HOCH LESSON 14
STUDY GUIDE

What are we going to learn in this rather short lesson?   Only two types of constructions:
1) So called "auxiliary verbs" - auxiliary is a term used by grammarians which may or may not be helpful to you, and ...
2) Negatives. Middle Egyptian has a lot of different ways of expressing them, but there are few general categories which share the same or similar constructions.

If you haven't seen Mr. Negative then it's shocking because that means that you haven't been to the Hoch help pages at http://www.bobmanske.com/hochparadigms.shtml
They're there for you. I use 'em all the time! I'm serious.

HOMEWORK SCHEDULE:

Hoch 14-1 Aug 10,
Hoch 14-2 Aug 17
Hoch 14-3 Aug 24
Hoch 14-4 Aug 31
Hoch 14-5 Sep 14
Hoch 14-6 Sep 21

Section §170 page 193

Don't worry about this section. Different authors divide the various classes in different ways.
Basically all you have to know is
Strong Verbs - verbs whose roots never change
Mutable Verbs - i.e. verbs whose roots change or apparently change. There are two types:
Weak Verbs - verbs which end in 'i' or 'w'.
Duplicating Verbs - verbs whose last two consonants are identical, a kind of grammatical stutter.
Peculiar Verbs - 'iw/ii' and 'r/di' are the prime examples In this case, these two verbs come to us with different roots. An example of an English verb with different roots is "be" which can exhibit forms in "are, was, will, etc.".

Section §171 page 194

Here's another case where the master and the pupil part company. I wish these things were not taught as "auxiliary" verbs. They aren't. For example, in English, a past tense form (one of several) is "I have seen...". "Have" is generally taught as an auxiliary verb - simply because there is a verb "have" in the English language. So you get the idea that the verb is "seen" which ain't true. The verb is "have seen". Learn it that way and life becomes much simpler.

In both of the examples that Hoch gives, an alternate, and simpler interpretation and one which is as far as I can see equally valid is:

ex: 1: 'iw ib.f iri.f dbdb' = "His heart pounds"

But look at this. How else could I say this in Egyptian? If I said
'iw iri ib.f dbdb' that would translate the same way, lit: "his heart makes a pounding"
All that saying it the way it appears in the book: 'iw ib.f iri.f' does it put the subject first in the sentence, something we've already learned is done for emphasis, so a better translation might be "His heart - it was pounding".

ex: 2: 'irt.i Smt m xnty" = (assume past tense) "I travelled south".
literally: "My action (doing) was a travelling in the southern direction".

That's really all it says. Keep it simple and the task of learning grammar will be much easier.

Section §172 page 194

Here's another one. And here are some simpler, easier to learn ways of thinking about these things which are simpler because they <u>correspond to things we have already learned</u>.

'xpr.n r.s nn wi Hna(w)' = "Now, it happened that I was not among them"

'r.s' = "in respect to this ("this" refers to whatever we're talking about) actually function a lot like a particle, a particle which can occur anywhere in a sentence, the type that's called an "enclitic" particle (you may remember me saying I didn't want to here any sniggering about this term - all it means is that it's a word or phrase that *always* has to follow something else and calls attention to that something else[1]), so it would go in the 'P' slot in our grid and the sentence would look like this:

P	V	s	i	o	S	O	A
r.s	xpr.n				nn wi Hna(w)		

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[1] The two terms usually employed by grammarians who just LOVE to use Latin and Greek (instead of English) for their technical terms are:

"proclitic" = a particle which always comes before the thing it emphasis, you could, much more understandably by everyone, call it a "preceding particle" and

"enclitic" = a particle which always come after. You could call it a "following particle" which makes for a technical term more likely to be understood by the general public or high school students. Or both.   "More likely to be understood" is something quite a lot of grammarians seem to take devilish pleasure in avoiding. We should avoid them. Not all grammarians are bad guys - don't get me wrong - but too many of them are. And many of the rest use these terms a) because they are afraid of incurring adverse criticism or b) they've had to use them for so long they've forgotten just how needlessly jargonistic the terminology can be.

It looks odd, but that's what's going on, and it's actually simpler than thinking of 'xpr' as an "auxiliary" because an "auxiliary verb" suggests that there is another verb in the sentence - and observation of this sentence reveals that, well, there ain't none. 'xpr' does not need, possibly never takes, a direct object. The only thing that's left is all Subject. It's just gotta be.

The second sentence is a little more complex - but not much. Here goes.

