

## **HOCH LESSON 15 STUDY GUIDE**

### **Section §184 page 206**

A complete list of the ways in which Egyptian creates negative statements is found at <http://www.bobmanske.com/negatives.shtml>

The part relevant to the discussion at this point in the book is found at the bottom of that web page.

To be truthful with you, I have never learned these distinctions. That doesn't mean they're not important. It does mean that I look through the whole web page when I encounter a negative. That's what that kind of stuff is for. Use it

One note: on the bottom of page 107, numeral 1. The note about the “negative verb 'tm' + negational complement” should be amended to read: “negative verb 'tm' + negational complement or infinitive”.

Bad Bob says: “Make 'em go back and look up negational complements in the Study Guide for Lesson 13.

Good Bob says: “Just copy it and put it in the Study Guide here.”

I guess I won. Here it is from Chapter 13.

**Page 185, §165**

***Negatival Complement time!***

See? I told you it was coming.

You would think that the negative verbs 'tm' and 'imi' would take an infinitive as their direct object. You would think that and you would be wrong. But you would slowly become right as you progressed further and further toward Late Egyptian. So don't be surprised to see an infinitive in this position but for the most part you should see these “negatival complements”. The idea behind the terminology being, I guess, that they appear in sentences where the action is being negativized and they are “filling out” or “complementing”<sup>1</sup> the verb.

Hoch says these negatival complements are “probably nominal”. I'm going to go out on a limb and tell you, *these things are nominals*. They occur where you would expect a nominal, they behave like nominals, they are nominals<sup>2</sup>.

For the rest of this article on the next several pages through to page 209, you're on your own. Read them carefully. Make sure you understand the examples.

**Section §185 page 209**

In Egyptian grammar, the word “enclitic” means “must come after some other word”. Usually, though not always, an enclitic is the second word in a sentence or phrase.

So a non-enclitic is a word which doesn't have to follow some other word. The example Hoch gives here is exceptionally important because

- a) it's so common
- b) it appears in so many different guises. I've encountered every one of the forms he lists in his grammar.

**Part 1.**

'isT', in all of its forms, simply indicates that a new subject, but one which is related to the previous line of thought.

- 
- 1 In case you were wondering, this word has nothing to do with “compliments”. We're dealing with negatival complements. A simple change of vowel in the spelling, but not affecting the pronunciation at all. A negatival compliment would be something like when you ask a doctor who has given you bad news for a second opinion and he says: “Ok, and you're ugly too.”
  - 2 The old identification routine: “if it looks like a duck, walks like a duck, acts like a duck, and quacks like a duck - it's a duck”.

Since 'r.f' simply means “in regards to that” where “that” is whatever we've been talking about, 'isT r.f' means “while we're on that subject, here's a related thought”. And anyone who actually translates it that way has to give a cookie to everyone else in the group - and I get two cookies.

### **Part 2.**

As for the particle 'kA', you've already met it, kinda sorta. It occurred in Lesson 10, §131 as part of the verb form 'sDm.kA.f'. There also it added the meaning of “in addition” or something like that, to the 'sDm.f' verb. So you're likely to encounter any of these: 'kA, kA sDm.f, kA.f sDm.f, sDm.kA.f', all with related meanings.

### **Part 3.**

While you were reviewing Lesson 10 (*you were reviewing all of Lesson 10, weren't you? - if not, we **all** get a cookie - except me, I get two*), you should have also encountered the particle 'xr' which means pretty much the same thing as 'kA'. The reason the falling man sometime appears as a determinative is due to a verb which means “fallen, vile, disgusting” and which must have sounded very much like, or identical to, the participle.

Don't spend a lot of time with the lengthy example on the bottom of page 210, it's from a medical treatise. Egyptian medical treatises are - well - strange. Just locate the particle, go to the translation, and see how the particle affects Hoch's translation. While you're there, you might also notice the close relationship between the particle 'xr' and the preposition 'xr' which usually means something like “on top of”. So the basic meaning of both particle and preposition can be “on top of that”.

