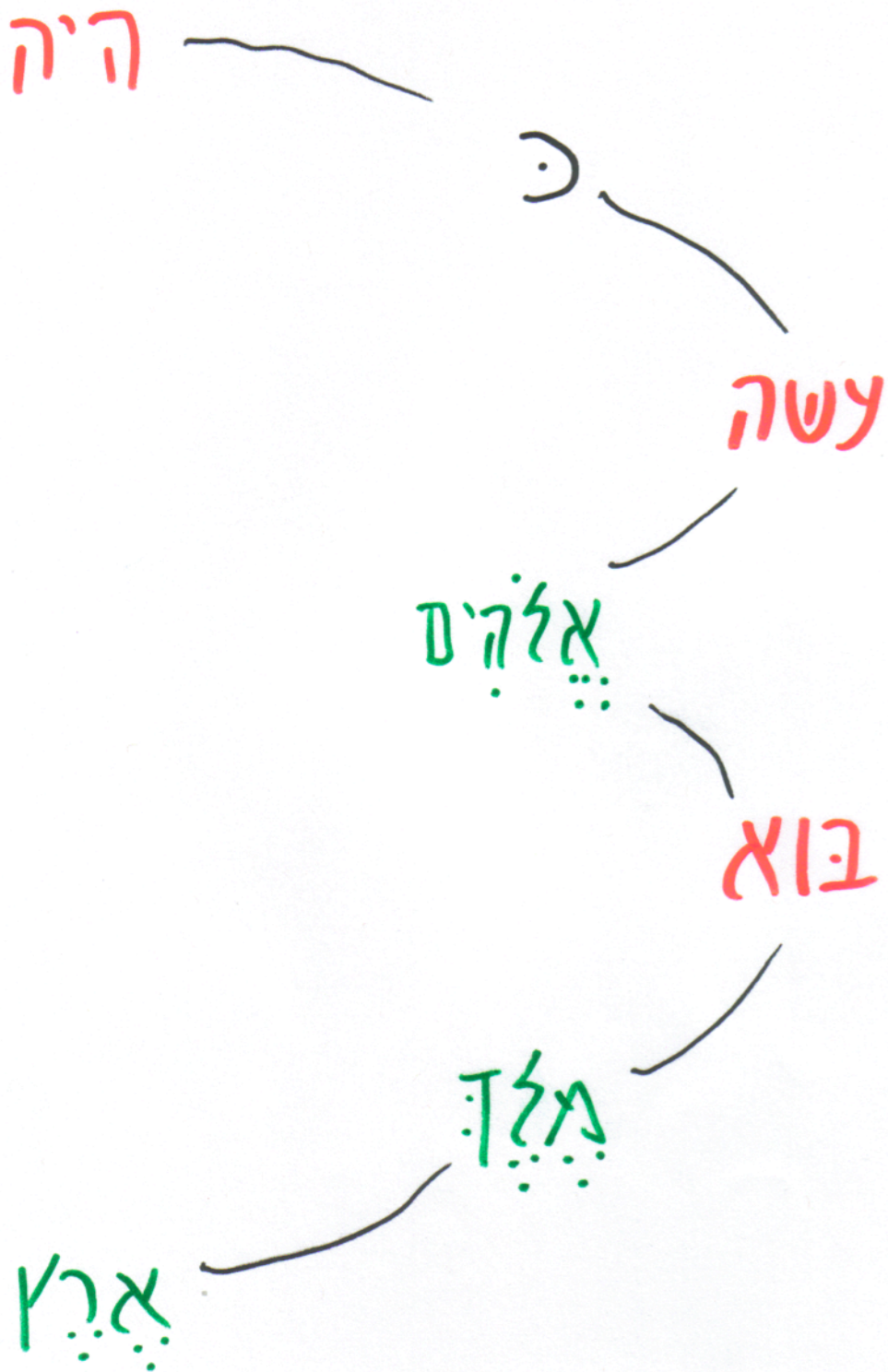
## Vocab list

הָיָה = he was
כִּי = as, like
עָשָׂה = he did, made
אֱלֹהִים = God
בָּא = to come
מֶלֶךְ = king
אֶרֶץ = land, earth

### Instructions

1. On the next blank page, shape the following list into a pattern of your choosing. Write the Hebrew words on the front of the page and their meanings in the corresponding places on the back of the page. Leave plenty of room around the English meanings.
2. On the front of the page, color code each of the words according to its part of speech. (Green = noun, red = verb, blue = adjective, purple = pronoun and black = other). (Colored pens or pencils will work better than markers).
3. On the back of the page next to the meaning of each word, do any of the following: sketch a picture, suggest a pantomime/gesture, suggest a physical action, relate the meaning to a personal experience, link the word to a similar sounding English word, or link the word to an English word with similar spelling (rare - would include words like “torah”).
4. Memorize the meanings of the words, using the front and back of the page like a flashcard.
5. For the first week there will be plenty of examples. You may use these examples, but this is your workbook, so be creative and enjoy your learning.