P	V	s	i	o	S	O	A
is	xpr				iwd.k tw r st tn		
	iwd	.k				tw	r st tn

Is it usually the case that in a verb like 'xpr' everything else is the subject? Most of the time, possibly always, I think. Even in cases like this where, within that subject, there is further structure, even verbs. In this example, what is that will happen? What will happen is that you separate yourself from this place, that's what will happen <--- that's the whole subject of the main verb.

Section §173 page 194

There really isn't anything particularly odd about this verb 'pA'; it's a very straightforward 'sDm.f' type verb, it acts regularly. When it's a full fledged verb it is followed by an infinitive which is nothing more that what you've encountered already - an infinitive being a nominal and functioning as the direct object of the verb. You've seen this dozens of times before. What 'pA' does is put the infinitive in the past tense and sometimes gives it a tone of "used to do, was known to do", something like that.   How do you know when it gets this tone? You've heard this before, too: Context.

The dictionary meaning usually given is something like: "to have done in the past"

Here are a couple more[2]:

'n xpr.n mitt n bAkw pA(w).n nb.sn Hsit st'
"Nothing like this happened to the servants whose lord used to praise/regularly praised them."

Here 'pA' is a regular, relative verb, just like the ones you've already learned. All it does is nudge 'Hsi' into the past.
The end of that sentence could have read something like:

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2 I grabbed and modified these next two examples from James Allen's Egyptian Grammar, *Middle Egyptian.* In general, I don't recommend this book for quite a number of reasons, but it has some particularly useful attributes from time to time.

'iw n xpr.n mitt n bAkw Hsi(w).n st nb.sn' = "... whose lord praised them". Praised them just once, I guess.

Here's a slightly less obvious case:

'siA.n wi mitn im pA wnn Hr kmt'
"The Sheikh there recognized me, he having been in Egypt for a while."[3]

Here 'pA' is a participle. We can see that because nothing is available as a subject. 'wnn' is just an infinitive, the direct object of 'pA'.[4]

Hoch gives you another view of 'pA' as a participle on the top of page 195. Study it. 'pAyt' is the form. This sentence may mean "they were more beautiful than anything which had existed for a long time".

In footnote 4 I said that Borghouts thinks 'pA' can mean "long ago". The last example in Hoch on the bottom of page 194 tends to agree. 'n sp pA.tw irt...', translated as "it had never been done" (note the passive 'pA' here) could be construed to mean "it was done long ago and not since..."

It's all going to come down to how you interpret the sense. But I don't think that just translated it as a past tense is going to be good enough.

Section §174 page 195

More of the same, only using different verbs.

Something in the first example needs comment. 'pAy.s'. I know I've commented on this before but it's fairly rare in writing although it may have been very common in the spoken language. You'll encounter it from time to time and so it requires some attention.

Middle Egyptian does not have articles, definite or indefinite - that is, no words like "the" or "a".

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3 If you look this one up in Allen you'll see that his translation reads, for some reason: "the scout there, who had once been in Egypt, recognized me." I don't think this is right. Faulkner translates 'mitn' as "Sheikhh", I see no reason to turn it into "scout". There is nothing scoutish about being a Sheikh, indeed, the description of the benefits which this "scout" then gives to Sinuhe, and the presence of the "scout's" people is not stuff a "scout" would have with him. A Sheikh would. Allen's translation "once had been in Egypt", unless he had intended it to mean "once for a while" doesn't quite give you the idea that the Sheikh would have necessarily recognized Sinuhe from a single chance trip to Egypt.

But it may mean "long ago". That's what Bourghouts suggests. He thinks it's related to the word 'pAwt' (= "primeval time").

At any rate, the general idea I'm trying to get across is that there is some reason why an Egyptian would avoid using a simple past tense and employ 'pA' + infinitive object instead. It's up to the translator to try to figure out why this happened.

4 Keep in mind that participles, although they are nominals, standing in in the place of nouns, they still also have a verbal force and so can take a direct object.

Nothing like the 'der, die, das' of German or the 'le, la, les' of French or whatever. Languages can get along very well without them. Russian does, for example. So did Latin. So sometimes do newspaper headlines.[5] Every language that I know of that does use articles, and this includes ancient Greek, developed them from demonstrative pronouns. Egyptian is no different.

