

# Bible Online Learner: Users' Guide

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## Introduction

**You should read this chapter.**

Bible Online Learner (or “Bible OL” for short) is a web-based computer program that supports reading and learning biblical Hebrew and Greek. Bible Online Learner provides these features:

- Users can read the Old Testament in Hebrew and the New Testament in Greek.
- Users can see grammatical information about the words and clauses in the text.
- Teachers of Hebrew and Greek can create exercises based on the biblical texts.
- Students can drill and test themselves using exercises created by teachers.
- Teachers can keep track of how well students do in the exercises.
- Teachers can generate exams for students.

### 1.1 How To Read This Document

This documents describes how to use Bible Online Learner (Bible OL). The document consists of three parts:

- General information for everyone who wants to use Bible OL.
- Information specifically for students who want to use the exercises provided in Bible OL.
- Information specifically for teachers who want to create exercises in Bible OL.

At the start of most chapters you will find a line indicating if that chapter is relevant for you. On page [52](#) you will find an index, which may help you find your way through this document.

## User Interface

You should read this chapter.

You access Bible OL through a web browser using an appropriate URL<sup>1</sup>.

When you access the Bible OL main web site using a computer, you will see an introductory page, at the top of which there is a menu. If you are using a smartphone, you will see a small rectangle with three horizontal lines at the top right of the screen. Tap that rectangle to display the menu.

The menu has five items:

- *Home* – Selecting this item, takes you to the main web page.
- *Text and Exercises* – This allows you to view the Hebrew and Greek biblical texts and to run exercises.
- *User Access* – Here you can log in to the system and view the privacy policy.
- *Language* – This lets you select the language of the user interface.
- *Variant* – Here you can select between different variants of the terms and translations used. (See Section XXX.)

If you have a user account (see Chapter 4), you can select Login from the User Access menu to access your personal features of the system. Once you have logged, in, a new menu item appears:

- *My Data* – This menu item lets you change your user profile, setup font preferences, enroll in classes, and view how you are doing on the exercises.

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<sup>1</sup>Most users will use <https://bibleol.3bmoodle.dk>.

## Viewing Text

You should read this chapter.

The most basic operation of Bible OL is that of viewing the Hebrew or Greek text of the Bible. From the *Text and Exercises* menu select *Display text*. This will take you to a web page displaying the dialog of Figure 3.1. Under “Corpus” in that dialog, you select the text database you want to use. You have three options:

- *Hebrew (ETCBC4, OT)*: This is the Hebrew text of the Old Testament as provided by the ETCBC4 database (see Appendix XXX).
- *Hebrew (ETCBC4, Transliterated, OT)*: This is the Hebrew text of the Old Testament as provided by the ETCBC4 database, but written with Latin letters.
- *Greek (Nestle 1904, NT)*: This is the Greek text of the New Testament as provided by the Nestle 1904 database (see Appendix XXX).

Section 3.1 shows how to use Bible Online Learner to study a Hebrew text. Section 3.2 shows how to study a Greek text. (You only need to read one of these sections.)

**Make a selection:**

**Corpus:** ☒ Hebrew (ETCBC4, OT)  
☐ Hebrew (ETCBC4, Transliterated, OT)  
☐ Greek (Nestle 1904, NT)

**Book:**

**Chapter:**  (Valid chapters: 1-50)

**First verse:**

**Last verse:**

**Show link icons:** ☐

Figure 3.1: Selecting a text to display.

### 3.1 Viewing a Hebrew Text

To see Genesis 1 : 1-7, fill out the dialog in figure 3.1 thus:

- Corpus: Hebrew (ETCBC4, OT)
- Book: Genesis
- Chapter: 1
- First verse: 1
- Last verse: 7
- Show link icons: Don't mark this. (See Section 13.1.)

Finally, click the *Display* button. This will show you Genesis 1 : 1-7 in Hebrew. (See Figure 3.2.)

The small icon to the right of the first verse is a link to the same text at the SHEBANQ website. (See Section 13.2.)

#### 3.1.1 Viewing Hebrew Grammar Information

If you are viewing the text on a computer, you will have three ways to display grammar information; if you are using a tablet or a smartphone, you will have two ways to display grammar information. They are:

1. Hovering the mouse over a word or sentence part. (This is not available on tablets or smartphones.)
2. Clicking a word or sentence part.
3. Using the “MyView” selector.

On a computer, you can use your mouse to point to a word in the text.<sup>1</sup> You will then see a so-called *grammar information box*. to the right of the text as in Figure 3.3. In this box you will see detailed information about the word your mouse points to. When you move the mouse, the grammar information box disappears. You may find this inconvenient, so instead you can use the following method:

<sup>1</sup>Known as letting your mouse “hover” over a word.

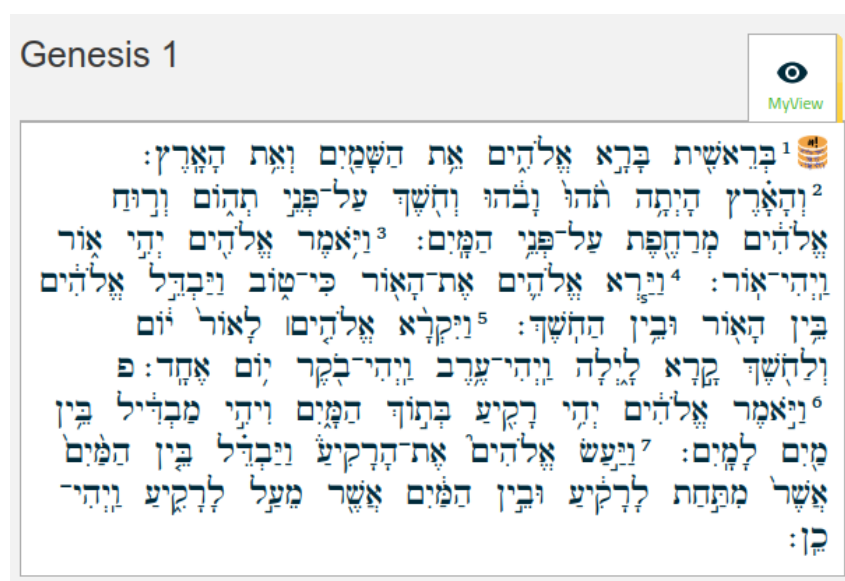


Figure 3.2: Displaying Genesis 1.

## Genesis 1

MyView

<sup>1</sup> בְּרֵאשִׁית בָּרָא אֱלֹהִים אֶת הַשָּׁמַיִם וְאֶת הָאָרֶץ:

<sup>2</sup> וְהָאָרֶץ הִיְתָה תֵהוֹ וְנָחַו וְחֹשֶׁךְ עַל־פְּנֵי תְהוֹם וְרוּחַ

אֱלֹהִים מְרַחֶפֶת עַל־פְּנֵי הַמָּיִם: <sup>3</sup> וַיֹּאמֶר אֱלֹהִים יְהִי אוֹר

וַיְהִי־אוֹר: <sup>4</sup> וַיֵּרָא אֱלֹהִים אֶת־הָאוֹר כִּי־טוֹב וַיְבָרֶךְ

אֱלֹהִים בֵּין הָאוֹר וּבֵין הַחֹשֶׁךְ: <sup>5</sup> וַיִּקְלָא אֱלֹהִים לְאוֹר

יוֹם וּלְחֹשֶׁךְ קָרָא לַיְלָה וַיְהִי־עֶרֶב וַיְהִי־בֹקֶר יוֹם אֶחָד: פ

<sup>6</sup> וַיֹּאמֶר אֱלֹהִים יְהִי רָקִיעַ בְּתוֹךְ הַמָּיִם וַיְהִי מִבְדִּיל בֵּין

מַיִם לַמָּיִם: <sup>7</sup> וַיַּעַשׂ אֱלֹהִים אֶת־הָרָקִיעַ וַיְבָרֶךְ בֵּין הַמָּיִם

אֲשֶׁר מִתַּחַת לְרָקִיעַ וּבֵין הַמָּיִם אֲשֶׁר מֵעַל לְרָקִיעַ וַיְהִי־

כֵּן:

Text	Word
Text	הִיְתָה
Transliteration	hāy'tā <sup>h</sup>
<b>Form in text:</b>	
Lexical stem	הִי
Root formation	-
Preformative	-
Verbal ending	תָּה
Nominal ending	-
Pronominal suffix	-
Univalent final	-
Qere	-
<b>Lexeme:</b>	
Lexeme (with variant)	הִיד
Lexeme (transliterated)	HYH
Occurrences	3561
Frequency rank	16
Part of speech	Verb
Phrase dependent part of speech	Verb
Lexical set	Copulative verb
Verb class	I guttural, III he
Link	-
<b>Morphology:</b>	
Stem	Qal
Tense	Qatal (Perf)
State	None
Person, gender, number	3FSg
Suffix: Person, gender, number	---
<b>Glosses:</b>	
Danish	være, blive til, forekomme
English	be, happen, become, occur
German	sein, werden, geschehen
Dutch	zijn, worden, gebeuren, ontstaan
Spanish	ocurrir, ser, llegar a ser, suceder, acontecer
Amharic	ሆኑ
Swahili	mlimtia, kuw, ikawa, kuwa, itakuwa, alikuwa

Figure 3.3: Displaying the grammar information box on a computer.

On a computer, table, or smartphone, you can click or tap on a word. In that case, a dialog box will appear containing the grammar information box. (You can click the × at the top of the dialog box or the Close button at the bottom of the box to close the dialog. Alternatively, press the “Esc” key on your keyboard.)

A third way to display grammar information is to use the “MyView” selector as described in the following section.

### 3.1.2 The “MyView” Selector

Above the Hebrew text you see an “eye” labelled “MyView”. If you click the eye icon labelled *grammar selection box*. At the same time the eye icon turns into a × icon. The grammar selection box looks as shown in Figure 3.4.

The Hebrew grammar selection box contains four buttons, identifying the four levels of the grammar hierarchy used by the Hebrew text: The text contains *sentences*, which contain *clauses*, which contain *phrases*, which contain *words*. You can click on each of these to display relevant grammar information.

If, for example, you click the *Word* button and then the *Lexeme* button, the grammar selection box looks as shown in Figure 3.5. If you now click the *Part of speech* button, the Hebrew text changes to look



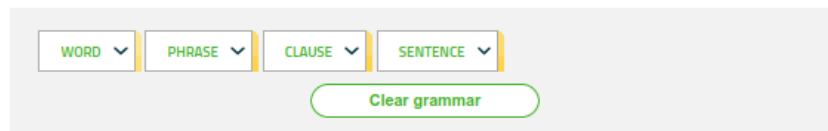


Figure 3.4: Hebrew grammar selection box.