### **Part 4.**

And now you can see that 'xr im-xt' also means “on top of that, in addition to, next” and also that this meaning extended rather ineluctably to 'ir im-xt'. It just about had to.

What I am trying to get you to do is  
to avoid

- **avoid** -

avoid

trying to or having to remember specialized vocabulary for each word, or a long list of alternative translations for a single word. Instead, what you really need to do is to penetrate through to the basic concept, just the basic concept, beneath all the entries in the translation list and glom onto that. You'll have much less to remember and your comprehension will improve dramatically.

### **Parts 5, 6, and 7.**

I can't recall actually ever seeing any of these, not that that cuts much ice, but it does indicate that they are somewhat rare. I have no other comments on them.

### **Section §186 page 212**

Well, now you know what an enclitic particle is. Of the ones Hoch lists, I can recall only 'is'. And frankly I wonder if the origin of the first two he lists isn't really 'i.s' and 'm.s', make use of a generic feminine. If this conjecture is true, it would help in understanding just why these things are enclitic, why they need some other word to come before them.

**Section §187 page 213**

I've seen this happen. It's rare, but it does happen.

**HOMEWORK**

**EXERCISE 15  
PAGES 215-218**

There are 63 lines of extended, continuous passages, divided up between two different texts.

There are five homework assignments. Look in the calendar to see their due dates. As usual, put the assignment name, given in red bold face below, in the title of your post.

The extended reading passages get longer and longer.

**HW 15-1**

**Translate the first 7 lines of Exercise A on page 215**

Once again we are reading from the Shipwrecked Sailor. The Sailor is narrating the story. He has just told the Serpent of all the rewards he is going to receive from the sailor. You'll recall that he is at the point where he has just described all the goodies he, the sailor, is going to give and do for the serpent, and in the first two lines of this exercise he tells us how the serpent reacted to this. You can just use the last two lines from exercise 14 for starters.

The story continues with the serpent loading the sailor up with all sorts of wonderful gifts to be taken with him back home aboard ship. It must have been a big ship that he boarded.

Line 1 = Line 25 in Exercise 14A

sbt = "laugh" + 'm' = "at"

nf = "nonsense"

Line 2 = Line 26 in Exercise 14A

antiw = "myrrh"

nTr = "incense"

Line 3

HqA = "king", normally means the "one who has power", which includes kings, usually. In this case the determinative, which I like to call 'bird on a stick' indicates royalty.

pwnt = "Punt", the fabled kingdom somewhere south of Nubia, we think.

Line 4

Hknw = "Heknu oil"

bw wr = "the greater part"

A break occurs in this sentence after Dd.

Let's take the first part first. This section starts off with a noun but there is no 'pw' and there is no verb, so it **must** be an AB phrase. Hknw pf = the 'A' part But where's the nominal form that makes up the 'B' part? It's got to be Dd. Since there is no subject for Dd (what comes after it is clearly a verb form), Dd must be a participle, not a relative verb form. But remember that participles (i.e. adjectives in this language) most often, if not always, have a relative meaning to them as well, the difference between the two - participle and relative verb form - is that the participle keeps the same topic, the verb form is served by a different topic but refers to some preceding noun and so ties them together (e.g. "Donald Driver caught the spiraling ball which Aaron Rodgers threw", in Egyptian the word "spiraling" is an adjective/participle because it refers to the ball and does not have a different subject; "which ... threw" would be a relative verb form, it would be masculine to refer back to the ball but it is served by a new topic, "Aaron Rodgers" thus providing a connection between Rodgers and the ball, i.e.: he's the one who threw it. This is somewhat startling from the point of view of English grammar because English has neither relative verb forms nor grammatical gender. Egyptian does and is able therefore to combine the meanings of "which" and "threw" into one word and help identify the thing that "which" is referring to. Let's look at this example in a form closer to what the Egyptian version would be: "Donald Driver caught the ball which was spiraling which (ball) Aaron Rodgers threw". This is really precisely the same thing as in the first example). So the participle Dd must refer to Hknw.

Again, a participle/adjective in English translation might be "the tall tree" = "the tree which is tall" and "the green house" = "the house which is green" but without change of subject.