You've learned about demonstrative pronouns/adjectives (whatever you want to call them) back in Lesson 7. (Which is a bare-faced hint to re-read the Study Guide for that lesson - you should be rereading material from previous lessons - it helps so much to refresh your memory). What happened in the case of 'pA, tA, na' is that they were always different from the other demonstratives. This group of demonstratives came *before* the nouns they referred to, not after them which is where the language regularly put its qualifying words. So there was something special about this particular set of demonstratives right from the beginning. As time went on, and as these things changed slowly in meaning from "this" to "the" a couple of odd things happened to them. They morphed.

'pA' ---> 'pAy'
'tA' ---> 'tAy'
'nA n --> 'nAy n'

In the old days, when I wanted to say "this house of mine" I said 'pA pr.i' Here's what happened to it.

'pA pr.i' ---> 'pAy.i pr'
"this house of my mine" ---> "the house, mine" which of course means "my house".

What if I'm talking about someone else's house? 'pA pr.f' or 'pA pr.s'?

'pA pr.f' --> 'pAy.f pr' = "his house"
'pA pr.s' --> 'pAy.s pr' = "her house"

'tA niwt.f' ---> 'tAy.f niwt' = "his town"
'tA niwt.s' --> 'tAy.s niwt' = "her town"
'nA n niwwt.sn --> 'nAy.sn niwwt' = "their towns"

And so on.

So the 'pA, tA, nA n' agree with the noun in number and gender.
And the suffix pronoun agrees with the person it refers to.

Finally I get to the point. Looking at the example in the book:
'ii.n HD.n.s pAy.s rmn'
'pA' is masculine singular, agreeing with 'rmn' (= "side, group, team"), and '.s' refers, of course to the girl who was doing the rowing. So the whole thing means "her team of rowers".[6]

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5   "Bucks Win Game" might be the headline written by a sports page editor who was in deep shock that the Milwaukee Bucks had actually been successful in *anything*. Of course, our hypothetical editor means "the Bucks won the game", or more likely "Wow! **_the_** Bucks have won **_a_** game, can you believe it?" but he shortened it to save space and, by its unusualness, attract attention. I used it here to show you that English can, and does, get along without articles, too.

6   You may recall a note in a previous Study Guide about the king who wanted, oh so much, to be rowed around his private lake by a bunch of young girls who had been given only fish-net dresses to wear. This is the same story.

I think it's a good idea to learn the basic meanings behind these "auxiliaries".

'aHa.n' = "then stood up" followed by the subject --> "then ..."
'ii.n' = "what came was ..." followed by the subject --> "end up, what came from it was ..."
'pr.n' = "what came out ..." followed by the subject --> "turn out, what came out of it was ..."
'Dr.n' = "the limit/end was..." followed by the subject --> "the end result was ..."

These "verbs", that's what they are, are well on their way to becoming particles. In fact, Gardiner things that the particle 'iw' began life as a full fledged verb meaning something like "come".

Section §175 page 195

More weird verbs (from the English language point of view).

Just as Egyptian has a verb like 'pA' which has the intent of casting a following infinitive into a probably nuanced past tense, it has another verb which it all does is negativize whatever follows. Whatever follows is a negatival complement, which you became an expert on in Lesson 13, §165 on page 185. You did become an expert on them, didn't you? Anyway, you should ---> REVIEW <--- it.

Almost enough said, but pay attention to the top of page 196. Every time you see 'tm' doesn't mean you have a negativizing verb.

Section §176 page 196

Just more of 'tm' negating a following nominal.

Section §177 page 196

And still more.

Section §178 page 197

I could say "and still more"here too.

'... nn rdit rx st mSa.f'
"... without his troops knowing it"

'... tm rdi(w) rx st mSa.f'
"... not allowing his troops to know it"

Section §179 page 197

I showed you 'tm' as a relative verb form above and also as a relative participle. Here's a relative past passive participle. As Hoch points out, it's form is the expected 'tmm' followed by the appropriate

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And, yes, we're fixating on this. Well, I am, at any rate.

gender marker 'w' or 't'.

In the last example in this section, I think the last word should be transliterated 'im.s' instead of 'ims'.

Section §180 page 198

By now you should be convinced that 'tm' is just a regular old verb. It has no irregularities at all.

Section §181 page 199

The nasty thing about 'nfr' is that it really looks good (pun intended).

Once again we encounter the word "dative" here. Again, "dative" does NOT mean "indirect object". I think 'nfr n' is always followed by a verb, in which case the 'n' would probably be an indirect genitive.