(Example front page)











# Day 3

## Listening activity

### Instructions:

1. joshua6c.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Day 3

## Review

### Instructions:

1. Review the vocabulary list from Week 6: Day 2 (page 16).

# Day 4

## Review

### Instructions:

1. Review the vocabulary list from Week 6: Day 3 (page 22).

# Day 4

## Listening activity

### Instructions:

1. joshua6d.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Week 7

Helpful tip: If you have the opportunity, try to use this workbook with a friend. Studying with a friend can be helpful in several ways: 1) You may think of strategies together that will help the vocabulary to stick in your minds, 2) You can hold one another accountable, so that you do not fall behind, and 3) You will probably enjoy your study more in a group. An enjoyable atmosphere will facilitate your learning.

# Day 1

## Vocab list

יום = day
איש = man
פניה = before, face
בית = house
נתן = he gave, put, set
עם = people
יד = hand

### Instructions

1. On the next blank page, shape the following list into a pattern of your choosing. Write the Hebrew words on the front of the page and their meanings in the corresponding places on the back of the page. Leave plenty of room around the English meanings.
2. On the front of the page, color code each of the words according to its part of speech. (Green = noun, red = verb, blue = adjective, purple = pronoun and black = other). (Colored pens or pencils will work better than markers).
3. On the back of the page next to the meaning of each word, do any of the following: sketch a picture, suggest a pantomime/gesture, suggest a physical action, relate the meaning to a personal experience, link the word to a similar sounding English word, or link the word to an English word with similar spelling (rare - would include words like “torah”).
4. Memorize the meanings of the words, using the front and back of the page like a flashcard.







# Day 1

## Listening activity

### Instructions:

1. joshua7a.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Day 2

## Vocab list

הלך = he walked, went
דבר = word, speech
הוא = he, it
ראה = he saw
עד = until, as far as
אב = father
זה = this (m)

### Instructions

1. On the next blank page, shape the following list into a pattern of your choosing. Write the Hebrew words on the front of the page and their meanings in the corresponding places on the back of the page. Leave plenty of room around the English meanings.
2. On the front of the page, color code each of the words according to its part of speech. (Green = noun, red = verb, blue = adjective, purple = pronoun and black = other). (Colored pens or pencils will work better than markers).
3. On the back of the page next to the meaning of each word, do any of the following: sketch a picture, suggest a pantomime/gesture, suggest a physical action, relate the meaning to a personal experience, link the word to a similar sounding English word, or link the word to an English word with similar spelling (rare - would include words like “torah”).
4. Memorize the meanings of the words, using the front and back of the page like a flashcard.





# Day 2

## Listening activity

### Instructions:

1. joshua7b.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Day 2

## Review

### Instructions:

1. Review the vocabulary list from Week 6: Day 1 (page 8).
2. Review the vocabulary list from Week 7: Day 1 (page 30).

# Day 3

## Vocab list

שָׁמַע = he heard
דִּבֶּר = he spoke
יָשַׁב = he sat , dwelt
עִיר = city
יָצָא = he went out
שׁוּב = to return
אִם = if

### Instructions

1. On the next blank page, shape the following list into a pattern of your choosing. Write the Hebrew words on the front of the page and their meanings in the corresponding places on the back of the page. Leave plenty of room around the English meanings.
2. On the front of the page, color code each of the words according to its part of speech. (Green = noun, red = verb, blue = adjective, purple = pronoun and black = other). (Colored pens or pencils will work better than markers).
3. On the back of the page next to the meaning of each word, do any of the following: sketch a picture, suggest a pantomime/gesture, suggest a physical action, relate the meaning to a personal experience, link the word to a similar sounding English word, or link the word to an English word with similar spelling (rare - would include words like “torah”).
4. Memorize the meanings of the words, using the front and back of the page like a flashcard.







