

**HEBREW GRAMMAR WITH
READING BOOK,
EXERCISES, LITERATURE
AND VOCABULARIES**

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Hebrew Grammar with Reading Book, Exercises, Literature and Vocabularies by Hermann L. Strack & R. S. Kennedy

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HERMANN L. STRACK & R. S. KENNEDY

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PORTA
LINGUARUM ORIENTALIUM

INCHOAVIT

J. H. PETERMANN

CONTINAVIT

HERM. L. STRACK.

ELEMENTA LINGUARUM

HEBRAICAE, PHOENICIAE, BIBLICO-ARAMAICAE, TARGUMICAE
SAMARITANÆ, SYRIACAE, ARABICAE, AETHIOPICAE,
ASSYRIACAE, AEGYPTIACAE, COPTICAE, ARMENIACAE,
PERSICAE, TURCICAE, ALIARUM

STUDIIS ACADEMICIS ACCOMMODABERUNT

J. H. PETERMANN, H. L. STRACK, E. NESTLE, A. SOCIN
F. PRAETORIUS, AD. MERX, AUG. MUELLER, FRIEDR.
DELITZSCH, C. SALEMANN, W. SHUKOWSKI,
TH. NOELDEKE, G. JACOB, AED.

PARS I.

HEBREW GRAMMAR

BY

H. L. STRACK.

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HEBREW GRAMMAR

WITH

READING BOOK, EXERCISES,

LITERATURE AND VOCABULARIES

BY

HERMANN L. STRACK. *direct* 1548-1722

TRANSLATED FROM THE GERMAN

BY

ARCH^d. R. S. KENNEDY, B. D.,
PROF. OF ORIENTAL LANGUAGES, UNIV. OF ABERDEEN.

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From the Preface to the first (German) Edition.

The superabundance of Hebrew grammars which perhaps already exists is not increased by the present work; it takes the place of the grammar of J. H. Petermann (1845 and—simply with new title—1864) which is now no longer in the market. It has been occasioned by a want which has been strongly felt by me for a considerable time. For the initiatory studies of the yearly increasing number of such as begin Hebrew at the university, the otherwise serviceable grammars at present in use are too extensive, besides being either too elementary or too difficult for beginners. Now since the whole of the accidence must, for obvious reasons, be gone over in at most one term, I found myself compelled to occupy the greater part of the time with dictating. Since, however, a new alphabet had to be learned at the same time, this method was attended with serious inconveniences, and the necessity of a printed compendium became every day more apparent. May the book which is now offered to the public as the result of many years' experience as a teacher prove useful to others besides my own students!

As already remarked, I have written in the first place for students wishing to prepare themselves in the shortest possible time for attendance on the easier exegetical lectures

in the university and for the use of more extensive works on the Hebrew language. I feel justified, however, in hoping that my work [particularly since it has been materially enlarged in the second edition] will be found suitable for use in schools, since it discusses only the most important points, these, however, fully and clearly. Irregular forms not mentioned here may be explained by the teacher or looked up in the "Analytical Appendix" of the lexicons. That in a few places* more is offered than is found even in most of the larger grammars will not disturb the beginner, and will be welcomed by not a few other readers.

The present work differs more or less from the Hebrew grammars known to me in the following points:

The vocabulary, with the exception of the exercises in reading, is taken as far as possible from Genesis and Psalms.

All the Hebrew forms in the grammar and in the exercises really occur in the Bible; none have been constructed by the author.** Such hypothetical forms as are adduced simply to explain the genesis of existing forms, and formations that are warned against will in all cases be found transcribed in italics: only too easily does the learner retain precisely that form which he must not use when it is presented to him in Hebrew characters along with other forms.***

* §§ 7; 25*f*, *g*, *h*; 28*o*; 31*c*; 60*k*; 64; 65*i*; 67; 70; 72; [84*d*; 88; 90].

** The unavoidable exceptions are: the forms of קטל, certain forms of קים in § 71, the paradigms p. 40*f*., p. 2**f*. [and a few others which are pointed out as they occur].

*** לְהַלִּי, בְּאֲשֶׁר, בְּיַהֲרֹקָה, אֶל קַטַּל, אֲחִיו, בָּרָה, סָרַר, הִתְשַׁעַר and similar monstrosities will be looked for in vain. How the genesis of בְּיַהֲרֹקָה, בְּאֲשֶׁר, לְהַלִּי is to be made clear to beginners with Hebrew types is shown in §11*g*.

The object of the arrangement adopted in the paradigms of the weak verbs, which differs from that usually followed, is to render a mechanical learning by rote impossible. It should also be borne in mind that all "complete paradigms" contain forms that can be justified by no certain analogy. [Should the teacher desire to complete any paradigm he may profitably allow this to be done by the students themselves.]

It is a matter of experience that for years the study of Hebrew is no pleasure to many from the fact that they have not, at the very outset, overcome the difficulties inherent in the reading of unfamiliar characters. To remove these difficulties is the aim of the carefully arranged exercises in reading.

In the exercises for translation so much matter has been condensed into a few pages that whoever has thoroughly mastered the whole is sufficiently prepared to read the easier sections of the Old Testament, and is no longer in need of a reading-book. [Cf. also p. VIII.]

I acknowledge with pleasure the assistance I have derived in my studies from the books cited on p. 11* ff. The following pages however are, directly or indirectly, almost exclusively the product of my own experience as an instructor.

Should they contribute in some degree to a better preparation for the study of the word of God, as contained in the Old Testament scriptures, I shall consider myself richly rewarded for the pains bestowed upon them.

Berlin W., May 6, 1883.

H. L. Strack.

Preface to the second (German) Edition.

The exceedingly kind reception which my book has met with on the part of both teachers and students*, has served as an incentive to bring it, so far as the shortness of the time permitted, nearer what it aims to be, viz: a short yet scientific grammar of the Hebrew language for beginners.

Apart from quite a number of minor additions and the short §§ 40 and 77, there has been added: first, almost the whole of the syntactical matter, that is not only §§ 81—91 but the bulk of the syntactical remarks in §§ 17—19. 21. 39. 41 f. 46 f. 63 f. The introduction of a part of the syntax into the chapter on the forms seemed to me to be justified by a regard for the practical work of instruction (§ 39 numerals!), and with reference to the space saved. Secondly, § 12 which treats of the syllable and in which the remarks on opened and loosely shut syllables should be carefully noted. Thirdly, the exercises for translation have been enlarged by the addition of a number of sentences, which I have preferred to take from Proverbs in order to give the student at least some acquaintance with the gnomic wisdom of the Old Testament. The wish to have connected pieces for reading and translation I have sought to comply with by adding for six extracts (I Sam. 9. 25; I Kings 3; Psalms 121. 127. 130) such explanatory notes as will enable the student to read

* An authorised translation appeared nine months ago in Danish under the title: *Hebraisk Grammatik. I. Hebraisk Formlære af H. L. Strack, oversat af H. Kissmeyer; II. Hebraisk Syntax af Fr. Buhl. Kjøbenhavn 1885. Gyldendal.*