But there's another way of looking at this. This might not really be an AB phrase after all. You can think of it as one but it's really just noun + demonstrative adjective + a participle/adjective sitting in its regular place behind the noun it describes.

Here's even more truth: the important thing is **not** that you have to choose one of the two versions (or whatever else you come up with) and defend your choice against all criticisms but rather that you interpret the phrase correctly and if you want to think of it either as an AB phrase or as a straightforward noun phrase or whatever, who cares? As long as you understand the Egyptian.

I'll provide a translation for both ways of thinking about it in the collation - and you'll see that although they're different translations, they say the same thing. *Machts nichts*.

Either way, this whole phrase, then, is referred to again by the subject of the second phrase. But you gotta find that one on your own.

Line 5

iwd = "separate", separate X from Y = 'iwd X r Y'.

This sentence starts with a verb. What is its subject? Be careful of your verb forms (tenses in English)

Line 6

For iw pn xpr see the lengthy note on line 4 above. But this time you don't get to think of it as an AB phrase.

Line 7

sr = "predict, foretell"

### **HW 15-2**

**Translate lines 8 - 16 of Exercise A on pages 215 and 216**

Line 8

Sm = "go"

Line 9

xt = "tree"

oA = "tall, high"

Line 10

siA = "perceive, acknowledge"

Beware of the bird. 'nuff said.

Line 11

smi = "make a report" - I can't find this word in the vocabulary

Line 13

snb.t(i) = "may you be healthy!, have a good trip!"

Line 16

Xrt = "requirement, duty, property"

### **HW 15-3**

**Translate the rest of Exercise A on page 216**

Line 17

xAm = "bend the arm" in respect

m-bAH = "before"

Line 18

sbit = "load, cargo"

iwdnb = "incense", some variety thereof

Line 19

xsAyt = "spice", some variety thereof

tiSps = "spice", some other variety thereof. Maybe the sailor liked his food hot. Not many Mexican restaurants in ancient Egypt, I suppose.

SAas - no one knows anymore. Your guess is as good as anyone else's.

msdmt = "eye paint", more for anti-glare and anti-infection than cosmetic, although that probably didn't hurt the desire for this stuff.

Line 20

sd = "tail"  
mmy = "giraffe"  
mrryt = "lump"

Line 21  
nDHyt = "tusks"  
Abw = "ivory", T19 is a determinative that indicates tusks, i.e. ivory.  
Tsm = "dog"  
gwf = "long-tailed monkey", not short-tailed monkeys  
ky = "baboon"

Line 22  
Spssw = "fine things"  
Atp = "load", verb

### **HW 15-4**

**Translate the first 8 lines of exercise B on pages 216-217.**

Let's make full use of the context in the book, and then add a little more.

A little more context...

1) If Thutmose III (I'll call him Djehutymes III, it's a bit closer to the Egyptian version of his name) ruled for 10 years, as it says in the book, how can there be a year 22 for him? Answer: mathematics worked differently in his day.

But all seriousness aside...

Actually, Djehutymes III was king throughout the reign of aunt Hatshepsut, he was listed as co-ruler, so he gets to date his reign to the same time as she did. Hoch is giving you only the years following Hatshepsut when he ruled alone.

Here's the background for the Megiddo text.

Djehutymes was at war with the kings of Megiddo and Qadesh.

Qadesh was important because the trade route to Babylon from the Levant (the eastern littoral of the Mediterranean Sea) and Egypt headed due east out of Qadesh. You can't take a more direct route from Egypt to Babylon because it's all desert. By going to Qadesh and then going east, you encounter water throughout.

In historical atlases which depict New Kingdom Egypt, you will often find that the strip of land along the Mediterranean coast extending north from Egypt is colored the same as Egypt itself, producing the idea that Egypt had direct rule over the area. Not true. Not even close. The Egyptians allowed a series of small, internally independent states to exist. These small, client kingdoms, were required to support Egyptian foreign policy. We have evidence from the Amarna Letters, that these states regarded themselves as Egyptian protectorates. Qadesh's original relationship to Egypt is now quite clear.

But other eyes were watching.