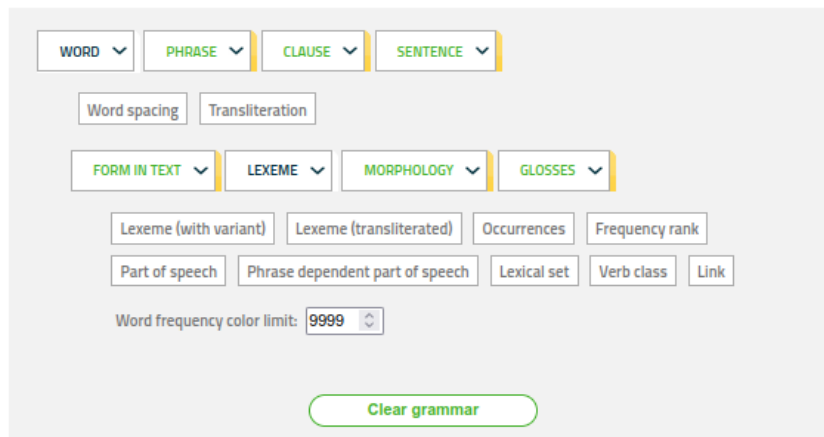


Figure 3.5: Hebrew grammar selection box after clicking Word and Lexeme.



Figure 3.6: Genesis 1 with part-of-speech information.

as in Figure 3.6, where you can see the part of speech of each word of the text. You can add additional information by clicking the relevant buttons in the grammar selection box.

You can use the *Clear grammar* all the selected grammar information, and you can use the × icon to hide the grammar selection box.

The grammar selection box also allows you to see borders between phrases, clauses, or sentences, as well as grammatical information about each of these. If, for example, you click *Clause*, and then select *Show border*, you will see the borders of each clause.

By pointing your mouse to the word “Clause” on the border of a particular Clause (or, alternatively, clicking the word “Clause”), a grammar information box for the particular clause will be shown. (See Figure 3.7.)

Sometimes clauses (or other parts of a sentence) can contain other clauses inside them. An example of this is seen in Genesis 1 : 7 (Figure 3.8). Here, you can see how the clause **וַיִּבְרָא בֵּין הַמַּיִם וּבֵין הַמַּיִם**

The screenshot shows the 'Genesis 1' interface. At the top, there's a 'MyView' selector with a close button. Below it, a grammar selection box contains dropdowns for 'WORD', 'PHRASE', 'CLAUSE', and 'SENTENCE'. Below these are buttons for 'Separate lines', 'Show border', 'Type', 'Kind', 'Relation', 'Text type', 'Domain', 'Indentation', 'Linkage', and 'Syntactic code'. A 'Clear grammar' button is at the bottom of this box. To the right, a 'Clause' information box displays the following details:

Clause	
Type	WXQt
Kind	VC
Relation	None
Text type	?
Domain	?
Indentation	2
Linkage	Conjunction
Syntactic code	422

The main text area shows three clauses of Genesis 1, each in a purple box with a 'Clause' label and a database icon. The first clause is 'בְּרֵאשִׁית בָּרָא אֱלֹהִים אֶת הַשָּׁמַיִם וְאֶת הָאָרֶץ:'. The second clause is 'וְהָאָרֶץ הָיְתָה תֵּהוֹם וְבָהֶ' (partially visible). The third clause is 'וְחָשָׁךְ עַל־פְּנֵי תְהוֹם'.

Figure 3.7: Showing grammar information for the second clause of Genesis 1.

The diagram illustrates a split clause in Genesis 1:7. It shows five separate clause boxes, each with a 'Clause' label and a database icon. The clauses are arranged in a hierarchical structure. The top clause is 'וַיֵּשׁ אֱלֹהִים אֶת־הָרָקִיעַ'. Below it, the clause 'וַיְבָרֵךְ בֵּין הַמַּיִם' is split into two parts: 'וַיְבָרֵךְ' and 'בֵּין הַמַּיִם'. The clause 'אֲשֶׁר מִתַּחַת לָרָקִיעַ' is also split into 'אֲשֶׁר' and 'מִתַּחַת לָרָקִיעַ'. The clause 'וַיִּבֶן הַמַּיִם' is split into 'וַיִּבֶן' and 'הַמַּיִם'. The final clause is 'וַיְהִי־כֵן:'.

Figure 3.8: A split clause in Genesis 1:7.

is split in two and contains the clause **אֲשֶׁר מִתַּחַת לָרָקִיעַ** inside it. The split clause is marked by its missing left and right borders.

The different items you can select in the grammar selection box are detailed in section XXX, but a few items are worth mentioning here:

In the grammar selection box, under *Word* and *Lexeme* you can enter a “Word frequency color limit”. Setting this value to, for example, 50, means that the 50 most common Hebrew or Aramaic words in the Old Testament will be displayed in black, whereas rarer words will be display in blue. (See Figure 3.9.) If you are learning Hebrew, you may find this feature useful when deciding if a word is worth memorizing. When determining how common words are, different morphological forms of the same word are counted as one. For more information about word frequency, see section XXX.

In most cases, the information you find in the grammar information box will be the same as what is shown between the lines using the “MyView” selector; but for glosses this is not the case. For example, in the grammar information box of Figure 3.3 you can see that the lexeme **הָיָה** is translated into English as “be, happen, become, occur”. But if you open the “MyView” selector and choose *Word* and *Glosses* and *English*, only the first gloss, “be”, will be shown between the lines of Hebrew text.

<sup>1</sup> בָּרָא אֱלֹהִים אֶת הַשָּׁמַיִם וְאֶת הָאָרֶץ:  
<sup>2</sup> וְהָאָרֶץ הָיְתָה תֹהוּ וָבֹהוּ וְחָשֶׁךְ עַל־פְּנֵי תְהוֹם  
 וְרוּחַ אֱלֹהִים מְרַחֶפֶת עַל־פְּנֵי הַמַּיִם: <sup>3</sup> וַיֹּאמֶר  
 אֱלֹהִים יְהי אֹר וַיְהי־אֹר: <sup>4</sup> וַיֵּרָא אֱלֹהִים אֶת־  
 הָאָרֶץ כִּי־טוֹב וַיַּבְדֵּל אֱלֹהִים בֵּין הָאֹר וּבֵין  
 הַחָשֶׁךְ: <sup>5</sup> וַיִּקְרָא אֱלֹהִים לְאֹר יוֹם וּלְחָשֶׁךְ קִרְא  
 לַיְלָה וַיְהי־עֶרֶב וַיְהי־בֹקֶר יוֹם אֶחָד: <sup>6</sup> וַיֹּאמֶר  
 אֱלֹהִים יְהי רָקִיעַ בְּתוֹךְ הַמַּיִם וַיְהי מַבְדִּיל בֵּין  
 מַיִם לַמַּיִם: <sup>7</sup> וַיַּעַשׂ אֱלֹהִים אֶת־הַרְקִיעַ וַיַּבְדֵּל בֵּין  
 הַמַּיִם אֲשֶׁר מִתַּחַת לָרָקִיעַ וּבֵין הַמַּיִם אֲשֶׁר מֵעַל  
 לָרָקִיעַ וַיְהי־כֵן:

Figure 3.9: The 50 most common words are black, rarer words are blue.

<sup>1</sup> b<sup>ʾ</sup>re<sup>ʾ</sup>šît bārā<sup>ʾ</sup> ʔ<sup>ʾ</sup>lōhîm ʔēt haššāmayim w<sup>ʾ</sup>ʔēt hāʔāreš:  
<sup>2</sup> w<sup>ʾ</sup>hāʔāreš hāy<sup>ʾ</sup>tā<sup>h</sup> tōhû wāvōhû w<sup>ʾ</sup>ḥōšex ʔal-p<sup>ʾ</sup>nê t<sup>ʾ</sup>hôm  
 w<sup>ʾ</sup>rû<sup>h</sup> ʔ<sup>ʾ</sup>lōhîm m<sup>ʾ</sup>raḥefet ʔal-p<sup>ʾ</sup>nê hammāyim:

Figure 3.10: Genesis 1: 1-2 in transliterated Hebrew.

### 3.1.3 Viewing a Transliterated Hebrew text

You can choose to view a Hebrew text in Latin letters rather Hebrew letters. You do this by specifying the corpus “Hebrew (ETCBC4, Transliterated, OT)” in the dialog in figure 3.1. The first two of Genesis 1 will look at show in Figure 3.10. You will notice that this text uses a number of variations of Latin letters plus the special characters ʔ (not to be confused with a question mark) and ʔ. These two characters correspond to the Hebrew characters ש and ו, respectively.

## 3.2 Viewing a Greek Text

To see Luke 2: 1-5, fill out the dialog in figure 3.1 thus:

- Corpus: Greek (Nestle 1904, NT)
- Book: Luke
- Chapter: 2
- First verse: 1
- Last verse: 5
- Show link icons: Don’t mark this. (See Section 13.1.)

Finally, click the *Display* button. This will show you Luke 2: 1-5 in Greek. (See Figure 3.11.)

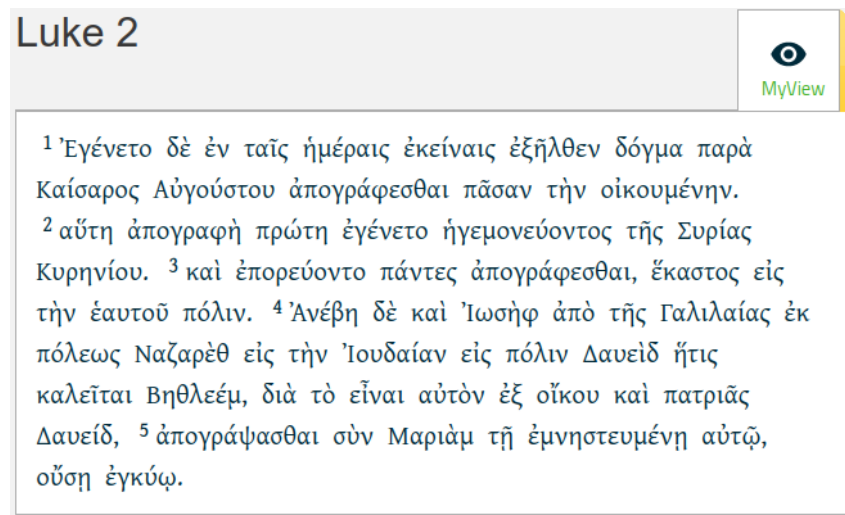


Figure 3.11: Displaying Luke 2.

### 3.2.1 Viewing Greek Grammar Information

If you are viewing the text on a computer, you will have three ways to display grammar information; if you are using a tablet or a smartphone, you will have two ways to display grammar information. They are:

1. Hovering the mouse over a word or sentence part. (This is not available on tablets or smartphones.)
2. Clicking a word or sentence part.
3. Using the “MyView” selector.

On a computer, you can use your mouse to point to a word in the text.<sup>2</sup> You will then see a so-called *grammar information box*. to the right of the text as in Figure 3.12. In this box you will see detailed information about the word your mouse points to. When you move the mouse, the grammar information box disappears. You may find this inconvenient, so instead you can use the following method:

On a computer, table, or smartphone, you can click or tap on a word. In that case, a dialog box will appear containing the grammar information box. (You can click the × at the top of the dialog box or the Close button at the bottom of the box to close the dialog. Alternatively, press the “Esc” key on your keyboard.)