# Day 3

## Listening activity

### Instructions:

1. joshua7c.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Day 3

## Review

### Instructions:

1. Review the vocabulary list from Week 6: Day 2 (page 16).
2. Review the vocabulary list from Week 7: Day 2 (page 34).

# Day 4

## Review

### Instructions:

1. Review the vocabulary list from Week 6: Day 3 (page 22).
2. Review the vocabulary list from Week 7: Day 3 (page 38).

# Day 4

## Listening activity

### Instructions:

1. joshua8a.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Week 8

After two weeks of study do you have a favorite type of strategy? My favorite is pairing with a similar sounding English word (though Hebrew words do not always sound like English words). Consider asking someone else who is studying with you which strategy works best for them. Also, if you think of a strategy that is not listed, feel free to use your own. Those that are listed are there as aids if you need them.

# Day 1

## Vocab list

הִנֵּה = look, here is
עִם = with
לָקַח = he took
יָדַע = he knew
עָלָה = he went up
עֵין = eye, spring, Ain
אִתּוֹ = with

### Instructions

1. On the next blank page, shape the following list into a pattern of your choosing. Write the Hebrew words on the front of the page and their meanings in the corresponding places on the back of the page. Leave plenty of room around the English meanings.
2. On the front of the page, color code each of the words according to its part of speech. (Green = noun, red = verb, blue = adjective, purple = pronoun and black = other). (Colored pens or pencils will work better than markers).
3. On the back of the page next to the meaning of each word, do any of the following: sketch a picture, suggest a pantomime/gesture, suggest a physical action, relate the meaning to a personal experience, link the word to a similar sounding English word, or link the word to an English word with similar spelling (rare - would include words like “torah”).
4. Memorize the meanings of the words, using the front and back of the page like a flashcard.





# Day 1

## Listening activity

### Instructions:

1. joshua8b.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Day 2

## Vocab list

שָׁנָה = year
אֲנִי = I
שֵׁם = name
שָׁלַח = he sent
מוֹת = to die
שָׁם = there
אָכַל = he ate

### Instructions

1. On the next blank page, shape the following list into a pattern of your choosing. Write the Hebrew words on the front of the page and their meanings in the corresponding places on the back of the page. Leave plenty of room around the English meanings.
2. On the front of the page, color code each of the words according to its part of speech. (Green = noun, red = verb, blue = adjective, purple = pronoun and black = other). (Colored pens or pencils will work better than markers).
3. On the back of the page next to the meaning of each word, do any of the following: sketch a picture, suggest a pantomime/gesture, suggest a physical action, relate the meaning to a personal experience, link the word to a similar sounding English word, or link the word to an English word with similar spelling (rare - would include words like “torah”).
4. Memorize the meanings of the words, using the front and back of the page like a flashcard.







# Day 2

## Listening activity

### Instructions:

1. joshua8b.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Day 2

## Review

### Instructions:

1. Review the vocabulary list from Week 7: Day 1 (page 31).
2. Review the vocabulary list from Week 8: Day 1 (page 44).

# Day 3

## Vocab list

עֶבֶד = servant, slave
אֵין = nothing, is not
אִשָּׁה = woman, wife
שְׁנַיִם = two
גַּם = also
נַפְשׁוֹ = inner self
כֹּהֵן = priest

### Instructions

1. On the next blank page, shape the following list into a pattern of your choosing. Write the Hebrew words on the front of the page and their meanings in the corresponding places on the back of the page. Leave plenty of room around the English meanings.
2. On the front of the page, color code each of the words according to its part of speech. (Green = noun, red = verb, blue = adjective, purple = pronoun and black = other). (Colored pens or pencils will work better than markers).
3. On the back of the page next to the meaning of each word, do any of the following: sketch a picture, suggest a pantomime/gesture, suggest a physical action, relate the meaning to a personal experience, link the word to a similar sounding English word, or link the word to an English word with similar spelling (rare - would include words like “torah”).
4. Memorize the meanings of the words, using the front and back of the page like a flashcard.





# Day 3

## Listening activity

### Instructions:

1. joshua8d.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Day 3

## Review

### Instructions:

1. Review the vocabulary list from Week 7: Day 2 (page 34).
2. Review the vocabulary list from Week 8: Day 2 (page 48).

# Day 4

## Review

### Instructions:

1. Review the vocabulary list from Week 7: Day 3 (page 38).
2. Review the vocabulary list from Week 8: Day 3 (page 52).

# Day 4

## Listening activity

### Instructions:

1. joshua8e.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.