The Kingdom of Mitanni, located in what is now northern Syria, also viewed the trade route as just what it was, lucrative. Qadesh was closer to Mitanni than it was to Egypt, more easily protected by Mitanni, and the king of Mitanni could offer more reasonable (read “lower”) terms. It was an offer the king of Qadesh may not have been able to refuse. And in turn, he turned the rest of the eastern littoral against Egypt.

At any rate that's what most scholars think. And I think they're right. There's too much evidence in support.



Our text is concerned with the Megiddo portion of the campaign.

The Egyptians hugged the coastal road as they marched up through what would later become Palestine. There was no point in going up into the highlands to the east: more dangerous, opportunities for being



ambushed abound, and no worthwhile targets. A very poor, unrewarding area. After passing Megiddo, Djehutymes' plan would be to pass on and descend to the Sea of Galilee, at 209m below sea level the 2nd lowest lake in the world (the Dead Sea is the lowest), the Jordan valley is part of the rift valley complex that extends north from Aqaba and continues right through the Bekaa Valley. Galilee is the lowest fresh water lake in the world, operative words: fresh water lake. Remember, Djehutymes is leading an army through some pretty dry terrain. The men can get very thirsty indeed. In ancient times, and up until about 1920 CE the Jezreel Valley, just beyond Megiddo could turn into a swamp in springtime. Disease abounded. Objective: get through that area just as quickly as you can, in any season.

After Megiddo, the plan would most likely be to proceed directly up the Bekaa Valley to Qadesh<sup>3</sup>.