A third way to display grammar information is to use the “MyView” selector as described in the following section.

### 3.2.2 The “MyView” Selector

Above the Greek text you see an “eye” labelled “MyView”. If you click the eye icon labelled *grammar selection box*. At the same time the eye icon turns into a × icon. The grammar selection box looks as shown in Figure 3.13.

The Greek grammar selection box contains four buttons, identifying the four levels of the grammar hierarchy used by the Greek text: The text contains *sentences*, which contain *level 2 clauses*, which contain *level 1 clauses*, which contain *words*. You can click on each of these to display relevant grammar information.

If, for example, you click the *Word* button and then the *Lexeme* button, the grammar selection box looks as shown in Figure 3.14. If you now click the *Part of speech* button, the Hebrew text changes

<sup>2</sup>Known as letting your mouse “hover” over a word.

## Luke 2

<sup>1</sup> Ἐγένετο δὲ ἐν ταῖς ἡμέραις ἐκείναις ἐξῆλθεν δόγμα παρὰ Καίσαρος Αὐγούστου ἀπογράφεσθαι πᾶσαν τὴν οἰκουμένην.

<sup>2</sup> αὕτη ἀπογραφὴ πρώτη ἐγένετο ἡγεμονεύοντος τῆς Συρίας Κυρηνίου. <sup>3</sup> καὶ ἐπορεύοντο πάντες ἀπογράφεσθαι, ἕκαστος εἰς τὴν ἑαυτοῦ πόλιν. <sup>4</sup> Ἀνέβη δὲ καὶ Ἰωσήφ ἀπὸ τῆς Γαλιλαίας ἐκ πόλεως Ναζαρεθ εἰς τὴν Ἰουδαίαν εἰς πόλιν Δαυεὶδ ἧτις καλεῖται Βηθλεέμ, διὰ τὸ εἶναι αὐτὸν ἐξ οἴκου καὶ πατριᾶς Δαυεὶδ, <sup>5</sup> ἀπογράψασθαι σὺν Μαριάμ τῇ ἐμνηστευμένῃ αὐτῷ, οὔσῃ ἐγκύῳ.

MyView

Text	Word
Text	ἐξῆλθεν
<b>Lexeme:</b>	
Lexeme	ἐξέρχομαι
Strong's number	1831
Strong's unreliable?	no
Occurrences	217
Frequency rank	72
Part of speech	Verb
<b>Morphology:</b>	
Case	N/A
Person, gender, number	3-Sg
Possessor number	N/A
Tense	Second aorist
Mood	Indicative
Voice	Active
Extra	N/A
<b>Glosses:</b>	
English	go out, come out
Dutch	uitgaan, komen uit
Spanish	ir afuera, venir afuera
Amharic	-
Swahili	end, akaenda, shuk, nend, tok

Figure 3.12: Displaying the grammar information box on a computer.

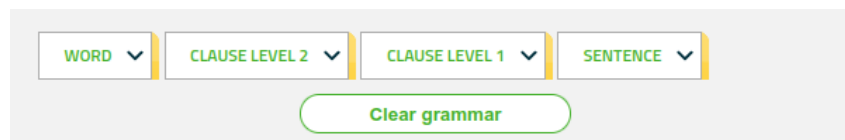


Figure 3.13: Greek grammar selection box.

to look as in Figure 3.15, where you can see the part of speech of each word of the text. You can add additional information by clicking the relevant buttons in the grammar selection box.

You can use the *Clear grammar* all the selected grammar information, and you can use the × icon to hide the grammar selection box.

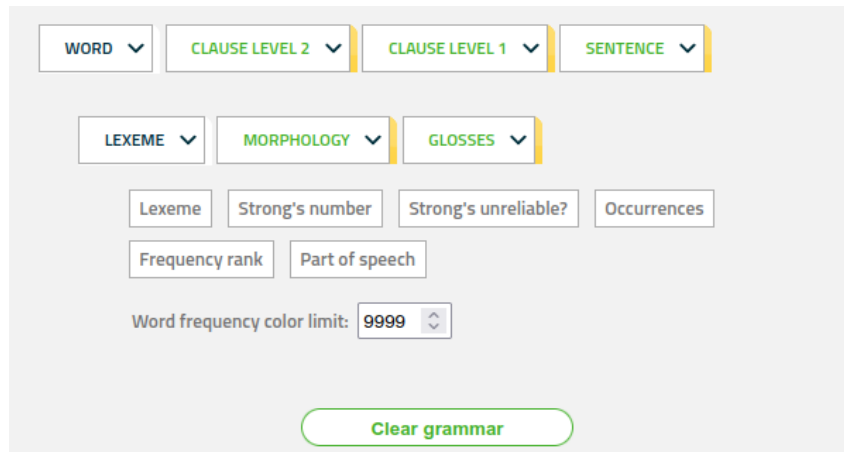
The grammar selection box also allows you to see borders between clauses or sentences, as well as grammatical information about each of these. If, for example, you click *Clause level 1*, and then select *Show border*, you will see the borders of each clause.

By pointing your mouse to the word “Clause1” on the border of a particular Clause (or, alternatively, clicking the word “Clause1”), a grammar information box for the particular clause will be shown. (See Figure 3.16.)

Some words may not belong to a particular clause, and a clause may be split into parts. In Figure 3.16 the word καὶ at the start of verse 3 is not a member of a clause; and the clause in verse 1, the clause is split into two parts around the word δὲ, which is not part of the clause. The split clause is marked by its missing left and right borders.

The different items you can select in the grammar selection box are detailed in section XXX, but one item is worth mentioning here:

In the grammar selection box, under *Word* and *Lexeme* you can enter a “Word frequency color limit”. Setting this value to, for example, 50, means that the 50 most common Greek words in the New Testament will be displayed in black, whereas rarer words will be displayed in blue. (See Figure



The interface shows a selection box for Greek grammar. At the top, there are four dropdown menus: 'WORD', 'CLAUSE LEVEL 2', 'CLAUSE LEVEL 1', and 'SENTENCE'. Below these are three more dropdown menus: 'LEXEME', 'MORPHOLOGY', and 'GLOSSES'. Under 'MORPHOLOGY', there are several buttons: 'Lexeme', 'Strong's number', 'Strong's unreliable?', 'Occurrences', 'Frequency rank', and 'Part of speech'. At the bottom, there is a 'Word frequency color limit' set to '9999' and a 'Clear grammar' button.

Figure 3.14: Greek grammar selection box after clicking Word and Lexeme.

<sup>1</sup> Ἐγένετο	δὲ	ἐν	ταῖς	ἡμέραις
Verb	Conjunction	Preposition	Article	Noun
ἐκείναις	ἐξῆλθεν	δόγμα	παρὰ	Καίσαρος
Demonstrative pronoun	Verb	Noun	Preposition	Noun
Αὐγούστου	ἀπογράφεσθαι	πᾶσαν	τὴν	
Noun	Verb	Adjective	Article	
οἰκουμένην.	<sup>2</sup> αὕτη	ἀπογραφὴ	πρώτη	
Noun	Demonstrative pronoun	Noun	Adjective	
ἔγένετο	ἡγεμονεύοντος	τῆς	Συρίας	Κυρηνίου.
Verb	Verb	Article	Noun	Noun

Figure 3.15: Luke 2 with part-of-speech information.

3.17.) If you are learning Greek, you may find this feature useful when deciding if a word is worth memorizing. When determining how common words are, different morphological forms of the same word are counted as one. For more information about word frequency, see section XXX.

Luke 2

×

MyView

WORD

CLAUSE LEVEL 2

CLAUSE LEVEL 1

SENTENCE

Separate lines

Show border

Function

Clear grammar

Clause1

1 Ἐγένετο δὲ

Clause1

ἐν ταῖς ἡμέραις ἐκείναις ἐξῆλθεν δόγμα παρὰ Καίσαρος Αὐγούστου ἀπογράφεσθαι πᾶσαν τὴν οἰκουμένην.

Clause1

2 αὕτη ἀπογραφὴ πρώτη ἐγένετο

Clause1

ἡγεμονεύοντος τῆς Συρίας Κυρηνίου. 3 καὶ

Clause1

ἐπορεύοντο πάντες ἀπογράφεσθαι, ἕκαστος εἰς τὴν ἑαυτοῦ πόλιν.

Clause level 1

Function

Clause

Figure 3.16: Showing grammar information for the second clause of Luke 2.

<sup>1</sup> Ἐγένετο δὲ ἐν ταῖς ἡμέραις ἐκείναις ἐξῆλθεν δόγμα παρὰ Καίσαρος Αὐγούστου ἀπογράφεσθαι πᾶσαν τὴν οἰκουμένην.  
<sup>2</sup> αὕτη ἀπογραφὴ πρώτη ἐγένετο ἡγεμονεύοντος τῆς Συρίας Κυρηνίου. <sup>3</sup> καὶ ἐπορεύοντο πάντες ἀπογράφεσθαι, ἕκαστος εἰς τὴν ἑαυτοῦ πόλιν. <sup>4</sup> Ἀνέβη δὲ καὶ Ἰωσήφ ἀπὸ τῆς Γαλιλαίας ἐκ πόλεως Ναζαρέθ εἰς τὴν Ἰουδαίαν εἰς πόλιν Δαυεὶδ ἣτις καλεῖται Βηθλεὲμ, διὰ τὸ εἶναι αὐτὸν ἐξ οἴκου καὶ πατριᾶς Δαυεὶδ, <sup>5</sup> ἀπογράψασθαι σὺν Μαριάμ τῇ ἐμνηστευμένῃ αὐτῷ, οὕσῃ ἐγκύῳ.

Figure 3.17: The 50 most common words are black, rarer words are blue.

## Logging In

You should read this chapter.

You can use Bible OL to display biblical text and run some exercises without logging in to the system. But if you want to customize the way text is displayed and if you want to take full advantage of the system, you should have an account and log in when you use Bible OL.

### 4.1 Creating An Account

You can create an account yourself, or you can have your teacher create an account for you.

To create an account yourself, select *Login* from the *User Access* menu. This brings up the login page, where you can select *Create a new account*, or – if allowed by your installation – you can use an existing Google or Facebook account to log in.

### 4.2 Advantages of Having An Account

When you are logged in using an account, you get a number of extra possibilities:

- You can customize the fonts used for displaying text.
- You can join classes set up by your teacher and access exercises that anonymous users cannot access.
- When you take an exercise, your progress can be recorded and you and your teacher can monitor and grade your progress.