# Week 9

You are nearing the end of your learning of individual words. Beginning next week you will study items that revolve around the individual words that you have already learned (you will see what I mean). This means that the hardest part of your endeavor should be over after this week. In the following weeks your learning will be facilitated as you begin to *associate* items that you have already studied.

# Day 1

## Vocab list

אתה = you (m. sing.)
אלה = these
כן = so, thus
קרא = he called
אין = no, not
אחד = one (m)
דרך = way

### Instructions

1. On the next blank page, shape the following list into a pattern of your choosing. Write the Hebrew words on the front of the page and their meanings in the corresponding places on the back of the page. Leave plenty of room around the English meanings.
2. On the front of the page, color code each of the words according to its part of speech. (Green = noun, red = verb, blue = adjective, purple = pronoun and black = other). (Colored pens or pencils will work better than markers).
3. On the back of the page next to the meaning of each word, do any of the following: sketch a picture, suggest a pantomime/gesture, suggest a physical action, relate the meaning to a personal experience, link the word to a similar sounding English word, or link the word to an English word with similar spelling (rare - would include words like “torah”).
4. Memorize the meanings of the words, using the front and back of the page like a flashcard.





# Day 1

## Listening activity

### Instructions:

1. joshua9a.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Day 2

## Vocab list

וְ = (interrogative)
נָשָׂא = he lifted, carried, took
אָח = brother
קָם = to arise, stand
אַחֲרַי = after
זֹאת = this (f.)
רֹאשׁ = head

### Instructions

1. On the next blank page, shape the following list into a pattern of your choosing. Write the Hebrew words on the front of the page and their meanings in the corresponding places on the back of the page. Leave plenty of room around the English meanings.
2. On the front of the page, color code each of the words according to its part of speech. (Green = noun, red = verb, blue = adjective, purple = pronoun and black = other). (Colored pens or pencils will work better than markers).
3. On the back of the page next to the meaning of each word, do any of the following: sketch a picture, suggest a pantomime/gesture, suggest a physical action, relate the meaning to a personal experience, link the word to a similar sounding English word, or link the word to an English word with similar spelling (rare - would include words like “torah”).
4. Memorize the meanings of the words, using the front and back of the page like a flashcard.







# Day 2

## Listening activity

### Instructions:

1. joshua9b.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Day 2

## Review

### Instructions:

1. Review the vocabulary list from Week 8: Day 1 (page 44).
2. Review the vocabulary list from Week 9: Day 1 (page 58).

# Day 3

## Vocab list

שׂים = to put, set
בת = daughter
מים = water
מאה = hundred
כֹּה = thus, here
מה = what?
הם = they (m.)

### Instructions

1. On the next blank page, shape the following list into a pattern of your choosing. Write the Hebrew words on the front of the page and their meanings in the corresponding places on the back of the page. Leave plenty of room around the English meanings.
2. On the front of the page, color code each of the words according to its part of speech. (Green = noun, red = verb, blue = adjective, purple = pronoun and black = other). (Colored pens or pencils will work better than markers).
3. On the back of the page next to the meaning of each word, do any of the following: sketch a picture, suggest a pantomime/gesture, suggest a physical action, relate the meaning to a personal experience, link the word to a similar sounding English word, or link the word to an English word with similar spelling (rare - would include words like “torah”).
4. Memorize the meanings of the words, using the front and back of the page like a flashcard.





# Day 3

## Listening activity

### Instructions:

1. joshua10a.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Day 3

## Review

### Instructions:

1. Review the vocabulary list from Week 8: Day 2 (page 48).
2. Review the vocabulary list from Week 9: Day 2 (page 62).

# Day 4

## Review

### Instructions:

1. Review the vocabulary list from Week 8: Day 3 (page 52).
2. Review the vocabulary list from Week 9: Day 3 (page 66).

# Day 4

## Listening activity

### Instructions:

1. joshua10b.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Week 10

This week you will begin learning semi-productive and irregular forms as well as multi-word items. Semi-productive forms are those that do not follow the normal pattern of the language, but that do follow some sort of a pattern. For example, the past tense in English is normally denoted by -ed; however, there are semi-productive forms like drink-drank, swim-swam and sing-sang. These forms follow a pattern, just not the normal one. Irregulars, on the other hand, do not follow a pattern. An irregular in English would be go-went. Multi-word items are sequences of words that occur together frequently and in a fairly fixed pattern. These items should be a great deal easier than the individual items you have learned because you have already seen them to a certain degree in both the earlier lists and in the listening activities.