Section §182 page 200

Enjoy.

Section §182 page 199

This one you really need to learn. It is very, very common. "That which is not ..., that which has no ...".

Note that both examples in part 1 of this section employ the template 'iwty' + noun + suffix pronoun. The first one is 'iwt(y)t sSw.s' (note the feminine form - this thing is an adjective, here it agrees with the preceding noun which is a feminine.

The second one is a masculine, agreeing with the words 'it', 'hi', and 'sn', all masculines. Pay attention here. 'iwt(y)' does NOT refer to 'Sndyt'. It is not the apron, or kilt which has no mother - that don't make no sense. It is the man who is without a mother.

In part 2 we see 'iwty' + 'sDm.f'. Hoch thinks it's a "circumstantial" 'sDm.f'. My first guess would be some sort of nominal form, I wonder if it's not even an infinitive, but I couldn't be sure.

In part 3 here's that word again: we don't know what else to call it so we'll call it an adverb! Sheesh! What a great definition. Anyway, one I get the bad taste out my mouth I'll continue. OK. I'm ready 'iwt(y)t' is clearly feminine, agreeing with --- look for it --- 'iAt' (= "mound"). I cannot figure out why anyone would call 'sqdw Hr.s' an ~~adverb~~ phrase. Well, yes I can, it's a perfect example of "we can't think of anything else to call it so ...".

Ummm. There are two part 3's here. Let's provisionally call the one on the bottom of the page part 4. "Various fixed idioms ..." is the title. "One with things not belonging to him" is the perfect description of a thief caught holding. I don't think that's what this means and I don't think Hoch meant it either. He should have stopped with "one who has nothing". That's what the meaning is.

So a person who is 'iwty n.f' is a person who ain't got nuthin', i.e. a pauper. Reminds me of the famous

story by Mark Twain, "The Prince and the Guy Who Ain't Got Nuthin'". No, that's not quite right. Well, it'll come to me in a moment.

In the vocabulary, 'mni' (= "bring to port, moor") is also a metaphor for "die" as in death.

'Hs'. From now on you don't have to use the 'shi*' word to express disgust or disappointment. You can say 'Hs' and no one will know you're cussing.

Learn 'HDt'.

'sp' you've already encountered.

'snTr' is that stinky stuff that gets aerated in churches. I have no idea how anyone could ever have thought that goop smelled good. It stinks.

'sHtp' means "cause to be satisfied/pleased", etc.

'kA' appears in almost every Horus name that exists. "Strong bull arisen in Waset" is quite common.

<p style="text-align:center; color:red">HOMEWORK</p>

<p style="text-align:center; color:red">EXERCISE 14
PAGES 203-205</p>

There are six 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.

HOCH 14-1

The first 9 lines from exercise A on page 203. It might seem like, but you've already done the first line and have seen half of the second in this lesson and some of the lines are fairly short and you're getting lots of vocabulary and some background help, so it shouldn't be bad at all.

This exercise starts with the same line in the Shipwrecked Sailor as we left off with in Lesson 13. So it's a freebie. The sailor is recounting a speech given by the talking serpent who is in charge of the island. The serpent is talking about his little daughter and the other serpents who used to be on the island. It's a tear jerker.

Line 1
'sbA' = "star"
'hAi'= "descend"
'nA' is the demonstrative plural. It is the subject of
'pr'
.

It refers to the daughter and the other serpents
'pri ... m xt' = "go up in flames"

Line 2
For the first part of this line review #172 on page 194.
'Am' = "burn up", of people in a fire.
'ny' - I can't find this in Hoch. He must have overlooked this. It appears in Gardiner, though, and what seems to be going on is that instead of writing 'Am.n.sn' (="they burned up") it was a shortcut, especially following a negative, which this one does. Actually, it seems that the '.ny' does not = 'n.sn', instead '.ny' stood in for the past tense marker 'n', and the subject was simply omitted as being obvious.
'Hr ib.sn'= "in their midst", "among them"

Line 3
'mt.kwi' is definitely a stative, but it does not mean that the serpent died in reality. Remember that one of the meanings of the stative is that it can express a wish.

Line 4
'xAyt' = "heap" (of corpses)
'wat' = "one", an adjective!

