## Classical Syriac Estrangela Script Chapter 10 <br> (Last updated January 11, 2023)

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### 10.1. Introduction to Weak Verbs

In chapter 5 we learned the paradigm for regular verbs in the $P^{\mathrm{ec}}$ al perfect. The verb that was used to learn this paradigm was the verb مزنل the root letters of the verb مزهبـل paradigm was not made more complicated by the pronunciation of any of the root letters shifting at various points in the paradigm. Second, and more importantly, none of the root letters of the
 completely regular. Verbs that are completely regular are referred to as strong verbs.

Weak verbs, on the other hand, are verbs where (a) one or more of its root letters can change or disappear when the verb is conjugated or (b) the vowels used with one or more of these root letters do not follow the pattern used in strong verbs due to the weak nature of the consonant. In Classical Syriac, there are seven main types of weak verbs: (1) original third-yôd verbs, (2) thirdyôd verbs, (3) second-wāw/yôd verbs, (4) first-yôd verbs, (5) first-nûn verbs, (6) first-ālap verbs, and (7) verbs whose second and third root letters are identical, which are referred to as geminate verbs. The numbers used in these names (i.e. first, second, and third) refer to which root letter changes or causes changes to the expected vowel pattern reading from right to left. For example, in the verb مزه م o is the first root letter, the $\downarrow$ is the second root letter, and the $J$ is the third root letter. The letter used in the name refers to the letter that occupies this position in the root of the verb. For example, first-nûn verbs are verbs whose first root letter is a nûn (e.g. ن.i. "to watch, protect").

Weak verbs can be learned in three possible ways. First, the paradigms for these verbs can simply be memorized. This can be done using a paradigm chart or a song. Second, the paradigms for these verbs can be learned by trying to use the various forms in speech. Finally, the paradigms can be learned by taking the paradigm used for strong verbs and simply memorizing how and
why the paradigms of the weak verbs differ. In this textbook, we will focus on the third option. While the paradigms for these verbs may seem intimidating at first, most of these forms are quite easy to memorize if you have mastered the paradigm for the strong verb.

### 10.2. The $P^{\text {es }}$ al Perfect of Original Third-Yôd Verbs ${ }^{1}$

The focus of this chapter is on original third-yôd verbs. Original third-yōd verbs are verbs whose third root letter is $\boldsymbol{\sim}$ but, in a much earlier stage of Aramaic, the third root letter was $\boldsymbol{r}^{2}{ }^{2}$ In the perfect, original third-yôd verbs end in $\sim$ in the third masculine singular. However, for the rest of the paradigm, the third root letter either reverts to, or completely disappears. ${ }^{3}$

The following rules can be used to produce the forms of most third-yōd verbs in the $P^{\mathrm{ec}}$ al perfect:

1. The third letter is only $\kappa$ in the 3 msg . Since short vowels can only be used in closed syllables and since $\sim$ cannot close a syllable, the ptāḥā? is lengthened to zqāpā?.
2. In the vast majority of cases, the third root letter reverts to , This rule applies to the 2 msg , the 2 fsg , the 1 csg , the 3 fpl , the 2 mpl , the 2 fpl , and the 1 cpl . In most cases, the vowels remain the same as the vowels that are used for regular verbs. There are two exceptions. For the 1 csg , the vowel that should have been written with the third root letter is transferred to the second root letter. This causes the vowel that normally would have been written with the first root letter to disappear. For the 3 mpl , the vowel written with the second root letter is zqāpā̄ instead of ptāhāa? since diphthongs that should be spelled $\because \dot{\dot{C}}$ are always spelled $\Omega \dot{\text { é in }}$ East Syriac (see §2.6).
3. The third root letter drops out in the 3 fsg and the 3 mpl . For the 3 mpl , the suffix takes the place of the third root letter and it is no longer silent. For the 3 fsg, the vowel written with the first root letter in the regular paradigm disappears while the vowel written with the second root letter lengthens to $\mathrm{zq} \overline{\mathrm{a}} \mathrm{pa} \bar{a}^{?}$.

Since the 3 msg is the form you will memorize in your vocabulary lists, the only forms that you need to focus on when memorizing the paradigm are the 3 fsg, the 1 csg , and the 3 mpl . The remaining forms in the paradigm follow the same paradigm as regular verbs apart from the fact that the final root letter has reverted to ,

[^0]The following chart provides the forms of original third-yōd verbs in the $P^{e \varsigma}$ al perfect along with an explanation for why each form takes the form that it does:

Table 10.1 - Pefal $^{\text {ef }}$ Perfect of Original Third-Yôd Verbs

|  | Form | Translation | Explanation |
| :---: | :---: | :---: | :---: |
| 3msg | N-i | he revealed | Since the verb has no suffix, the third root letter remains $\kappa$. The vowel written with the second root letter is zqāpa $\bar{a}$ ? since it is in an open syllable. |
| 3fsg | dic | she revealed | The third root letter has disappeared through <br>  should have been written with the second root letter has combined with the ptāhāā of the feminine suffix dí to become a zqāpā? |
| 2msg | Suli | you revealed | The third root letter has reverted to, . The form here is identical to the regular verb. |
| 2fsg | , | you revealed | The third root letter has reverted to , The form here is identical to the regular verb. |
| 1 csg | del | I revealed | The third root letter has reverted to, but has become silent. The vowel that normally would have been written with the third root letter has been transferred to the second root letter. This has caused the vowel that would normally have been written with the first root letter in the regular verb (zlāmā pšîqā̄?) to disappear. |
| 3mpl | - | they revealed | The third root letter has disappeared through contraction (*) ${ }^{*} \rightarrow$. $\rightarrow$ ). The form used here is quite similar to the one used with regular verbs, but with two differences. First, the ptāhē̄a has changed to zqāpā ${ }^{7}$ since diphthongs that should be spelled $\stackrel{\square}{\text { i }}$ are always spelled $\cap \dot{\text { in in East Syriac (see } \S 2.6 \text { ). Second, }}$ the 3 mpl suffix has taken the place of the third root letter. |
| 3fpl | ل | they revealed | The third root letter has reverted to ,. The form here is identical to the regular verb. |
| 2 mpl | atiel | you revealed | The third root letter has reverted to, . The form here is identical to the regular verb. |
| 2 fpl |  | you revealed | The third root letter has reverted to , The form here is identical to the regular verb. |
| 1cpl | + | we revealed | The third root letter has reverted to, . The form here is identical to the regular verb. |

### 10.3. The Perfect of Third-Yôd Perfect Verbs in the Derived Patterns ${ }^{4}$

The following chart provides the forms of original third-yôd verbs in the most common derived patterns. The $\mathrm{P}^{\mathrm{ec}}$ al perfect paradigm has been included for the sake of comparison.

|  | $\mathbf{P}^{\mathrm{es}} \mathbf{a l}$ | $\mathrm{Pa}^{\text {scel }}$ | ${ }^{2}$ Ap ${ }^{\text {cel }}$ | ${ }^{2}$ Etp ${ }^{\text {es }} \mathrm{el}$ | ${ }^{2}$ Etpa ${ }^{\text {s¢ }}$ al |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 3msg | 第 | + | \% | <r | <r |
| 3fsg | div | - | << | <rır | <rı |
| 2 msg | dili | - | << | rratr | rrat |
| 2fsg | , +icli | - | ك\% | rrin | rrı |
| 1 csg | del | - | << | <rer | <r |
| $\mathbf{3 m p l}$ | ali | - | <\% | <rn | <rn |
| 3 fpl | - | - | \% | <r\|in | هِّهِّ |
| 2 mpl | atieli | - | - | atielv | - |
| 2 fpl | - | - | <r | - | - |
| 1cpl | + | \% | \% | <rı | هrox |

Several observations can be made:

- The original third yôd of the root is present throughout the paradigms of the derived patterns.
- The 3fsg of the derived patterns is completely regular.
- Apart from the 3 fsg, the third yôd of the derived patterns is written with a ḥb$\underline{b} a ̣ \bar{a}^{?}$.
- The $\downarrow$ of the $2 \mathrm{msg}, 2 \mathrm{fsg}, 2 \mathrm{mpl}$, and 2 fpl suffixes is pronounced with the hard pronunciation even if it is immediately preceded by a vowel sound.
- The suffix for the 3 mpl is pronounced in each of the patterns given above.

If these observations are kept in mind, the paradigms of the derived patterns can be reproduced and recognized with little difficulty.

### 10.4. Prepositive Conjunctions (Part 1)

Prepositive conjunctions are conjunctions that normally stand immediately before the word, phrase, or clause it is connecting. This is in contrast to postpositive conjunctions, which cannot stand in the initial position of a clause (see $\S 9.3$ ). In this section we will begin to look at some of the most common prepositive conjunctions in Classical Syriac. We will deal with more prepositive conjunctions in the following chapter.