# Day 1

## Vocab list

בוא = בא
יום = ים
אנשים = men
נתן or ת = תן
הלך = לך
ישב = שב
עיר = ער
יצא = צא

### Instructions

1. On the next blank page, shape the following list into a pattern of your choosing. Write the semi-productive form or irregular form on the front page and the root/meaning on the back page. For example, בא goes on the front page and בוא on the back page.
2. Color code each of the words according to its part of speech. (Green = noun, red = verb, blue = adjective, purple = pronoun and black = other).
3. Memorize the connections between the forms/meanings using the front and back of the page like a flashcard.







# Day 1

## Listening activity

### Instructions:

1. joshua10c.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Day 2

## Vocab list

שוב = שב
לָקַח = קח
יָדַע = דע
מֵת = מת
נָשִׁים = women, wives
נָשָׂא = שא
קָם = קום
שָׁם = שם
בָּנוֹת = daughters

### Instructions

1. On the next blank page, shape the following list into a pattern of your choosing. Write the semi-productive form or irregular form on the front page and the root/meaning on the back page. For example, שָׁב goes on the front page and שׁוּב on the back page.
2. Color code each of the words according to its part of speech. (Green = noun, red = verb, blue = adjective, purple = pronoun and black = other).
3. Memorize the connections between the forms meanings using the front and back of the page like a flashcard.





# Day 2

## Listening activity

### Instructions:

1. joshua10d.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Day 2

## Review

### Instructions:

1. Review the vocabulary list from Week 9: Day 1 (page 58).
2. Review the vocabulary list from Week 10: Day 1 (page 72).

# Day 3

## Vocab list

אֱלֹהִים + אָבִי = God of my father
בֵּית + אָבִי = house of my father
כָּל + נַפְשׁ = every inner self/person
כָּל + עַם + יִשְׂרָאֵל = all the people of Israel
כָּל + אֶרֶץ + מְנַשֶּׁה = all the land of Manasseh
כָּל + דְּבָרַי + מֹשֶׁה = all the words of Moses

### Instructions

1. On the next blank page, shape the following list into a pattern of your choosing. Write the BH words on the front and back of the page and their meanings in the corresponding places on the back of the page.
2. On the front of the page, color code each of the items. Orange = elements of the multi-word items; black = fillers. In other words, the black words could be replaced by the letter X, while the orange items are the common elements.
3. Memory aids will not help here so simply learn the meanings of the items, using the front and back of the page like a flashcard.







# Day 3

## Listening activity

### Instructions:

1. joshua10e.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Day 3

## Review

### Instructions:

1. Review the vocabulary list from Week 9: Day 2 (page 62).
2. Review the vocabulary list from Week 10: Day 2 (page 76).

# Day 4

## Review

### Instructions:

1. Review the vocabulary list from Week 9: Day 3 (page 66).
2. Review the vocabulary list from Week 10: Day 3 (page 80).

# Day 4

## Listening activity

### Instructions:

1. joshua11a.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Week 11

At this point, you may be wondering why you are learning multi-word items since you have already learned all of the individual words that make them up. Learning these items will help you to develop fluency in reading and better comprehension. Part of being a good reader is the ability to guess what will come next in a sentence even before you read it (though this may happen at an unconscious level). Being able to guess effectively allows you to attain the type of speed necessary to understand what you are reading. Learning multi-word items gives you a better understanding of the relationships between words and aids in better guessing. Also, some of the multi-word items cannot be understood by learning the meanings of the individual items alone. For instance, you will learn the idiom for a person's age that cannot be understood on the basis of the individual words that make up the item.

# Day 1

## Vocab list

וַיֹּאמֶר יְהוָה לְיֹשֻׁעַ + אֵל + יְהוָה + וַיֹּאמֶר יְהוָה = and the Lord said/spoke to Joshua
וַיִּקְרָא רְאוּבֵן + אֵל + גָּד = and Reuben called to Gad
וַיְהִי אַחֲרָיו = and it happened after
וַיְהִי כִּי = and it happened at the moment that
וַיַּעַשׂ יְהוּדָה + בֵּן = and Judah did thus
וַיַּעַשׂ אֶפְרַיִם + כִּי = and Ephraim did according to/as

### Instructions

1. On the next blank page, shape the following list into a pattern of your choosing. Write the BH words on the front and back of the page and their meanings in the corresponding places on the back of the page.
2. On the front of the page, color code each of the items. Orange = elements of the multi-word items; black = fillers. In other words, the black words could be replaced by the letter X, while the orange items are the common elements.
3. Memory aids will not help here so simply learn the meanings of the items, using the front and back of the page like a flashcard.