When you are logged in, an extra menu item appears on the Bible OL website: “My Data”. This menu has these items:

- *Font preferences* – Use this to change the fonts used to display Hebrew or Greek.
- *Profile* – Here you can change your name, e-mail address, preferred interface language, and password. (If you are logged in via Google or Facebook, you can only change your preferred interface language.)
- *Enroll/unenroll in class* – Use this to join or leave a class. Classes are described in detail in Chapter XXX.
- *My performance* – See how you are doing solving the exercises.

To log out, select *Logout* from the *User Access* menu.

### 4.3 Special Account Privileges

A system administrator may assign special privileges to your account. The special privileges are:



- Facilitator
- Translator
- Sysadmin

The facilitator and translator privileges are independent of each other. A user may have either or both sets of privileges.

A sysadmin has all the privileges of both facilitators and translators plus additional privileges.

### 4.3.1 Facilitator

As a facilitator (or teacher) you have the following additional rights on the system:

- Add, modify, or delete user accounts (except for facilitator, translator, or sysadmin accounts).
- Create and manage exercises.
- Create and manage exams.
- Create and manage classes.
- Monitor how the students in your classes are doing in the exercises.
- Assign or remove facilitator privileges to other accounts.

When you are logged in with facilitator privileges, additional items appears in the “My Data” menu:

- *Students’ performance* – See how your students are doing solving the exercises.
- *Grade Quizzes* – Grade students’ quizzes.
- *Grade Exams* – Grade students’ quizzes.

Additionally, you will see a new menu item “Administration” with these items:

- *Users* – Manage user accounts.
- *Classes* – Manage classes.
- *Manage exercises*.
- *Manage exams*.

### 4.3.2 Translator

As a translator you have the right to modify the translation of

- The user interface.
- The names for Hebrew and Greek grammatical terms.
- The Hebrew and Greek lexicons.
- Add new languages to the set of available languages.

When you are logged in with translator privileges, you will see a new menu item “Administration” with these items:

- *Translate interface* – Translate the user interface.
- *Translate grammar items* – Translate the names for Hebrew and Greek grammatical terms.
- *Translate lexicon* – Translate the Hebrew and Greek lexicons.
- *Download lexicon* – Download a translation of a Hebrew or Greek lexicon.
- *Available translations* – View the available translations and add new languages.

### 4.3.3 Sysadmin

As a sysadmin (or system administrator) you have all the privileges of facilitators and translators plus these additional rights:

- Add, modify, or delete user accounts (including facilitator, translator, or sysadmin accounts).
- Manage gloss links (see Section XXX).
- Change ownership of exercises.
- Manage exercises created by other facilitators.
- Manage exams created by other facilitators.
- Manage classes created by other facilitators.

The “Administration” menu will have one additional item:

- *Gloss links* – See Section XXX.

## Running Exercises

Read this chapter if you want to run or create exercises.

In this section we will look at how you run an exercise. We will go through a couple of examples that you can try out on the system.

NOTE: You need not be logged in to try the code in this example, but you may see some warnings if you are not logged in.

Exercises are located in folders in much the same way files on a computer are located in folders. You can access the exercises by selecting *Exercises* from the *Text and exercises* menu. You will then see a list of folders that are found within the top level folder (Figure 5.1). The contents of some folders are available to all students, but you will see that some of the folders here are marked “Restricted”. These are folders that are only available to students that are enrolled in certain classes. Students’ access to folders is controlled by teachers as described in section XXX.

Section 5.1 gives examples of how to run a Hewbrew exercise. Section 5.2 gives examples of how to run a Greek exercise. (You only need to read one of these sections.)

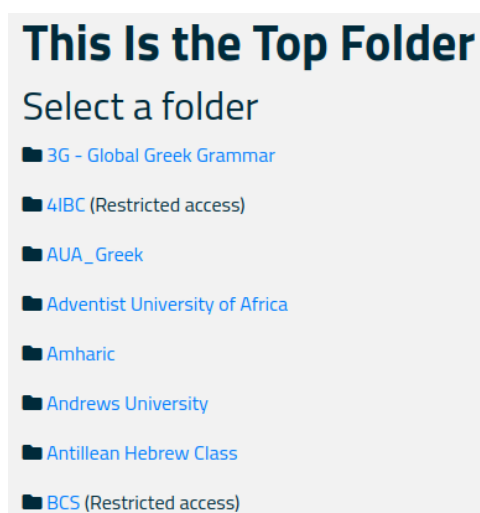


Figure 5.1: The top level exercise folder.

## 5.1 Hebrew Exercises

### 5.1.1 Example: First Hebrew Exercise

(For a corresponding Greek exercise, see Section 5.2.1.)

Find the folder named “ETCBC4” and click on that. Within that folder, you will find another folder called “demo”. If you click on that, you will see a list of all the exercises found within that folder (Figure 5.2).

We will now focus on the exercise called “demo1”. The person who created this exercise will have configured it with a set of Bible passages that should be used for this exercises. If you click on one of the numbers 5, 10, or 25 under the heading “Select number of questions using preset passages”, you will start an exercise with 5, 10, or 25 questions take from the pre-configured Bible passages. If instead you click on one of the numbers 5, 10, or 25 under the heading “Select number of questions and specify your own passages”, you will be allowed to specify the Bible passages yourself.

Click on the number 5 under “...preset passages” and the exercise will start. The system will show you a random sentence from the specified Bible passages, for example, the one you see in Figure 5.3. At the top of the exercise you see a short description – in this case “Please indicate the gender and number of these nouns and pronouns.” If you click the button labelled “Locate”, you will learn that this sentence is found in Genesis 1 : 6. As described in Section 3.1.1, you can see more information about each word by pointing to it with your mouse (if you are using an ordinary computer), by clicking on it, or by using the “MyView” selector.

In this example, the system has highlighted three nouns or pronouns in purple. Your task is to identify the grammatical gender and number of each of these words.

Below the text you see a green bar. This will show your progress through the five sentences of this exercise. Below the bar is a box in which you should provide your answers. This answer box provides some information about the noun: In this case it its the actual text and the English translation of the word. These items are known as the “Display features” (see Figure 5.4). Below the display features is the information that you are expected to provide: In this case it is the gender and number of the word. These items are known as the “Request features”.

The first noun, רִקִּיעַ, is shown in the top line of the answer box, and you must identify its gender by clicking either “Masculine”, “Feminine”, or “Other value”,<sup>1</sup> and its number by clicking either “Singular”, “Plural”, “Dual”, or “Other value”.

<sup>1</sup>“Other value” is not relevant in this exercise.

Select an Exercise		
Quiz name	Select number of questions using preset passages	Select number of questions and specify your own passages
demo1	5 10 25	5 10 25
demo2	5 10 25	5 10 25
demo3	5 10 25	5 10 25
gender	5 10 25	5 10 25
gender-translit	5 10 25	5 10 25

Figure 5.2: The ETCBC4/demo exercise folder.

Please indicate the gender and number of these nouns and pronouns.

Locate: MyView

יְהִי רָקִיעַ בְּתוֹךְ הַמַּיִם

Text: רָקִיעַ

English: plate; firmament

> Gender:

Number:

>

Figure 5.3: The first sentence of a Hebrew exercise.

After making your choices, you may then check your answer by clicking “Check answer”. Figure 5.5 shows you what a correct and a wrong answer looks like. If you don’t know the answer, clicking the “Show answer” button will display the correct answer.

In this sentence there are three nouns. We can move on to the next noun, תּוֹךְ, by clicking the > symbol at the right side of the answer box. A < symbol will then appear at the left side of the answer box, allowing you to move back to the previous word.

When the last word in the sentence, מַיִם, is shown (Figure 5.6), three buttons appear below the answer box. Use the “Next” button to move to the next sentence. When there are no more sentences, or if you want to terminate the exercise prematurely, you can click either “GRADE task” or “SAVE outcome”. Both of these terminate the exercise. If you are not logged in, no further action is taken, regardless of which of the two buttons you press. But if you *are* logged in, “GRADE task” causes the system to store your result internally and indicates to the teacher that your result may be used for grading your progress. “SAVE outcome” also stores your result internally, but indicates that you do not want your result to be used for grading.

Please indicate the gender and number of these nouns and pronouns.

Locate: MyView

יְהוָה רָקִיעַ בְּתוֹךְ הַמַּיִם

Text רָקִיעַ } Display features  
English plate; firmament

> Gender Masculine Feminine Other value } Request features >

Number Singular Plural Dual Other value

Check answer Show answer

Figure 5.4: Display features and request features.

Text רָקִיעַ  
English plate; firmament

> Gender ✓ Masculine Feminine Other value >

Number ✗ Singular Plural Dual Other value

Check answer Show answer

Figure 5.5: A correct and a wrong answer to a Hebrew exercise.

Text

English

> Gender

Number

מי

water, waters

Masculine Feminine Other value

Singular Plural Dual Other value

Check answer

Show answer

Next

GRADE task

SAVE outcome

Figure 5.6: Showing the last word of the exercise question.





### 5.1.3 Example: Third Hebrew Exercise

(For a corresponding Greek exercise, see Section 5.2.3.)

We will now look at the exercise called “demo3” in the “ETCBC4/demo” folder. Click on the number 5 under “...preset passages” for that exercise. The system will show you a random sentence from the specified Bible passages, for example, the one you see in Figure 5.8.


In this exercise the object of the exercise is not words but clauses. Each subquestion presents a clause, and your task is to identify the type of the clause. Figure 5.8 shows a sentence from Genesis 20 : 3. If you click the “MyView” icon and select *Clause* and *Show border*, the limits of each clause are obvious. (See Figure 5.9.)

In this example you are asked to consider the type of the indicated clause. The first clause is הַנֶּנֶךְ מֵת עַל-הָאִשָּׁה, and you must decide if the type of this clause is either *AjCl* (adjectival clause), *NmCl* (nominal clause), or *Ptcp* (participle clause).<sup>2</sup> Once you have made your choice and checked if it is correct, you can press the > symbol to move on to the next clause in the sentence, which is וְהוּא בָּעֵלָתָּה. (The middle clause in the sentence (אֲשֶׁר-לָקַחְתָּ) has a type that is not covered by this exercise, and for that reason it is not shown in purple and is omitted from the exercise.)

<sup>2</sup>The answer *Other value* is not relevant in this exercise.

The clauses in this exercise are either *nominal clauses* (NmCl), *adjectival clauses* (AjCl), or *participle clauses* (Ptcp). Your task is to determine which it is.

Locate:

  
 MyView

הַנֶּנֶךְ מֵת עַל-הָאִשָּׁה אֲשֶׁר-לָקַחְתָּ וְהוּא בָּעֵלָתָּה בָּעֵל:

Text

הַנֶּנֶךְ מֵת עַל-הָאִשָּׁה

> Type

AjCl

NmCl

Ptcp

Other value

>

Check answer

Show answer

Figure 5.8: An exercise about clauses.

