

## א. תכתב

Write each **שׁוּא** with each of the guttural consonants, pronouncing aloud the combination of consonant and vowel as you write them (e.g., **אָ שׁוּא**).

## ב. תקרא (Read)

The lesson offers only a simple explanation of **שׁוּא**. Instructors can decide how much more to say on the complexities of distinguishing silent and vocal forms of the symbol. (Appendix A.3 discusses syllable structure as it relates to the **שׁוּא**.) The traditional medieval rules (first proposed by Elias Levitas) do not comment on the status of **שׁוּא** following long vowels, as in **וּבַעַם** in the exercise. Often (but inconsistently) a *meteg* distinguishes a long vowel from a short one in cases where their distinction is phonemic. For example: **חֹכְמָה** (*chochma*, wisdom) versus **חַכְמָה** (*chachama*, she is wise); and **וַיִּירָאוּ** (they feared; Exod. 14:31) versus **וַיִּרְאוּ** (and they saw; Gen 6:2). (See also the discussion in Joshua Blau, *Phonology and Morphology of Biblical Hebrew: An Introduction* [Winona Lake, IN: Eisenbrauns, 2010], §3.5.6.3–4.)

The instructor will also want to alert students to the *a*-glide **גְּנוּבָה** in **בְּזַרְע**. As a simple phonetic principle, the glide appears between a long vowel and a word-final guttural and thus is not discussed specifically in the lessons. It is mentioned in the appendix on guttural verbs (see appendix C.3, item 3 of the list).

## ב. תקרא (Read)

Identify each **שׁוּא** as *silent* or *vocal*, and then practice reading the following verse until you can do so smoothly.

אָמַר כֹּה אָמַר אֲדֹנָי יְהוִה תִּצְלַח הַלּוּא אֶת־שִׁשְׁיָהּ יִנְתַּק וְאֶת־פְּרִיָּהּ יְקוּסֶס  
וַיִּבֶשׂ כָּל־טִרְפֵי צִמְחָהּ תִּיבֶשׂ וְלֹא־בִזְרַע גְּדוּלָּהּ וּבַעַם־רַב לְמִשְׁאוֹת אוֹתָהּ  
מִשְׁרָשִׁיהָ

Say: Thus says the Lord YHWH: Will it prosper? Will he not pull up its roots, cause its fruit to rot so that it withers, so that its fresh sprouting leaves fade? No strong arm or mighty army will be needed to pull it from its roots. (Ezek. 17:9)