Line 5
'qni' = "be brave, strong, sturdy, conquer", note carefully footnote 7.
'rwd' = "be strong, flourish, succeed"
'mH' = "fill"
'qni' = "embrace", alliterative with the first 'qni'

Line 6
Look out here. See any 'iw' particles around?
'snd'= "kiss"

Line 7
'pH'= "reach"

Line 8
'm-qAb'= "in the midst of"

Line 9
Footnote 8 is very important. The stative definitely exists. The recounting of the serpent's speech is over and the sailor is talking about himself again.
'dmA'= "stretch out"

HOCH 14-2

The next 9 lines from exercise A on pages 203 and 204. (i.e. the last 3 on page 203 and the first 6 on page 204) Again, some short lines, the context, and vocabulary help should make this go pretty quickly. The sailor expresses his gratitude to the serpent and tells of the honors he will bestow upon

him when he returns to Egypt, including, apparently, an audience with the king!

Line 10
'dmi' = "touch"
'sAtw'= "ground"
'm-bAh'= "in front of, before"

Line 11
Again, an important note of textual criticism in footnote 9

Line 12
'sDd' = "relate, converse"
'bAw' = "might, power"
'ity' = "king"
'di sSA m' = "inform of...", the 'a' is from 'di".

Line 14
'ibi' = "laudanum", an aromatic resin
'Hknw' = "Heknu oil", a sacred oil. There is also another word 'Hknnw' which means
praise/thangsgiving to a king or god. The ancient author would be aware of this, of course, and the
word selection was quite deliberate.
'iwdnb' = a type of incense. He can keep the incense. I hate that stuff. It stinks. The word is not in
Faulkner, but it does appear in the Wörterbuch. They call it a Räucherwerk, a smoke work! Nicht
rauchen, bitte.

Line 15
'xsyt' = "spice"
'sntr' = another incense. Yuck!
'gs-pr' = "temple"

Line 16
'sHtp' = "please, satisfy"

Line 17
Pay close attention to notes 10 and 11.

Line 18
'dwA-nTr' = "praise god"
'xft-Hr' = "in front of"
'qnbt' = "court of magistrates"

HOCH 14-3

The last 8 lines of exercise A on page 204.
More honors for the serpent who laughs at the extravagant promises which the sailor makes and who
reminds the sailor that he doesn't own what he has pledged to give.

Line 19
'sft' = "slaughter an animal"
'kAw' = "bull"
'sb n(y) sDf' = "burnt offering"

Line 20
'wSn' = "wring the neck, sacrifice" birds. Watch your tense on this one. It's not straightforward, i.e. it is NOT a past tense as in "it has already happened".   But it still could be a past tense in some other sense. What are your ideas?
'Apd' = "bird"

Here's a copy of part of the original of the Shipwrecked Sailor and a transcription into hieroglyphs. The text that we're reading here in Line 20 comes at the end (i.e. left end, hieratic is always read from right to left) of line 3.