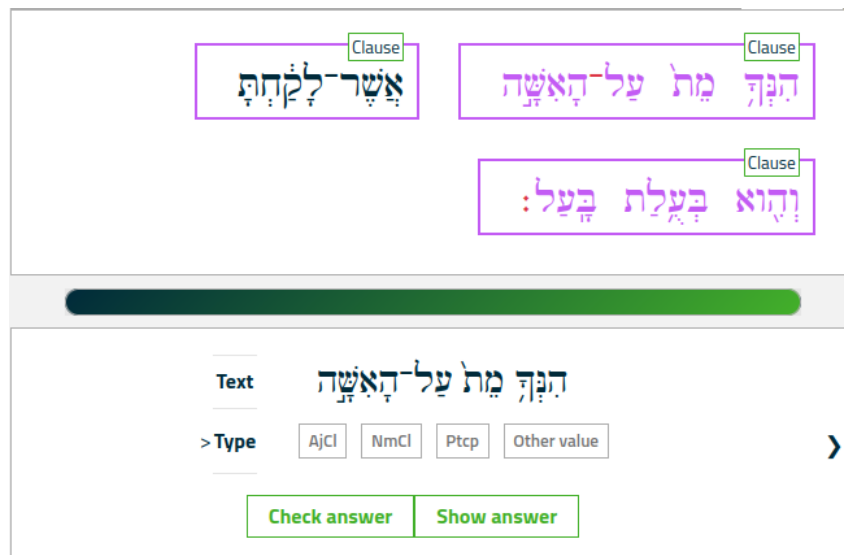


Figure 5.9: Showing the limits of each clause.

## 5.2 Greek Exercises

### 5.2.1 Example: First Greek Exercise

(For a corresponding Hebrew exercise, see Section 5.1.1.)

Find the folder named “Nestle 1904” and click on that. Within that folder, you will find another folder called “demo”. If you click on that, you will see a list of all the exercises found within that folder (Figure 5.10).

We will now focus on the exercise called “demo1”. The person who created this exercise will have configured it with a set of Bible passages that should be used for this exercises. If you click on one of the numbers 5, 10, or 25 under the heading “Select number of questions using preset passages”, you will start an exercise with 5, 10, or 25 questions take from the pre-configured Bible passages. If instead

**This Is the Folder 'Nestle 1904/demo'**

Select a folder

[↑ Parent](#)

Select an Exercise

Quiz name	Select number of questions using preset passages	Select number of questions and specify your own passages
case	5 10 25	5 10 25
conjugate_verb	5 10 25	5 10 25
demo1	5 10 25	5 10 25
demo2	5 10 25	5 10 25
demo3	5 10 25	5 10 25

Figure 5.10: The Nestle 1904/demo exercise folder.

Please indicate the gender and number of these nouns and pronouns.

Locate: MyView

τότε ἐγερθεῖς ἐπέτιμήσεν τοῖς ἀνέμοις καὶ τῇ θαλάσῃ, καὶ ἐγένετο γαλήνη μεγάλη.

Text: ἀνέμοις

English: wind

> Gender:

Number:

Figure 5.11: The first sentence of a Greek exercise.

you click on one of the numbers 5, 10, or 25 under the heading “Select number of questions and specify your own passages”, you will be allowed to specify the Bible passages yourself.

Click on the number 5 under “...preset passages” and the exercise will start. The system will show you a random sentence from the specified Bible passages, for example, the one you see in Figure 5.11. At the top of the exercise you see a short description – in this case “Please indicate the gender and number of these nouns and pronouns.” If you click the button labelled “Locate”, you will learn that this sentence is found in Matthew 8 : 26. As described in Section 3.2.1, you can see more information about each word by pointing to it with your mouse (if you are using an ordinary computer), by clicking on it, or by using the “MyView” selector.

In this example, the system has highlighted three nouns or pronouns in purple. Your task is to identify the grammatical gender and number of each of these words.

Below the text you see a green bar. This will show your progress through the five sentences of this exercise. Below the bar is a box in which you should provide your answers. This answer box provides some information about the noun: In this case it is the actual text and the English translation of the word. These items are known as the “Display features” (see Figure 5.12). Below the display features is the information that you are expected to provide: In this case it is the gender and number of the word. These items are known as the “Request features”.

The first noun, ἀνέμοις, is shown in the top line of the answer box, and you must identify its gender by clicking either “N/A”,<sup>3</sup> “Masculine”, “Feminine”, or “Neuter”. and its number by clicking either “N/A”, “Singular”, or “Plural”.

After making your choices, you may then check your answer by clicking “Check answer”. Figure 5.13 shows you what a correct and a wrong answer looks like. If you don’t know the answer, clicking the “Show answer” button will display the correct answer.

In this sentence there are three nouns. We can move on to the next noun, θαλάσση, by clicking the > symbol at the right side of the answer box. A < symbol will then appear at the left side of the answer

<sup>3</sup>That is, “Not applicable”. This means that the word has no gender, which is the case for pronouns such as “I” and “you”.

Please indicate the gender and number of these nouns and pronouns.

Locate: MyView

τότε ἐγερθεῖς ἐπέτιμήσεν τοῖς ἀνέμοις καὶ τῇ θαλάσῃ, καὶ ἐγένετο γαλήνη μεγάλη.

Text  
English

ἀνέμοις  
wind

> Gender

Number

Display features } Request features >

Figure 5.12: Display features and request features.

Text  
English

ἀνέμοις  
wind

> Gender

Number

Figure 5.13: A correct and a wrong answer to a Greek exercise.

box, allowing you to move back to the previous word.

When the last word in the sentence, γαλήνη, is shown (Figure 5.14), three buttons appear below the answer box. Use the “Next” button to move to the next sentence. When there are no more sentences, or if you want to terminate the exercise prematurely, you can click either “GRADE task” or “SAVE outcome”. Both of these terminate the exercise. If you are not logged in, no further action is taken, regardless of which of the two buttons you press. But if you *are* logged in, “GRADE task” causes the system to store your result internally and indicates to the teacher that your result may be used for grading your progress. “SAVE outcome” also stores your result internally, but indicates that you do not want your result to be used for grading.

The screenshot shows a web-based exercise interface. At the top, there is a text input field containing the Greek word "γαλήνη" (galēnē) and its English translation "calm". Below this, there are two rows of buttons for selecting grammatical information. The first row is labeled "Gender" and contains four buttons: "N/A", "Masculine", "Feminine", and "Neuter". The second row is labeled "Number" and contains three buttons: "N/A", "Singular", and "Plural". To the left of these rows is a blue left-pointing arrow button. Below the grammatical selection buttons are two green buttons: "Check answer" and "Show answer". At the bottom of the interface are three green buttons: "Next", "GRADE task", and "SAVE outcome".

Figure 5.14: Showing the last word of the exercise question.

### 5.2.2 Example: Second Greek Exercise

(For a corresponding Hebrew exercise, see Section 5.1.2.)

We will now look at the exercise called “demo2” in the “Nestle 1904/demo” folder. Click on the number 5 under “...preset passages” for that exercise. The system will show you a random sentence from the specified Bible passages, for example, the one you see in Figure 5.15.

Here, we have a sentence from Luke 8 : 17. You will immediately notice an important difference from the previous example: Some of the words have been replaced by a number in parentheses. The reason is that in this case Bible Online Learner asks the user to provide a word that is actually part of the text; therefore the word must not be shown in the window. The system has therefore replaced the interesting words with numbers.

In this example, the answer box contains five lines labelled “Item number”, “Lexeme”, “Tense”, “Mood”, “Voice”, “Person”, and “Number”. The item number refers to the number in parentheses in the sentence. The lexeme is the dictionary form of the word in question, and the voice, mood, person, number, and tense should help you create the word form that is actually in the text.

Your task is to type the word form that is found in the text in lower case without accents.<sup>4</sup> Below the empty field for the text, you will see a few buttons labelled with Greek characters. You can use these buttons to spell the correct word form, which in this case is εστιν. The key marked ← is a backspace key that deletes the last character you entered. The small characters in the upper left corner can be used to type the Greek character on your computer keyboard, if you prefer to do so rather than to click with your mouse. (More about this in Section XXX.)

When you have entered your answer, you can use the “Check answer” button to verify that your answer is correct.

<sup>4</sup>The label “Normalized” refers to a version of the text without punctuation and certain accents.

οὐ γάρ (1) κρυπτόν ὁ οὐ φανερόν (2) οὐδὲ ἀπόκρυφον ὁ οὐ μὴ  
γνωσθῇ καὶ εἰς φανερόν ἔλθῃ.

---

Item number	1
Lexeme	εἰμί
Tense	Present
Mood	Indicative
Voice	Active
Person	3rd
Number	Singular

Normalized (lower case, no accents)

←

ε

θ

ι

μ

ν

ς

σ

τ

Figure 5.15: A sentence from the exercise “Nestle 1904/demo2”.

### 5.2.3 Example: Third Greek Exercise

(For a corresponding Hebrew exercise, see Section 5.1.3.)

We will now look at the exercise called “demo3” in the “Nestle 1904/demo” folder. Click on the number 5 under “...preset passages” for that exercise. The system will show you a random sentence from the specified Bible passages, for example, the one you see in Figure 5.16.

In this exercise the object of the exercise is not words but clauses. Each subquestion presents a level 1 clause, and your task is to identify the function of the clause. Figure 5.16 shows a sentence from Matthew 6 : 11. If you click the “MyView” icon and select *Clause level 1* and *Show border*, the limits of each clause are obvious. (See Figure 5.17.)

In this example you are asked to consider the function of the indicated clause. The first clause is Τὸν ἄρτον ἡμῶν τὸν ἐπιούσιον, and you must decide if the function of this clause is either *object*, *indirect object*, or *second object*.<sup>5</sup> Once you have made your choice and checked if it is correct, you can press the ► symbol to move on to the next clause in the sentence, which is simply the word ἡμῖν. (The middle clause in the sentence (δοῦς) and the last one (σήμερον) have functions that are not covered by this exercise, and for that reason they are not shown in purple and are omitted from the exercise.)

<sup>5</sup>The answer *Other value* is not relevant in this exercise.

The clauses in this exercise are either *object*, *indirect object*, or *second object*. Your task is to determine which it is.

Locate: MyView

Τὸν ἄρτον ἡμῶν τὸν ἐπιούσιον δὸς ἡμῖν σήμερον·

---

**Text** Τὸν ἄρτον ἡμῶν τὸν ἐπιούσιον

**> Function** Indirect object Object Second object Other value >

Check answer Show answer

Figure 5.16: An exercise about clauses.

Clause1 Τὸν ἄρτον ἡμῶν τὸν ἐπιούσιον
 Clause1 δὸς
 Clause1 ἡμῖν  
Clause1 σήμερον·

---

**Text** Τὸν ἄρτον ἡμῶν τὸν ἐπιούσιον

**> Function** Indirect object Object Second object Other value >

Check answer Show answer

Figure 5.17: Showing the limits of each clause.

## 5.3 Variations to Exercises

The exercises presented in the previous sections illustrate how most exercises work. However, a teacher can vary certain details about the way exercises look to the student. These details are listed in the following sections.

### 5.3.1 Disabling “Locate”

A teacher may disable the “Locate” button in an exercise.

