

**HEBREW READING LESSONS: CONSISTING
OF THE FIRST FOUR CHAPTERS OF THE
BOOK OF GENESIS, AND
THE EIGHTH CHAPTER OF THE PROVERBS.
WITH A GRAMMATICAL PRAXIS, AND
INTERLINEARY TRANSLATION**

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Hebrew reading lessons: consisting of the first four chapters of the book of Genesis, and the eighth chapter of the Proverbs. With a grammatical praxis, and interlineary translation by Samuel Prideaux Tregelles

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SAMUEL PRIDEAUX TREGELLES

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BY
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Multa terricolis lingue, caelestibus una.

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INTRODUCTORY NOTICE.

THE following Grammatical Analysis and interlineary Version have been prepared with the object of aiding beginners in the study of the Hebrew language.

The first FOUR CHAPTERS of GENESIS have been selected as containing specimens of almost every simple form of construction, as well as a very large number of words:—to these, the EIGHTH of PROVERBS has been added, as a specimen of one of the Poetical books.

The Serviles added to the root, as well as all Prefixes and Suffixes of each word, are printed in *hollow* letters; and all letters which have been dropped from the root, are placed above the line.

Beneath each Hebrew word the corresponding English is given literally.

Whatever in the Hebrew Text cannot be rendered into English (such as the particle **וְ** marking the object), is represented by the sign **)**. Words neces-

sarily added to complete the English form of expression, are printed in italic. Words expressed in Hebrew, but which are redundant in English, are inclosed within brackets []. The article when expressed or implied in Hebrew is distinguished by small capital letters.

The Grammatical Praxis is connected with the Text by a reference letter prefixed to each word. The aim in the construction of this analysis has been to give the learner sufficient information about every word;—all the *circumstances* of each word (*i. e.* its prefixes, suffixes, &c.) being fully described on its first occurrence. Where the same word occurs again, it has been deemed sufficient to note more briefly its peculiarities and to refer to the chapter, verse, and letter, where it has been before explained. Proper names have been left without being referred to any root.

The pronunciation of the Hebrew words has been given to aid in the acquirement of what is so indispensable to success—*fluency of reading* the language. The Vowel sounds employed are those of the Italian, and some other continental languages, viz.: $\frac{ah}{a}$ $\frac{ay}{a}$ $\frac{ea}{i}$ $\frac{oh}{o}$ $\frac{oo}{u}$ to this especial attention should be given. The Consonants employed to indicate the pronunciation have the same power as in English. The letter \aleph having as a consonant no representative in English, is not noticed in the pronunciation; \beth is, however, always indicated, because, in the opinion of some, it possesses a guttural sound.

In spelling it is impossible to attach too much importance to the division of the Hebrew syllables.

The following memoranda will be found of some assistance to the student.

1. In Hebrew every syllable must commence with a consonant:—the only *seeming* exception is when a word begins with **א**, **ב**, or **ו**, pointed thus, **אֵ**.

2. Every syllable must be closed either,

1st. By a consonant:—or,

2nd. By a long vowel:—

the only exception is when a syllable is ended by a short vowel with an accent. A long vowel does not take the following consonant unless it have an accent, or unless the consonant be doubled by a dagesh.

3. The compound sh'vas (or imperfect vowels) ^{(אֵ) (וֵ) (יֵ)} _{(ֵ) (ֵ) (ֵ)}, never can be the vowel of a *syllable*; they simply enable the guttural letter under which they stand to be more easily enunciated.

4. Furtive pathach also never forms a *syllable*; in accordance with the rule which requires that every syllable must commence with a consonant.

5. Simple sh'va where vocal is to be pronounced like *e* in *below*, only rather more lightly.

After a few hours have been spent in learning to enunciate distinctly, the student may acquire the flexion of the regular verb,—after this, the common prefixes and suffixes, and then the irregular verbs. It is well for the student to bear in mind that however formida-

ble the Hebrew verbs may appear in a table, yet the *terminations or prefixes* in all the seven species (whether the verb be regular, irregular, or defective) are the same; so that the exercise of *memory* is confined to acquiring *twenty-eight* words (the verb in *Kal*), no very hard half an hour's work,—and then all else may be made an exercise, not of the memory, but of the understanding.

The learner will have acquired a tolerable stock of words, when he really knows the translation and Praxis here given: he will then do well to pay considerable attention to a good Hebrew grammar;—not overlooking the *accents*, both as to their powers and consecution;—for although but a slight knowledge of grammar will enable him to *read* Hebrew, yet the more accurate is his knowledge of grammar, the more will he appreciate the exactitude of the Hebrew language, and be thus fully repaid for the labour bestowed in acquiring a knowledge of the Old Testament Scriptures in their original language.

References have not been made in the Praxis to any Hebrew Grammar, but concise rules have been supplied as required—almost continually in the first chapter (where all changes of points, the excluded article, &c. are fully explained) and more sparingly afterwards, when the learner might be supposed to have acquired some familiarity with the particulars which have been so often repeated.

No Hebrew Grammar is altogether equal for the

purposes of the learner to that by the late Prof. GESNIUS: the much improved last edition of which, having been edited since his death by Rödiger, has been put forth by the Publishers of this Work.

This aid to beginners in Hebrew originated in a plan of teaching which the author had used. It was commenced many years ago, and circumstances led to its resumption and publication. It contains in fact *lessons*, which having been often gone through with pupils *orally*, are here given on paper for the use of learners.

It is scarcely needful to dwell on the usefulness of introductory books to Hebrew students;—books in which explanations are given as required; so as to ground the learner in the rules and their exemplifications, and thus to lead as far as may be into a *thorough* acquaintance with the language, and that gradually; and if possible, to induce habits of careful investigation of every word met with in reading, both as to its own value, and also as to its connection and bearing upon the rest of the sentence.

This elementary book was compiled with these objects; and it may be confidently stated that it contains the results actually arrived at in practically teaching the language, not merely to *adults* but also to *children*, meeting the difficulties and answering the questions which from time to time have been felt by learners.

It may also be stated that the mode of learning exhibited in this little book, has been attended with

satisfactory practical success in oral instruction; a great part of the advantage of which will, it is believed, be conveyed by these Reading Lessons even to those who are studying the language without the aid of an instructor.

It may also be suggested that teachers themselves might find such an elementary book as this a means of lightening their labours, and promoting the progress of their pupils.

S. P. T.

בְּלִי אֲמִתָּה אֵלֹהִים צְרוּפָה

פְּסוּק. 20. 5. : כִּי הוּא לְחַיִּים בּוֹ :