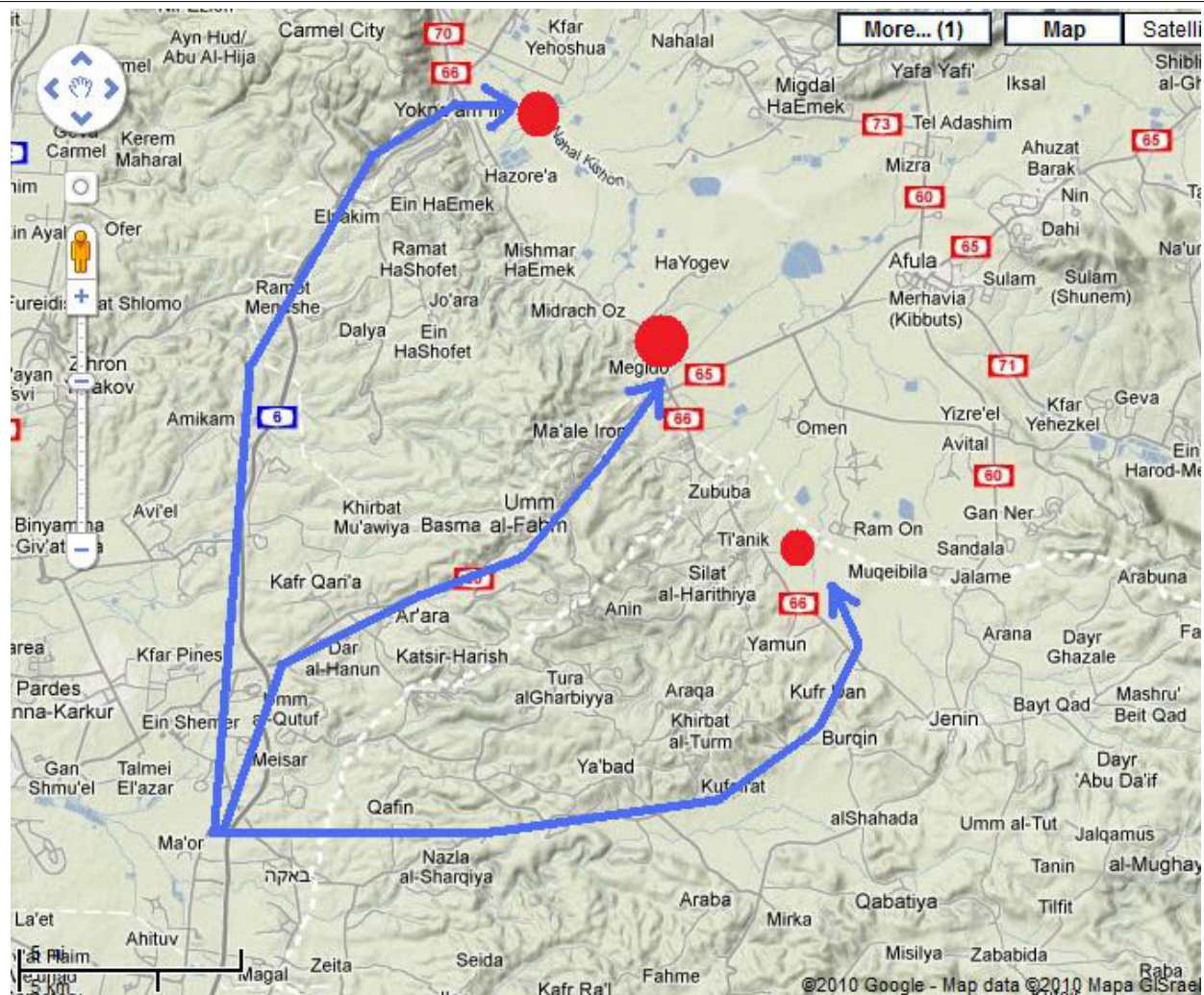
*Megiddo, the plug in the battle.*

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3 One scholar, Hans Goedicke, at Johns Hopkins, has proposed a number of views of this campaign which are not shared by other scholars, as far as I can tell. I also find much that is objectionable in his monograph and I can't help getting the feeling that he's just trying to produce an alternative view of these events simply because he can - and he hopes that it attracts attention. The hope would be to be recognized as a scholar who has penetrated through to concepts and truths that have eluded other scholars. Rather than penetrating through, Goedicke has bounced off the surface. I include this note because any of you who are interested in the Megiddo Campaign will certainly encounter his work at some point or other. This work is so bad that generally other scholars, while including a reference to his monograph in their bibliographies, avoid treating its themes as though they were on a par with other views. Usually they avoid treating his views at all. I support their avoidance. This guy is off the wall.

*The ridge can also be crossed at three passes. The most direct route from the coast to Galilee goes through the central pass. At the bottom of that pass, on a hill top, plugging the exit (or entrance) to the pass, sits Megiddo.*

*The tactical situation at Megiddo.*



*The tactical situation at Megiddo. Again, note the scale of miles in the lower left hand corner. The upper scale is 5 miles, the lower scale is 5 kilometers. The blue arrows represent the three possible approaches to Megiddo. The northern and southern routes require longer transit times and not really much "safer" than the central route. But while adding distance and not adding much more security to a traveler, they are easier to negotiate.*

But first, Djehutymes had to get to Megiddo. This place, also known as Armageddon, yes, *that* Armageddon, sits on the natural trade route between Egypt, the Hittite lands in modern Turkey north of Qadesh, and Mesopotamia off the map east of Syrian Qadesh. You don't go straight across from Megiddo to Babylon in Mesopotamia because that's desert, so you have to follow the Fertile Crescent route which arches north through Syrian Qadesh and then east. Where merchants go armies can follow. The history of this region is long and armies have been active. Megiddo has been the site of many battles. One of the more recent occurred in the First World War when a British Army, under General