http://www3.telus.net/public/sjfryer/Egypt/Hieratic/papyrus/index.html
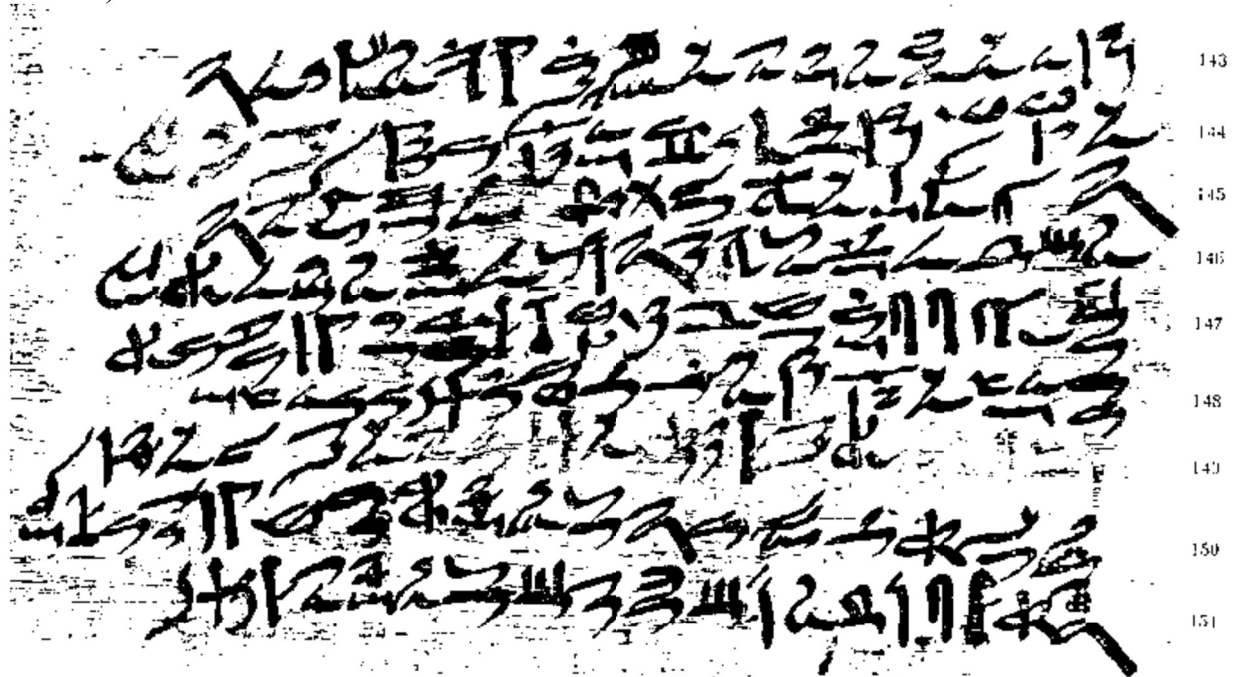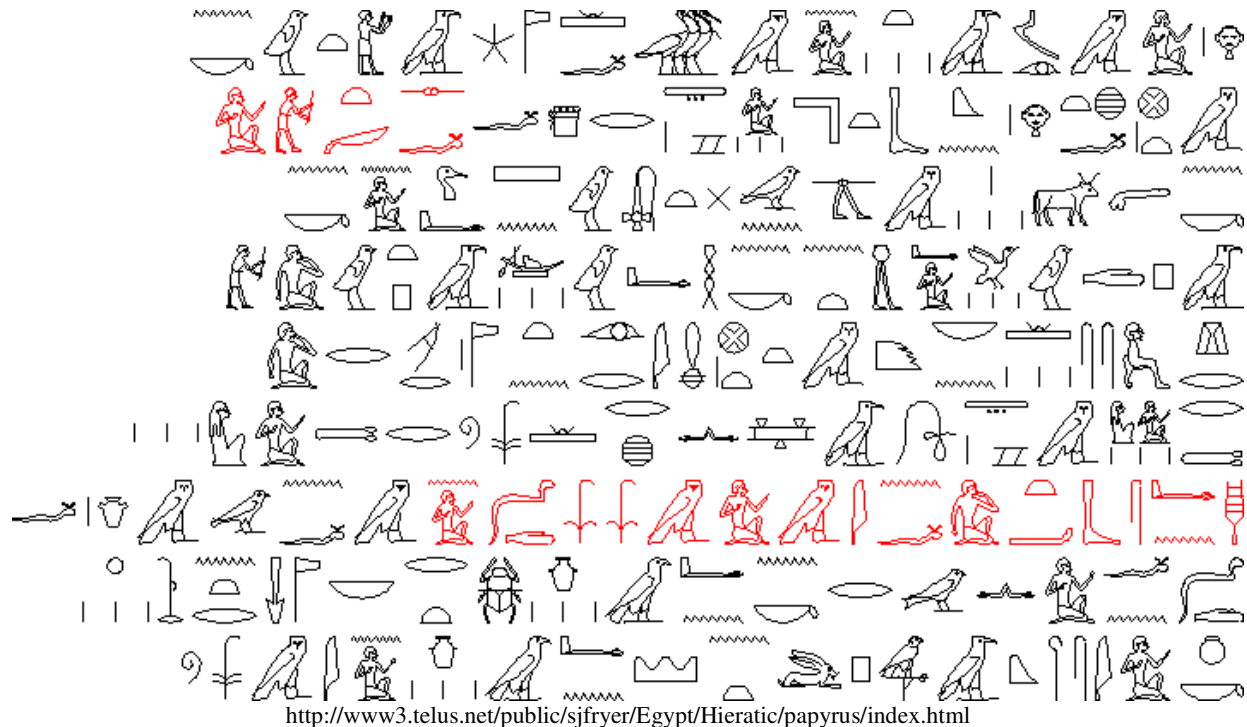
Line 21)
'Haw'= "ships, fleet"

Line 22)
'Atp' = "load" (verb)
'Spssw' = "luxuries, wealth, delicacies"

Line 23)
'wA' = "distant, far"

Line 24)
'sw' refers to the distant land, not to the god.