Figure 5.18: Context around the sentence being considered is shown in grey. The sentence in question is shown in black and purple.

### 5.3.2 Sentence Context

Normally, an exercise will show you one sentence at a time. However, an exercise may be constructed to display a few sentences surrounding the sentence in question. For example, Figure 5.18 shows one sentence in grey before and after the sentence that the exercise is concerned with.

### 5.3.3 Fixed Exercises

Normally, the sentences for exercises are chosen at random from a set of Bible passages. This means that every time you run an exercise, you may see new sentences.

However, an exercise may be constructed to display a fixed set of questions in a fixed order. If that is the case, you will always see the same sentences every time you run the exercise.

Furthermore, the student can normally choose between seeing 5, 10, or 25 questions in an exercise; but a teacher may restrict this number so that only a fixed number of questions can be shown.

If either the order of questions or the number of questions is fixed, the students cannot themselves choose the Bible passages for the exercise.

### 5.3.4 Hints

Sometimes a Hebrew word form, taken on its own, may have multiple interpretations. For example, the word form **תְּהַיְיָ** can be both 2nd person masculine and 3rd person feminine. A teacher may configure an exercise to provide hints to the correct interpretation. Figure 5.19 shows a sentence where the student is asked to provide the gender for this particular word. A hint tells the student that we are dealing with a 2nd person form, which aids the student in selecting the correct gender, masculine.

### 5.3.5 Hidden Information

When viewing text outside an exercise, you have access to a considerable amount of grammatical information. When doing an exercise, some of that information may be inaccessible, either because the information would give away the correct answer, or because the teacher has deliberately hidden some information.

As an example, consider the Hebrew exercise *demo1* presented in section 5.1.1, in which you are required to provide the gender of a Hebrew noun. Gender information is normally available via the



Figure 5.19: An ambiguous word form with a hint.

Figure 5.20: “Person, gender, number” disabled.

“MyView” selector, but as Figure 5.20 shows, the “person, gender, number” button has been disabled. Also, hovering the mouse over a word or clicking a word, will not display gender information.

### 5.3.6 Typing Nothing

Occasionally you come across a question whose answer is *nothing*.

Imagine, for example, a quiz about the English language in which you are required to type the plural ending of various words. What is the plural ending of the word “cow”? It is, of course, “s” since the plural of “cow” is “cows”. But what is the plural ending of the word “sheep”? Since the plural of “sheep” is “sheep”, the plural ending is “ ” – nothing!



Figure 5.21: When the answer to a question is an empty text, type a dash.

How do you type nothing? If you leave an input field empty, Bible OL will think that you have not yet answered the question. The correct way to indicate that an answer is an empty text is to type a single dash (hyphen, minus) “-” in the answer field.

As an example, consider question in Figure 5.21. Here, Bible OL asks for the pronominal suffix of the word כבוד; but that word has no pronominal suffix, so the correct answer is an empty text, which you indicate by typing a dash by pressing the character button indicated by the red arrow in the illustration.

## Managing Exercises

Read this chapter if you are a teacher who needs to create and manage exercises for students.

Note: In order to manage exercises, you must be logged in with a username that has “facilitator” privileges.

### 6.1 Creating Exercises

Before we get into the details of how to create exercises, we need to discuss two important concepts used by Bible OL:

**Sentence units** A sentence can be seen as consisting of a set of *sentence units*. By far the most common thing is to see a sentence as a set of words, but you could also see the sentence as comprised of clauses or phrases. Thus a sentence unit can be a *word*, a *clause*, a *phrase*, or perhaps something else. As you read on, you will rarely go wrong if you assume that “sentence unit” means “word”.

**Features** A sentence unit has various *features*. A feature has a name and a value. For example, a word can have a feature called *part of speech* with the value *noun* and a feature called *gender* with the value *masculine*. An important feature is called *text*, which simply refers to the actual characters making up the word; for example, the *text* feature may have the value “elephant”.

You should also realise that in the context of Bible OL, an exercise is actually a description of how the program should generate questions. Internally, an exercise is stored in a file whose filename ends with “.3et”.

An exercise specifies:

- The database that is to be used (typically, the Old or the New Testament).
- The Bible passages from which the program chooses the exercise sentences (for example, the minor prophets).
- The criteria that the program should use when choosing sentences.
- The criteria that the program should use when choosing the sentence units (typically, words) that form the actual questions.
- The sentence unit features whose values are shown to the user.
- The sentence unit features whose values are requested from the user.

In the following examples, we shall create a few exercises. In order to do this, you must be logged in with a username that has “facilitator” privileges.

Section 6.2 gives examples of how to create Hebrew exercises. Section 6.3 gives examples of how to create Greek exercises. (You only need to read one of these sections.)

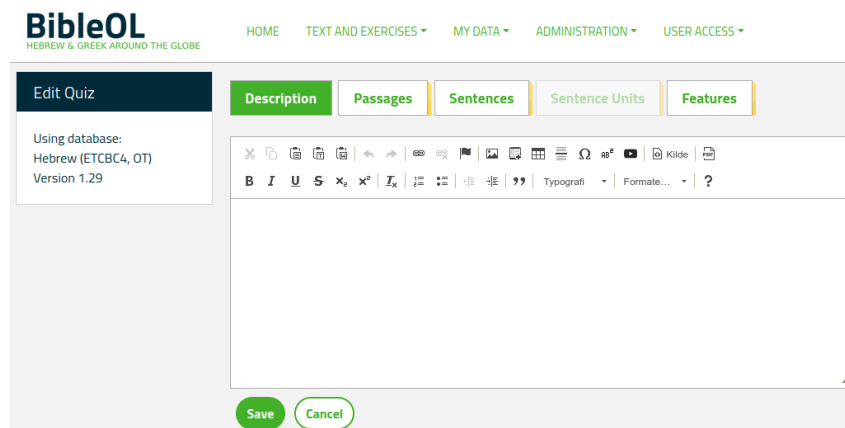


Figure 6.1: Initial window when creating an exercise.

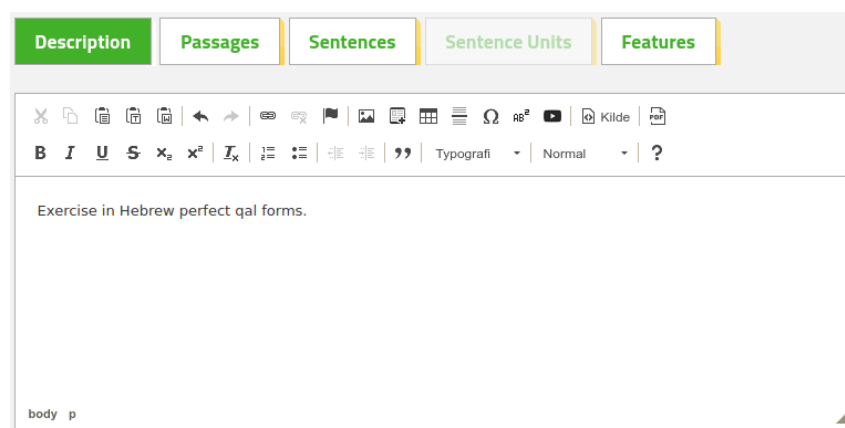


Figure 6.2: Filling out the description field.

## 6.2 Creating Hebrew Exercises

### 6.2.1 A Simple Hebrew Exercise

We shall create an exercise in the conjugation of Hebrew verbs in the qatal form of the qal stem. We shall ask the user to identify the person, gender, and number of the perfect forms of various qal verbs.

From the *Administration* menu select *Manage exercises* then navigate to a folder where you want to create your exercises. This should preferably be a folder used only by you and your team. At the bottom of the page, click the *Create exercise* button. A dialog will appear in which you select the text database on which you want to base your exercise. Here, you should select “Hebrew (ETCBC4, OT)” and press the *OK* button.

You will now see a web page that looks like Figure 6.1. At the top you’ll see five tabs, labelled “Description”, “Passages”, “Sentences”, “Sentence Units”, and “Features”. On the left, you can see the name of the text database you are using.

#### 6.2.1.1 The “Description” Tab

The “Description” tab is displayed when you start editing an exercise. Below the row of tabs, you see a text editing field in which you can write information and instructions to the students who will be running this exercise. You may, for example, write something like what you see in Figure 6.2.

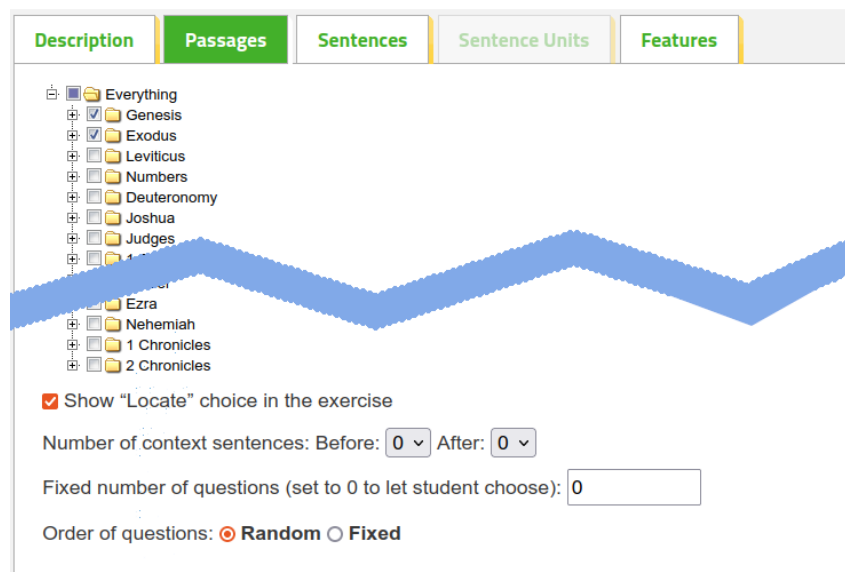


Figure 6.3: Choosing passages and other exercise options.

### 6.2.1.2 The “Passages” Tab

Select the “Passages” tab and indicate which part of the Old Testament you want to use for the exercise. (See Figure 6.3.) When generation questions for a student, Bible OL will choose sentences from the passages you specify here. The more passages you select, the more sentences Bible OL can choose from; but the more sentences there are, the longer it will take the program to generate the exercise. Therefore it may be a good idea to limit the selection. On most computers a selection comprising the entire New Testament is no problem; but if the selection contains the entire Old Testament, the program may appear somewhat slow.

The passages you specify here are, in general, only a suggestion for the student; as we have seen in Section 5.1.1, the passage selection can normally be altered by the student when the exercise is run.

You can click on the small plus signs next to the names of the books of the Bible. This will allow you to specify individual chapters or verses to use for the exercise.

Below the passage selector, you can specify a few specialities about the exercise:

- Should the “Locate” button be shown or not? (See Section 5.3.1.)
- How many sentences of context should be shown before and after the relevant sentence? (See Section 5.3.2.)
- Should the number of questions be fixed, or should the student be able to choose? (See Section 5.3.3.)
- Should the order of questions be random or fixed? (See Section 5.3.3.)