# Day 1

## Listening activity

### Instructions:

1. joshua12a.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Day 2

## Vocab list

וַיָּבֹא אֶל הַיַּרְדֵּן = and he came/went to the Jordan
אֶל מִן אֶרֶץ וַיָּצֵא = and he went out from / and he returned to
וַיִּשְׁלַח אֶל יְרִיחוֹ = and he sent to Jericho
וַיַּעַל אֶל הָעֵי = and he went up unto Ai
וַיֵּדְעוּ כִּי = and they knew that
וַיִּתֵּן לְ לָקַח מִן = he gave to / he took from

### Instructions

1. On the next blank page, shape the following list into a pattern of your choosing. Write the BH words on the front and back of the page and their meanings in the corresponding places on the back of the page.
2. On the front of the page, color code each of the items. Orange = elements of the multi-word items; black = fillers. In other words, the black words could be replaced by the letter X, while the orange items are the common elements.
3. Memory aids will not help here so simply learn the meanings of the items, using the front and back of the page like a flashcard.





# Day 2

## Listening activity

### Instructions:

1. joshua13\_14a.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Day 2

## Review

### Instructions:

1. Review the vocabulary list from Week 10: Day 1 (page 72).
2. Review the vocabulary list from Week 11: Day 1 (page 86).

# Day 3

## Vocab list

וַיֵּשֶׁב + בְּ + מִצְרַיִם + עַד = and he dwelt in Egypt until
שָׁב + לְוֵי + מֵאַחֲרָי = Levi returned from after
וַיֵּלְכוּ + אַחֲרָי + אַמֹּרִי = and they went after/followed the Amorites
לְ\ מִ + פָּנָי = to / from the face (in the presence / away from the presence)
בְּ + עֵינֵי + גִלְעָד = in the eyes of Gilead
נָתַן + בְּ + יַד + כְּנַעֲנִי = he gave into the hand of the Cannanites

### Instructions

1. On the next blank page, shape the following list into a pattern of your choosing. Write the BH words on the front and back of the page and their meanings in the corresponding places on the back of the page.
2. On the front of the page, color code each of the items. Orange = elements of the multi-word items; black = fillers. In other words, the black words could be replaced by the letter X, while the orange items are the common elements.
3. Memory aids will not help here so simply learn the meanings of the items, using the front and back of the page like a flashcard.







# Day 3

## Listening activity

### Instructions:

1. joshua13\_14b.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Day 3

## Review

### Instructions:

1. Review the vocabulary list from Week 10: Day 2 (page 76).
2. Review the vocabulary list from Week 11: Day 2 (page 90).

# Day 4

## Review

### Instructions:

1. Review the vocabulary list from Week 10: Day 3 (page 80).
2. Review the vocabulary list from Week 11: Day 3 (page 94).

# Day 4

## Listening activity

### Instructions:

1. joshua13\_14c.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Week 12

By this week, you have probably noticed that the "black" items in the multi-word items are proper nouns. This is one of the elements of this program that is designed to save you time and energy. Often Hebrew materials have students learn proper nouns individually; however, the number of proper nouns in the Hebrew Bible is quite extensive. Here they have simply been placed in multi-word items where the letter 'X' would have sufficed and your learning burden has been decreased. (You're welcome).

# Day 1

## Vocab list

שָׁנָה + X + בֶּן־ = son of X years (X years old)
וַיֵּלֶךְ + וּ + בַּ + דְרָוֹךְ = and he walked in the way
וַיָּבֹא + בֵּית = and he entered the house
לָּמָּהּ = why?
לֹא + הֲ = (interrogative) + not
וַיְהִי־ + בַּ + הַ + יוֹם = and it happened on the day

### Instructions

1. On the next blank page, shape the following list into a pattern of your choosing. Write the BH words on the front and back of the page and their meanings in the corresponding places on the back of the page.
2. On the front of the page, color code each of the items. Orange = elements of the multi-word items; black = fillers. In other words, the black words could be replaced by the letter X, while the orange items are the common elements.
3. Memory aids will not help here so simply learn the meanings of the items, using the front and back of the page like a flashcard.





