

Lesson 20

וַיֹּאמֶר עָלַי לְשִׁמוּאֵל לֵךְ | שָׁכַבְתָּ וְהָיָה אִם־יִקְרָא אֵלַיָּךְ וְאָמַרְתָּ דָּבָר
יְהוָה כִּי שָׁמַע עֲבָדָךְ וַיֵּלֶךְ שִׁמוּאֵל וַיִּשְׁכַּב בְּמָקוֹמוֹ׃

1 Samuel 3:9

Goals:

What we already know

20.1a.

20.1b.

20.1c.

20.1d.

Furtive patakh

20.2. In the rule ADD after “*ayin* [ע]”: ”or *heh* [ה] with a *mappiq*,”.

Make the following change in the rule:

~~also-usually~~ = > always

When to use the English word then

20.3.

Determining a genre of direct speech

20.4a.

20.4b. In the first paragraph, make the following two changes:

~~mainline~~ = > primary

~~Predictive Narrative~~ = > Predictive Discourse

Make the latter change twice more in this section.

In the first chart, make the following change:

~~will-be-a-lover~~ = > shall love

In the sentence below the first chart, strike out the last part of the first sentence (“~~breaks the chain . . . imperatives.~~”) and immediately ADD the following before “Observe”:

is a discourse marker showing a shift in time—here with an *if* instead of

the customary *when*—and thus breaking the the chain of imperatives. The effect would be the same if the וְהָיָה were an “actual” 3rd m. s. *weqatal* (as in Genesis 17:5, וְהָיָה שְׁמֶךָ אַבְרָהָם, “But your name *will be* Abraham”), where the 3rd m. s. form would break the chain of 2nd m. s. forms.

Make the following changes in the second chart of the section:

In the lefthand column: = > 3rd m. s. discourse marker

In the righthand column: ~~And it will be~~ = > [discourse marker]

Piel imperative

20.5a. In the first sentence following the Piel *yiqtol* and imperative chart, insert the following clause between “. . . imperative” and “is a minor . . .”:

(since it is now the *first* letter in the word)

20.5b.

20.5c.

20.5d.

20.5e.

Shifting from genre to genre

20.6. In the 2b. section of the chart, make the following change:

~~string of weqatals~~ = > single *weqatal*

and strikeout וְהָיָה in the line following.

Strike out the last sentence of the section (“We might . . . elasticity”) and add the following sentences to complete the section:

Although Predictive Discourse, Instructional Discourse, and Hortatory Discourse are useful “buckets” to use when analyzing a biblical text, they are not solid “pigeonholes” into which language fits. You must use not only the syntactic aspects of a text, but also the semantic and pragmatic aspects, in order to come to a proper understanding of the text.