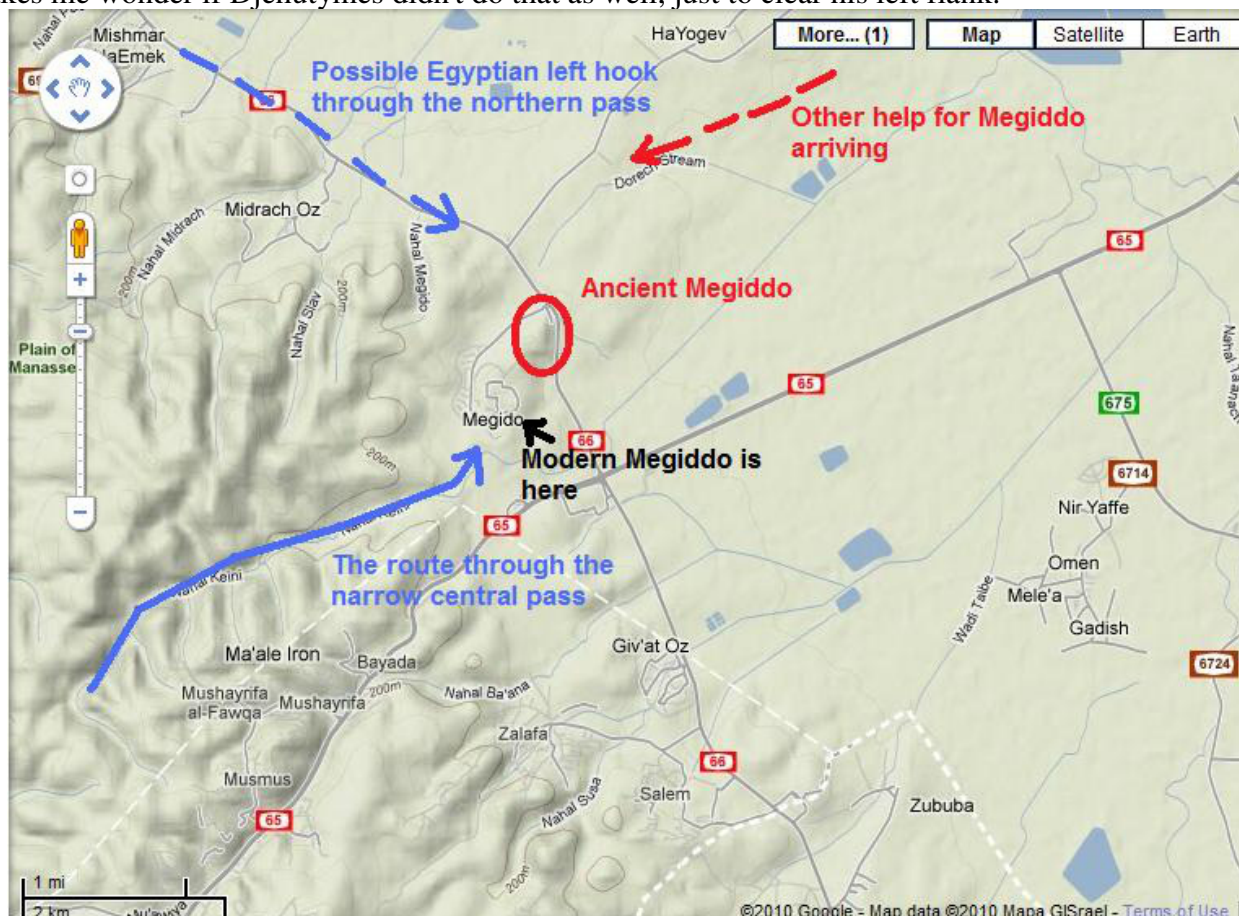


Allenby, was pushing the Ottoman Turks back northward. Allenby faced exactly the same problem that Djehutymes had three thousand years earlier:

An army proceeding from the general region of Ma'or, where the Egyptian and later the British armies were located, and heading northeast toward Galilee is confronted with a strip of highland called Mount Carmel athwart its path. The ridge trends northwest-southeast, paralleling the Jezreel Valley just beyond. There are three passes through the ridge, the most difficult being the most direct route, the one through Megiddo. This pass is very narrow, thirty feet wide at one point and therefore easily blocked. An army moving through it could also be attacked from the heights on either side. Because of this, the King of Megiddo expected Djehutymes to choose the northern or the southern route and had forces disposed to meet either threat.

Egyptian sources tell us that Djehutymes' advisors suggested one or both of the easier routes but that the king obstinately, and correctly (of course!), took the risky central route. I don't for a moment imagine that the king did this without first sending patrols up along the heights of the pass and through the pass itself, patrols which reported back that the way was mostly clear. A few hundred years later a young Rameses II might have proceeded thus rashly but not Djehutymes III who, I think, was the better general of the two.