If either the number of questions or the order of questions is fixed, the students cannot themselves choose the Bible passages for the exercise.

### 6.2.1.3 The “Sentences” Tab

Select the “Sentences” tab. You will see a dialog like the one in Figure 6.4. Here you can indicate the criteria which the program is to use when choosing sentences for the exercise.

We shall return to the first two lines (“Use this for sentence unit selection” and “MQL statement to select sentences”) later. Make sure that “Friendly feature selector” is marked.

Next to “Sentence unit type” there is a drop-down list where you can choose between the types of sentence units available for exercises in this database. These are “Word”, “Subphrase”, “Phrase atom”,

The screenshot shows the 'Sentences' tab in the Bible OL interface. At the top, there are five tabs: 'Description', 'Passages', 'Sentences' (active), 'Sentence Units', and 'Features'. Below the tabs, there is a section for selecting sentence units. The first option is 'Also use this for sentence unit selection', which is checked. Below this is a text field for 'SQL statement to select sentences' containing '[word NORETRIEVE ]'. There is an 'Import from SHEBANQ' button. The second option is 'Friendly feature selector', which is selected. It shows 'Sentence unit type' as 'Word' and 'Feature' as 'Part of speech'. Below this is a 'Clear' button. A grid of checkboxes for various parts of speech is displayed, with 'Verb' selected.

Figure 6.4: Specifying sentence units and their features.

“Phrase”, “Clause atom”, and “Clause”. Here you select the type of object that the exercise should be about. In most cases the value should be “Word”.

Next to “Feature” there is another drop-down list. Here you can choose between the various features available for the selected sentence unit type. For words, the features include “Part of speech”, “Gender”, “Number” etc. Try selecting various features and note how the rest of the window changes. When you choose a particular feature, Bible OL shows you the values that this feature may have. Finally press the “Clear” button.

The “Clear” button erases all the criteria.

For the exercise we are creating here, we need sentences containing words that...

...are verbs,  
 ...have the stem qal,  
 ...are in the qatal tense.

This can be specified thus:

- Set “Sentence unit type” to “Word”.
- Select the feature “Part of speech” and tick “Verb”.
- Select the feature “Stem” and tick “Qal”.
- Select the feature “Tense” and tick “Perfect”.

(Actually, in this example it is superfluous to require that the word should be a verb; if a word is marked as qal perfect, it is always a verb.)

The window now looks like Figure ??.

(You may have noticed that as you chose feature values, the text next to “SQL statement to select sentences” changed automatically. SQL is a command language that is used to specify how to search the database, and the statement here is the one actually used for your search. But feel free to ignore this for now. You may later read more about SQL in section XXX.)

Bible OL now knows how to find sentences for the exercises. It will choose the sentences based on the criteria we have just specified. But now things get a bit more complicated: When Bible OL generates exercises, it actually has to make two choices: First it must choose some interesting sentences; thereafter it must choose some interesting sentence units (words) within the chosen sentences.

Often, the criteria used for these two choices are the same. In the current example, this is indeed the case: First, we want to search the database for sentences that contain qal qatal verbs; thereafter, we want to search each sentence for words that are qal qatal verbs. So in this example, the words have to be chosen using exactly the same criteria as the sentences. The tick mark next to “Use this for sentence unit selection” instructs Bible OL to use the same criteria when selecting the interesting words. Try

Figure 6.5: Specifying qatal tense.

removing the tick next to “Use this for sentence unit selection” and then set it again; you will then see that the “Sentence Units” tab is only active when the tick mark is not set. (Be sure to leave the mark on.)

#### 6.2.1.4 The “Features” Tab

Select the “Features” tab. You will see a dialog like the one in Figure ?? . Here you can indicate what information you will provide to the student, and what information the student should provide.

When you first open this tab, all the marks will be in the “Don’t care” column. In the rightmost column you will see all the features that are available for the sentence unit called “Word” in this database. The first feature is always “Text” and represents the actual word in the Bible verse.

Here you can choose which features to show to the student and which features the student must provide. In this example we want to show the actual word and ask the student to identify its gender, person, and number. Place a mark in the column “Show” next to “Text” and in the column “Request” next to “Person”, “Gender”, and “Number” as shown in Figure ??.

When students run the exercise, they will be able to display all the features by pointing to the individual words with their mouse. If you want to prevent students from seeing certain features, indicate that in the “Don’t show” column. The “Request” features are never visible to the students.

A few of the features allow you to tick the “Multiple choice” column. If you do so, Bible OL will provide the student with a menu of choices for that feature; if you remove the tick under “Multiple choice”, the student must type the answer as text.

The “Features” tab is described in more detail in section XXX.

#### 6.2.1.5 Saving the Exercise

Click the “Save” button at the bottom of the page to save the exercise. You will be asked to provide a name for the exercise.

### 6.2.2 Running and Refining the Exercise

Go to the *Text and Exercise > Exercises* menu and find the exercise you just created. You can now run it by clicking, for example, on the number 5 under the heading *Select number of questions using preset passages*. You may then, for example, get the sentence from Genesis 3 : 1 which is shown in Figure ??.

HERTIL

Description	Passages	Sentences	Sentence Units	Features	
Word					
Show	Request	Don't care	Don't show	Multiple choice	Feature
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>			Text
		<input checked="" type="radio"/>	<input type="radio"/>		Occurrences
		<input checked="" type="radio"/>	<input type="radio"/>		Frequency rank
<input type="radio"/>		<input checked="" type="radio"/>			Hint
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>			Lexical stem (consonants only)
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>		Lexical stem
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>		Nominal ending
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>			Nominal ending (consonants only)
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>		Preformative
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>			Preformative (consonants only)
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	Pronominal suffix
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>			Pronominal suffix (consonants only)
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>		Univalent final
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>			Univalent final (consonants only)
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>		Verbal ending
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>			Verbal ending (consonants only)
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>		Root formation
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>			Root formation (consonants only)

Figure 6.6: Part of the contents of the “Features” tab.

## 6.3 Creating Greek Exercises

### 6.3.1 A Simple Greek Exercise

We shall create an exercise in the conjugation of Greek verbs in the present tense. We shall ask the user to identify the person and number of various present tense verb forms.

From the *Administration* menu select *Manage exercises* then navigate to a folder where you want to create your exercises. This should preferably be a folder used only by you and your team. At the bottom of the page, click the *Create exercise* button. A dialog will appear in which you select the text database on which you want to base your exercise. Here, you should select “Greek (Nestle 1904, NT)” and press the *OK* button.

You will now see a web page that looks like Figure 6.5. At the top you’ll see five tabs, labelled “Description”, “Passages”, “Sentences”, “Sentence Units”, and “Features”. On the left, you can see the name of the text database you are using.

#### 6.3.1.1 The “Description” Tab

The “Description” tab is displayed when you start editing an exercise. Below the row of tabs, you see a text editing field in which you can write information and instructions to the students who will be running this exercise. You may, for example, write something like what you see in Figure 6.6.



Show	Request	Don't care	Don't show	Multiple choice	Feature
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Text
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Occurrences
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Frequency rank
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hint
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Lexical stem (consonants)
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Language
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Lexical set
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Stem
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tense
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Person Unlimited
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Gender Unlimited
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Number Unlimited
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	State
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Phrase dependent part of speech
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Part of speech
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Suffix person

Figure 6.7: Show the text and request the person, gender, and number.

### 6.3.1.2 The “Passages” Tab

Select the “Passages” tab and indicate which part of the New Testament you want to use for the exercise. (See Figure 6.7.) When generation questions for a student, Bible OL will choose sentences from the passages you specify here. The more passages you select, the more sentences Bible OL can choose from; but the more sentences there are, the longer it will take the program to generate the exercise. Therefore it may be a good idea to limit the selection. On most computers a selection comprising the entire New Testament is no problem; but if the selection contains the entire Old Testament, the program may appear somewhat slow.

The passages you specify here are, in general, only a suggestion for the student; as we have seen in Section 5.2.1, the passage selection can normally be altered by the student when the exercise is run.

You can click on the small plus signs next to the names of the books of the Bible. This will allow you to specify individual chapters or verses to use for the exercise.

Below the passage selector, you can specify a few specialities about the exercise:

- Should the “Locate” button be shown or not? (See Section 5.3.1.)
- How many sentences of context should be shown before and after the relevant sentence? (See Section 5.3.2.)
- Should the number of questions be fixed, or should the student be able to choose? (See Section 5.3.3.)
- Should the order of questions be random or fixed? (See Section 5.3.3.)

If either the number of questions or the order of questions is fixed, the students cannot themselves choose the Bible passages for the exercise.

### 6.3.1.3 The “Sentences” Tab

Select the “Sentences” tab. You will see a dialog like the one in Figure 6.8. Here you can indicate the criteria which the program is to use when choosing sentences for the exercise.

We shall return to the first two lines (“Use this for sentence unit selection” and “MQL statement to select sentences”) later. Make sure that “Friendly feature selector” is marked.

וְהִנֵּחַשׁ הִנֵּה עָרוֹם מְכַל תִּנַּת הַשָּׂדֶה  
אֲשֶׁר עָשָׂה יְהוָה אֱלֹהִים

**Text** הִנֵּה

**> Person** 1st 2nd 3rd None Unknown  
Absent

**Gender** Masculine Feminine None Unknown  
Absent

**Number** Singular Plural Dual None Unknown  
Absent

[Check answer](#) [Show answer](#)

Figure 6.8: Show the text and request the person, gender, and number.

Next to “Sentence unit type” there is a drop-down list where you can choose between the types of sentence units available for exercises in this database. These are “Word”, “Subphrase”, “Phrase atom”, “Phrase”, “Clause atom”, and “Clause”. Here you select the type of object that the exercise should be about. In most cases the value should be “Word”.

Next to “Feature” there is another drop-down list. Here you can choose between the various features available for the selected sentence unit type. For words, the features include “Part of speech”, “Gender”, “Number” etc. Try selecting various features and note how the rest of the window changes. When you choose a particular feature, Bible OL shows you the values that this feature may have. Finally press the “Clear” button.

The “Clear” button erases all the criteria.

For the exercise we are creating here, we need sentences containing words that...

- ...are verbs,
- ...have the stem qal,
- ...are in the qatal tense.

This can be specified thus:

- Set “Sentence unit type” to “Word”.
- Select the feature “Part of speech” and tick “Verb”.
- Select the feature “Stem” and tick “Qal”.
- Select the feature “Tense” and tick “Perfect”.

(Actually, in this example it is superfluous to require that the word should be a verb; if a word is marked as qal perfect, it is always a verb.)