Line 25)
'sb' = "laugh" + 'm' = "at"
'nf' = "nonsense"

Line 26)
'antiw' = "myrrh"
'nTr' = "incense"

These sentences should prove that context is invaluable in helping decipher the meaning of any particular text. On their own, these are very hard sentences. I hope I can help you a bit. Along with footnote 12 in the text.

HOCH 14-4

Do B1 through B3. A very short assignment after the last bunch in exercise A but I thought these were pretty hard.

1) Not the usual advice you get about mañana and being ready for whatever it may bring.
'grg' = "prepare for, establish, set up"
'dwA' = "tomorrow"
'iyt' = "harm, mishap, trouble"

2) Will good prevail is the question. This sentence provides the answer (as if you didn't already know the answer!).
Hoch structured the example so that wn pHwy is attached to the first part, but it's better to take it with the second part. That's the way it is, anyway, in the original.
'pA' = this verb produces a past tense.
'dAyt'= "wrongdoing"
'mni sp' = "bring one's venture to port" = "complete its venture successfully"
'wAH' = "put down, lay down, apply (a remedy), put away, discard, endure"
Maybe a diagram will help. Also keep in mind that 'wn' almost certainly doesn't appear in the present indicative.

P	V	s	i	o	S	O	A
n	pA				DAyt	mnit sp.s	wn pHwy mAAt wAH.s
	wn				pHwy		mAAT wAH.s
	wAH	.s (refers back to 'mAat')			mAaT (preposed for emphasis or respect)		

3)
'Ssp' = "take up, receive"
'Hdt' = "the white crown (of Upper Egypt)"

P	V	s	i	o	S	O	A
nn sp	irt				mitt		in nswt Dr nTrw pAyw Sspw HDt
	pAyw					Ssp HDt	
	Ssp					HDt	

HOCH 14-5
Do exercise B4.

B4)
Advice to a "poor" man? Not so much financially embarrassed as morally impoverished, judging by line one.

line 1
'Xs' = "cowardly, weak"

line2
'sSmw' = "conduct, behaviour"

line 3 (page 205)
I think note 14 needs some embellishment. 'm rx' means "do not find out" or perhaps "do not seek to learn"
'nDsw' = "low estate, poverty"
But I would add a note that says that 'nDsw' should be understood to have a "if he was of" in front of it. Then the sentence begins to make sense.
'xntw' = "previously"

line 4
'aA ib' = "be arrogant"
'ir.f' = "toward him"

line 5
'Hr' = "because"
'im.f' = "what condition he was in", 'im.f xnty' acts as the subject of rx!

line 6
'snD' = "respect", this is an imperative.
'xft' = "in accordance with, corresponding to"

line 7
'is' = "in indeed, even", enclitic particle
See note 15. 'xwt' almost always means "possessions" of some sort. "Wealth" is good here. It is the subject of 'iy' and 'Ds' is a reflexive attached to 'xwt' meaning here "by themselves/itself"

line 8
'hp' = "law"

HOCH 14-6
Do exercise B5.

B5)
A pregnancy test, kind of like the ones today, except nothing turns blue. Not only that, you get the sex of the baby without resorting to ultrasound! This selection is a bit easier than the last one, but some extra help stills seems to be a good idea.

Line 1
for 'st' read 's'.
This line present an alternative: something may happen or it may not.

Line 2
'it' = "barley", Assume that there is a verb "take" and this word and the next two words are its direct objects. They = 'st' after the verb 'iwH'.
Very nasty is the fact that the B1 (woman) sign is the subject of 'iwH'.
'bdt' = "emmer", this is the second word in the line.
'iwH' = "moisten"
'mt' = "urine"

Line 3
This line tells how often she should do what she did in line 2.
'binr' (= 'bnr') = "dates", there's another word bnr which means "sweet", so you can guess where the word for dates came from.
'Sat' = a type of cake (Hoch) or biscuit (Faulkner). Faulkner was English, so "biscuit" for him meant what an American might call a "cookie".   Hoch taught at the University of Toronto. In Canada, the meaning of biscuit and cake depends on who you're talking to, but I guessing he means the English type. An American biscuit is a small, very light, cake of bread.
'arf' = "sack, bag"

Line 4
'rwd' = "flourish, prosper"
'rAw.f' = "in its entirety"

The next two lines tell the sex of the child

The last line tells what happens if ... well, what do you think 'tm.sn rwd' means?