Three thousand years later Allenby, a pretty good general himself, took the central route, too, but also sent a left hook along the northern route. There's a passage in our text which we'll read later on which makes me wonder if Djehutymes didn't do that as well, just to clear his left flank.



Megiddo has moved a little bit since ancient times:



Now it's time to read all about it in our text. Here are a few vocabulary notes to help speed your translation process.

- 1)  
psDntyw = "New Moon"  
hrw ... r mty = "the exact day of ..."
- 2)  
tp-dwAyt = "dawn"
- 3)  
rdi m Hr = "command, bring to the attention of (someone)", literally, and I love this: "put in the face of...."  
sS = "threshold", according to Hoch, and he's right, but another meaning is "post sentries, draw weapons" things like that which are more appropriate in this context.

Line 4  
wrryt = "chariot"  
Damw = "electrum"

Line 5

sAb = "equip", with weapons

Xkrw = "panoply, armor"

r-a-xt = "war, combat"

Line 6

TmA-a = "strong-armed"

Line 7

wAst = "Waset, Thebes in Egypt"

Line 8

snxt = "strengthen"

### **HW 15-8**

**Translate lines 9 - 16 of exercise B on page 217.**

Line 9

db = "wing", of an army

rsy = "southern"

Line 10

xnw = "brook", this word ends with the canal glyph N36

oinA = "Qina" a town near Megiddo, also, of course, the name of the brook.

Line 11

mHty-imnt = "northwestern"

mkti = "Megiddo"

Line 13

sA = "contingent" of troops

haw.f = "in person"

DAiw = "opponent"

Look out for this line. Does it mean that Amun was there in the flesh?

Line 14

pHty = "might, power"

stx = "Seth"

xt = "throughout, pervading"

at = "arm, part (of the body)"

Line 15

sxm = "power"

xr-HAt = "in front of, before, previously"

mA.n = "saw"

r.s(n) = "against them"

Line 16  
ifd = "flee"

### **HW 15-6**

**Translate lines 17- 26 of exercise B on page 217.**

Line 17  
m gbgbyt = "headlong"

Line 19  
sxAa = "cause to abandon", I can't find this s-causal form in Hoch or Faulkner.  
wrryt = "chariot"

Line 20  
itH = "drag"  
tbtb = "haul up"  
Hbs = "clothing"  
dmi = "town, harbor"

Line 21  
xtn = "lock"

Line 22  
shAi = "lower, let down, cause to descend"  
tbtb (TbTb) = "haul up"

Line 23  
HA = "if only" + contrary to fact statement

Line 24  
HAo = "plunder"

Line 25  
m At At = "instantly"

Line 26  
itH = "pull, drag, pull up (people)"  
Xsy = "vile"

### **HW 15-7**

**Translate lines 27-35 of exercise B on pages 217 - 218.**

Line 28  
xAs = "scramble"  
sao = "cause, make to enter, send in, bring in"  
r saqt.tw - sDmt.f form

Line 29

snDt = "fear"

ao = "go in"

Ha = "flesh"

bdS = "faint, weak"

Line 30

sxm = "powerful, have power, power", noun and verb

Axt = "uraeus" Hoch's note: the serpent on the royal crown - said to overpower the enemy.

Line 31

HAo = "plunder, booty", noun and verb

is HAO = "easy prey"

Line 33

ski = "destroy, annihilate"

sDr = "lie down, spend the night (doing)"

sTsi = "prostrate, sprawled out"

Line 34

rmw = "fish"

oaH = "bend, fold (of a fishing net)"

Sn = "net"

Line 35

ip = "count, assess, accounting", noun and verb.

### **HW 15-8**

**Translate the rest of exercise B on page 218.**

Line 36

imAw = "tent"

bAk m + metal = "worked in, appointed in"

Line 38

nhm = "shout"

rdi iAw = "give praise to"

Line 40

rdi Hknw = "give praise to"

soA = "exalt, extol"

Line 41

ms = "transport (booty), deliver"

Drt = "hand" - in this case used as indications of personal valor - "I killed this many...". Watch the spelling on this one.



Line 42

ssm(w)t = "horses"