# Day 1

## Listening activity

### Instructions:

1. joshua13\_14d.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Day 2

## Vocab list

כָּל + אֲשֶׁר + עָשָׂה = all that he did
כֵּן + אֲשֶׁר = just as
כִּי + אֲשֶׁר = but rather, except
X + אֵל + אָמַר = he said do not X
לֹא + שָׁמְעוּ / יָדְעוּ = they did not hear/know
לֹא + אִם = if not

### Instructions

1. On the next blank page, shape the following list into a pattern of your choosing. Write the BH words on the front and back of the page and their meanings in the corresponding places on the back of the page.
2. On the front of the page, color code each of the items. Orange = elements of the multi-word items; black = fillers. In other words, the black words could be replaced by the letter X, while the orange items are the common elements.
3. Memory aids will not help here so simply learn the meanings of the items, using the front and back of the page like a flashcard.







# Day 2

## Listening activity

### Instructions:

1. joshua15\_17a.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Day 2

## Review

### Instructions:

1. Review the vocabulary list from Week 11: Day 1 (page 86).
2. Review the vocabulary list from Week 12: Day 1 (page 100).

# Day 3

## Vocab list

$\text{כְּ} + \text{דְבַר} = \text{according to the word}$
$\text{כְּ} + \text{אֲשֶׁר} + \text{דְבַר} = \text{just as he said}$
$\text{דְבַר} + \text{אֲשֶׁר} + \text{דְבַר} = \text{word which he said}$
$\text{כֹּה} + \text{אָמַר} = \text{thus says}$
$\text{אִישׁ} + \text{אֶחָד} = \text{each man}$
$\text{אִישׁ} + \text{אֶחָד} + \text{אִישׁ} + \text{אֶחָד} = \text{one man by one man}$

### Instructions

1. On the next blank page, shape the following list into a pattern of your choosing. Write the BH words on the front and back of the page and their meanings in the corresponding places on the back of the page.
2. On the front of the page, color code each of the items. Orange = elements of the multi-word items; black = fillers. In other words, the black words could be replaced by the letter X, while the orange items are the common elements.
3. Memory aids will not help here so simply learn the meanings of the items, using the front and back of the page like a flashcard.





# Day 3

## Listening activity

### Instructions:

1. joshua18a.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Day 3

## Review

### Instructions:

1. Review the vocabulary list from Week 11: Day 2 (page 90).
2. Review the vocabulary list from Week 12: Day 2 (page 104).

# Day 4

## Review

### Instructions:

1. Review the vocabulary list from Week 11: Day 3 (page 94).
2. Review the vocabulary list from Week 12: Day 3 (page 108).

# Day 4

## Listening activity

### Instructions:

1. joshua19\_20a.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.



# Week 13

You have already begun to learn some associations between words by learning multi-word items; however, this week you will begin to learn semantic associations between words. Building associations between words is one of the surest ways to help them to stick in your memory. Yet, associating words too early on in the learning process may cause confusion. This is why you are only now beginning to associate them. These associations will now take the place of the need to review the items you learned in the earlier weeks of the program.



# Day 1

## Matching

עם	פה
בן	בת
לא	זאת
זה	ה
ה	אשה
איש	את
בן	אל

### Instructions

1. Draw a line from each word to the most closely related word in the second column.
2. The words can be synonyms (similar meanings), antonyms (opposites), homonyms (similar/same spelling), semantic domain (i.e. people, family), etc...
3. See following page for answers.

# Answers

עם	פה
בן	בת
לא	זאת
זה	ה
ה	אשה
איש	את
בן	אל

# Day 1

## Listening activity

### Instructions:

1. joshua22a.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.



## Day 2

### Matching

לְקַח	יָשַׁב
יָצָא	אַחֲרַי
דִּבֶּר	שִׁים
אֶל	נָתַן
עַד	מִן
קוֹם	שׁוּב
נִשָּׂא	שָׁמַע

### Instructions

1. Draw a line from each word to the most closely related word in the second column.
2. The words can be synonyms (similar meanings), antonyms (opposites), homonyms (similar/same spelling), semantic domain (i.e. people, family), etc...
3. See following page for answers.