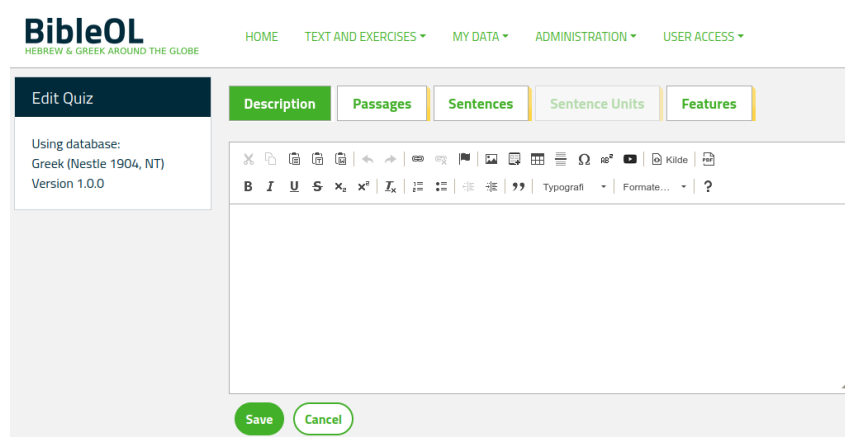


Figure 6.9: Initial window when creating an exercise.

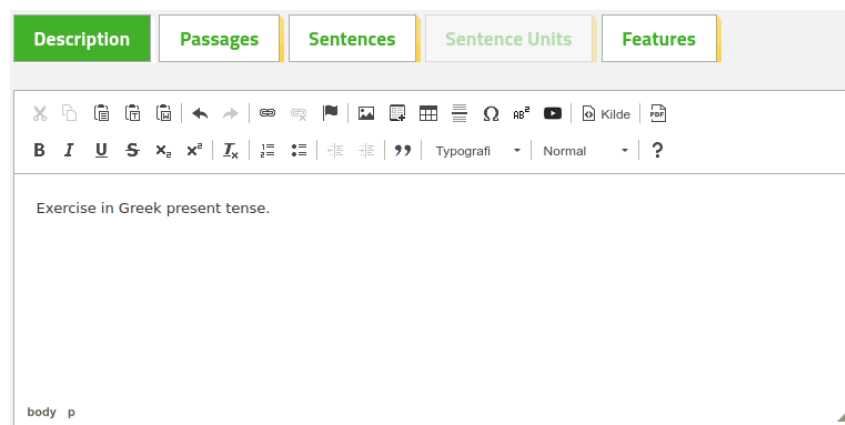


Figure 6.10: Filling out the description field.

The window now looks like Figure ??.

(You may have noticed that as you chose feature values, the text next to “MQL statement to select sentences” changed automatically. MQL is a command language that is used to specify how to search the database, and the statement here is the one actually used for your search. But feel free to ignore this for now. You may later read more about MQL in section XXX.)

Bible OL now knows how to find sentences for the exercises. It will choose the sentences based on the criteria we have just specified. But now things get a bit more complicated: When Bible OL generates exercises, it actually has to make two choices: First it must choose some interesting sentences; thereafter it must choose some interesting sentence units (words) within the chosen sentences.

Often, the criteria used for these two choices are the same. In the current example, this is indeed the case: First, we want to search the database for sentences that contain *qal qatal* verbs; thereafter, we want to search each sentence for words that are *qal qatal* verbs. So in this example, the words have to be chosen using exactly the same criteria as the sentences. The tick mark next to “Use this for sentence unit selection” instructs Bible OL to use the same criteria when selecting the interesting words. Try removing the tick next to “Use this for sentence unit selection” and set it again; you will then see that the “Sentence Units” tab is only active when the tick mark is not set. (Be sure to leave the mark on.)

**Description** **Passages** **Sentences** **Sentence Units** **Features**

- Everything
  - Matthew
  - Mark
  - Luke
  - John
  - 2 John
  - 3 John
  - Jude
  - Revelation

☒ Show "Locate" choice in the exercise

Number of context sentences: Before:  After:

Fixed number of questions (set to 0 to let student choose):

Order of questions: ☒ Random ☐ Fixed

Figure 6.11: Choosing passages and other exercise options.

☒ Also use this for sentence unit selection

☐ SQL statement to select sentences:

☒ Friendly feature selector:

Sentence unit type:

Feature:

☒ = ☐ ≠

<input type="checkbox"/> Adjective	<input type="checkbox"/> Hebrew	<input type="checkbox"/> Particle
<input type="checkbox"/> Adverb	<input type="checkbox"/> Indefinite pronoun	<input type="checkbox"/> Personal pronoun
<input type="checkbox"/> Aramaic	<input type="checkbox"/> Interjection	<input type="checkbox"/> Possessive pronoun
<input type="checkbox"/> Article	<input type="checkbox"/> Interrogative pronoun	<input type="checkbox"/> Preposition
<input type="checkbox"/> Condition	<input type="checkbox"/> Letter, indecl.	<input type="checkbox"/> Proper noun, indecl.
<input type="checkbox"/> Conjunction	<input type="checkbox"/> N/A	<input type="checkbox"/> Reciprocal pronoun
<input type="checkbox"/> Correl. or interrog. pron.	<input type="checkbox"/> Noun	<input type="checkbox"/> Reflexive pronoun
<input type="checkbox"/> Correlative pronoun	<input type="checkbox"/> Noun (other type), indecl.	<input type="checkbox"/> Relative pronoun
<input type="checkbox"/> Demonstrative pronoun	<input type="checkbox"/> Numeral, indecl.	<input type="checkbox"/> Verb

Figure 6.12: Specifying sentence units and their features.

Figure 6.13: Specifying qatal tense.

#### 6.3.1.4 The "Features" Tab

Select the "Features" tab. You will see a dialog like the one in Figure ???. Here you can indicate what information you will provide to the student, and what information the student should provide.

When you first open this tab, all the marks will be in the "Don't care" column. In the rightmost col-

Figure 6.14: Part of the contents of the "Features" tab.

Figure 6.15: Show the text and request the person, gender, and number.

Figure 6.16: Show the text and request the person, gender, and number.

umn you will see all the features that are available for the sentence unit called “Word” in this database. The first feature is always “Text” and represents the actual word in the Bible verse.

Here you can choose which features to show to the student and which features the student must provide. In this example we want to show the actual word and ask the student to identify its gender, person, and number. Place a mark in the column “Show” next to “Text” and in the column “Request” next to “Person”, “Gender”, and “Number” as shown in Figure ??.

When students run the exercise, they will be able to display all the features by pointing to the individual words with their mouse. If you want to prevent students from seeing certain features, indicate that in the “Don’t show” column. The “Request” features are never visible to the students.

A few of the features allow you to tick the “Multiple choice” column. If you do so, Bible OL will provide the student with a menu of choices for that feature; if you remove the tick under “Multiple choice”, the student must type the answer as text.

The “Features” tab is described in more detail in section XXX.

#### 6.3.1.5 Saving the Exercise

Click the “Save” button at the bottom of the page to save the exercise. You will be asked to provide a name for the exercise.

#### 6.3.2 Running and Refining the Exercise

Go to the *Text and Exercise > Exercises* menu and find the exercise you just created. You can now run it by clicking, for example, on the number 5 under the heading *Select number of questions using preset passages*. You may then, for example, get the sentence from Genesis 3 : 1 which is shown in Figure ??.

HERTIL

### Viewing Statistics

### User and Class Management

### Creating Translations



## Chapter 10

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### Exams

## Chapter 11

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### User Preferences

## Chapter 12

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### Variants

## Complementary Websites

Read this chapter if you want to.

A few additional websites complement the function of Bible OL: The resource website and the SHEBANQ website.

### 13.1 The Resource Website

The resource web site is a collection of photos from the Middle East. Many of them relate to events and places described in the Bible. The photos have descriptive texts that contain Bible references. The URL of the resource website is <https://resources.3bmoodle.dk>.

Bible OL can use information from the resource website to add picture links to Bible passages. If a photo in the resource website refers to, for example, Exodus 3:2, and a user ticks the “Show link icons” checkbox when displaying Exodus chapter 3, a green “P” icon will appear in the text next to verse 2 (see Figure 13.1). Clicking on the icon will cause the web browser to display the relevant photo. If there are more than one photo, the icon will be blue rather than green.

### 13.2 The SHEBANQ Website

SHEBANQ (System for HEBrew text: ANnotations for Queries and markup) is a website that uses the ETCBC4 database for displaying text and grammar information for the Hebrew Bible. The URL is <https://shebanq.ancient-data.org>.

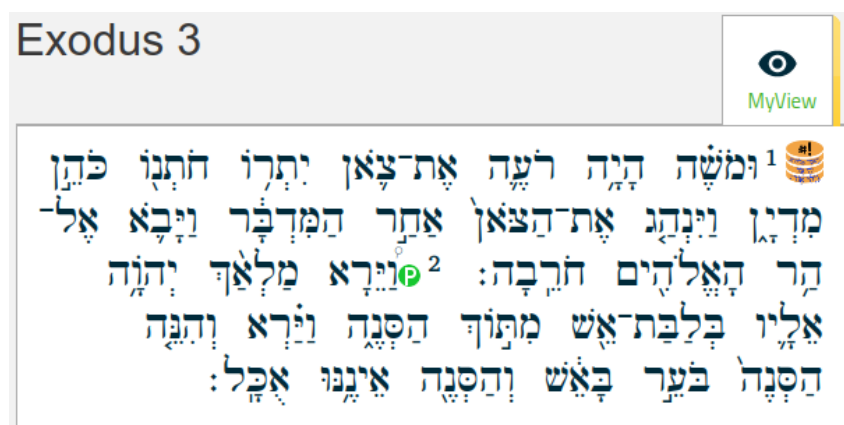


Figure 13.1: The green P icon is a hyperlink to a photo that is relevant to Exodus 3:2.

When Bible OL displays a text from the Old Testament, an icon in the upper right corner of the text area provides a link to the same chapter at the SHEBANQ website. A similar link to Bible OL is found on the SHEBANQ website. Also, when a teacher is creating an exercise in Bible OL, they can import MQL queries from the SHEBANQ website (see Section XXX \ref{sec-shebanq-import}).

## ETCBC4 Details

The *ETCBC4* Emdros database contains the Hebrew and Aramaic text for the Old Testament.

The database comes from the *Eep Talstra Center for Bible and Computer* and is made available under a Creative Commons Attribution-NonCommercial 4.0 International License.<sup>1</sup> When describing the database, a text similar to this one should be used: “The database itself can be found through this persistent identifier: urn:nbn:nl:ui:13-048i-71.” The identifier should be a hyperlink pointing to <https://www.persistent-identifier.nl/?identifier=urn:nbn:nl:ui:13-048i-71>.

Prior to using this database in Bible OL, I have added additional features to the information from its original creators. More details about this is given in Section XXX \ref{etcbc-origin}.

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<sup>1</sup><https://creativecommons.org/licenses/by-nc/4.0>.

# Appendix B

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## Nestle1904 Details

The *nestle1904* database is in the public domain and derives from the 1904 version of Nestle's Greek New Testament text.

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