# Answers

לְקַח	יָשַׁב
יָצָא	אֶחָרַי
דִּבֶּר	שִׁים
אֶל	נָתַן
עַד	מִן
קוּם	שׁוּב
נִשָּׂא	שָׁמַע



# Day 2

## Listening activity

### Instructions:

1. joshua22b.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Day 2

## Review

### **Instructions:**

1. Review the vocabulary list from Week 12: Day 1 (page 100).
2. Review the matching from Week 13: Day 1 (page 113).

# Day 3

## Matching

אָרײַן	נָשׁוּם
מֶלֶךְ	נִשְׁמָע
יָדַע	מִיָּמָיו
הָיָה	אֵינִי
נָשׁוּם	אֵינִי
רָאָה	עָבַד
כָּל	עָשָׂה

### Instructions

1. Draw a line from each word to the most closely related word in the second column.
2. The words can be synonyms (similar meanings), antonyms (opposites), homonyms (similar/same spelling), semantic domain (i.e. people, family), etc...
3. See following page for answers.

# Answers

אָרֶז	נָשׁ
מֶלֶךְ	שָׁמַע
יָדַע	מִים
הָיָה	אֵין
שָׁם	אֵין
רָאָה	עָבַד
כָּל	עָשָׂה

# Day 3

## Listening activity

### Instructions:

1. joshua22c.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Day 3

## Review

### Instructions:

1. Review the vocabulary list from Week 12: Day 2 (page 104).
2. Review the matching from Week 13: Day 2 (page 119).

# Day 4

## Review

### Instructions:

1. Review the vocabulary list from Week 12: Day 3 (page 108).
2. Review the matching from Week 13: Day 3 (page 123).

# Day 4

## Listening activity

### Instructions:

1. joshua22d.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Week 14

Wow, you have finally made it. You are in the last week of this first session of vocabulary learning. This week you will continue to sure up your knowledge of the items that you have already studied by building more associations. You will associate words by placing them into categories. You will then have solidified your knowledge one fourth of the words necessary for reading the Book of Joshua. You will also be well on your way to having a sufficient vocabulary for dealing with texts from the Hebrew Bible at a verse-by-verse level.





# Day 1

## Categorization

**Pronouns**

**Numbers/  
time**

שְׁנַיִם

הוּא

שָׁנָה

אֲנִי

מֶה

אֵלֶּה

אֲשֶׁר

אֶחָד

יוֹם

אִתָּה

מֵאָה

הֵם

### Instructions

1. Place each item in the correct category.
2. See following page for the answers.

# Answers

## Pronouns

אני

הוא

אשר

אלה

מה

הם

אתה

## Numbers/ time

שנה

שנים

אחד

מאה

יום

# Day 1

## Listening activity

### Instructions:

1. joshua23\_24a.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.



# Day 2

## Categorization

**Prepositions      Body part      Body process      Conjunctions**

ל	ו	פְּנֵה	אם
יָד	בַּ	כִּי	עֵין
אֲכַל	רֶאשׁ	עַל	כִּ
			מִוֶּת

### Instructions

1. Place each item in the correct category.
2. See following page for the answers.

# Answers

Prepositions	Body part	Body process	Conjunctions
ל	פְּנֵה	אָכַל	אִם
ב	עֵין	מִזֶּה	ו
פ	יָד		כִּי
עַל	רֶגֶל		

# Day 2

## Listening activity

### Instructions:

1. joshua23\_24b.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Day 2

## Review

### **Instructions:**

1. Review the matching from Week 13: Day 1 (page 115).
2. Review the categorization from Week 14: Day 1 (page 129).



# Day 3

## Categorization

People/beings

Place

אָח

בֵּית

דֶּרֶךְ

אֱלֹהִים

אָב

כְּהֵן

עִיר

עַם

### Instructions

1. Place each item in the correct category.
2. See following page for the answers.

# Answers

## People/beings

אֱלֹהִים

אָח

עַם

כַּהֵן

אָב

## Place

דֶּרֶךְ

בַּיִת

עִיר

# Day 3

## Listening activity

### Instructions:

1. joshua23\_24c.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.

# Day 3

## Review

### Instructions:

1. Review the matching from Week 13: Day 2 (page 119).
2. Review the categorization from Week 14: Day 2 (page 133).

# Day 4

## Review

### Instructions:

1. Review the matching from Week 13: Day 3 (page 113).
2. Review the categorization from Week 14: Day 3 (page 147).

# Day 4

## Listening activity

### Instructions:

1. joshua23\_24d.mov - on DVD
2. While doing this exercise do not try to understand everything. Just try to grasp the overall meaning of the passage.
3. Each recording lasts roughly 10-15 minutes.