[^1]
## 50．4．1．

The conjunction $\operatorname{\delta i}$ is used to link options，possibilities，or alternatives（＂or＂）．When introducing a set of two alternatives，it can be translated with the word＂either．＂Note the following examples：

| Examples |  |
| :---: | :---: |
| Syriac | English |
| אتّه تنا | Or what will a person give in exchange for his soul？（Mark 8：37） |
| حіֹ <br>  <br>  <br>  <br>  | Jesus answered and said，＂Truly，I say to you：No one who leaves houses or brothers or sisters or father or mother or wife or children or farms because of me and because of my gospel．．．．（Mark 10：29） |
|  <br>  <br>  | There is no servant who can serve two masters．For either he will hate the one and love the other or he will honor the one and treat the other with contempt．（Luke 16：13） |

## 10．4．2．${ }^{6}$ ．

The conjunction $⿴ 囗 十 ⺀ ⿺ 𠃊 乛 亅$ is often used to indicate a contrast between the clause it introduces and something that was previously stated（＂but＂）．Although $\quad$ rounds like the Greek conjunction $\dot{\alpha} \lambda \lambda \dot{\alpha}$（alla，＂but＂）and sometimes has the same meaning，it is actually derived from the combination of the conjunction（＂if＂）and the adverb（＂not＂）．The conjunction can also be used in some cases to indicate an exception to something that was previously stated （＂except＂）．However，when has this function，it is normally used in combination with the conjunction（RN＂）．Compound conjunctions will be dealt with in chapter 12．Note the following examples：

## Examples

| Syriac | English |
| :---: | :---: |
| （ لـبْ | I have not come to call the righteous but sinners．（Mark 2：17） |
| ¢ | But he did not permit him but said to him．．．．（Mark 5：19） |

[^2]| a <br>  <br>  | And he did not permit anyone to come with him except Simon the Rock, James, and John. (Mark 5:37) |
| :---: | :---: |
| (لٌ دبדוֹּא. | He himself was not the light but [he came] in order to witness concerning the light. (John 1:8) |

### 10.4.3. arern $^{7}$

Like the word "also" in English, $\quad$ is a conjunctive adverb. addition (also), a surprising inclusion (even), or, when used with the adverb $\mathrm{V}^{\mathbf{C}}$, a surprising exclusion (not even). When $\underset{\sim}{\boldsymbol{\sim}}$ indicates a surprising inclusion, it is often preceded by the conjunction $\boldsymbol{a}$. When this happens, $\boldsymbol{\sim}$ a should normally be translated "even" rather than "and even." example:

| Examples |  |
| :---: | :---: |
| Syriac | English |
|  .m | He even commands the impure spirits and they obey him. (Mark 1:27) |
|  <br>  شِّ | And when they heard that he was in the house, many gathered, so much so that it was not able to contain them, not even in front of the door. (Mark 2:2) |
|  | And he also gave to the ones who were with him. (Mark 2:26) |
|  . | The Lord even of the Sabbath, therefore, is the son of man. (Mark 2:28) ${ }^{9}$ |
|  | And he also said to them.... (Mark 3:4) |
| кみ゙ <br>  <br>  | For even the son of man did not to be served but to serve and to give his life as a ransom for many. (Mark 10:45) |

[^3]When used with another occurrence of $\underset{\sim}{\text { c }}$ can indicate inclusion ("also...and" or "both... and also"):

## Examples

| Syriac | English |
| :---: | :---: |
|  | Don't just wash my feet for me but also my hands and my feet. (John 13:9) |
|  لهتْص. | But now they have both seen and hated both me and also my father. (John 15:24) |

### 10.4.4. $a^{10}$

The conjunction a is the most common conjunction in Classical Syriac. Its use, in many cases, mirrors the use of the equivalent conjunctions in both Hebrew and Greek. It can be used in several different ways.
a) It can be used to join words, phrases, or clauses together in a way that indicates inclusion ("and"):

| Examples |  |
| :---: | :---: |
| Syriac | English |
|  <br>  | And all of the countryside of Judea and all of the inhabitants of Jerusalem ${ }^{11}$ went out to him. (Mark 1:5) |
| م <br>  | And they came to the house of Simon and of Andrew with James and John. (Mark 1:29) |
|  | He approached him and said.... (Mark 1:41) |

b) a can be used to indicate sequence in a narrative. When this happens, a can be translated with the words and, then, or but depending on the logical relationship the sentence has with the previous sentence:

[^4]| Examples |  |
| :---: | :---: |
| Syriac | English |
| مفّله نبخْبخّ | Then a voice came from heaven: "You are my beloved son." (Mk. 1:11) |
|  | And Jesus said to them.... (Mk. 1:17) |

c) a can also be used to introduce a new section in a narrative. When $a$ has this function, it can be translated with the words "and" or "now" or it can simply be left untranslated:

| Examples |  |
| :---: | :---: |
| Syriac | English |
| ( | And it came about in those days that Jesus came from Nazareth in Galilee.... (Mark 1:9) |
|  <br>  | And again Jesus went up to Capernaum after some time (Mark 2:1) |

d) When used with another occurrence of $\_$, a can indicate inclusion (both....and):

| Examples |  |
| :---: | :---: |
| Syriac | English |
|  - | You know both me and you know where I come from. (John 7:28) ${ }^{12}$ |
|  <br>  | Both on my male servants and on my female servants I will pour out my spirit in those days and they will prophesy. (Acts 2:18) |

### 10.5. Vocabulary

| Verbs |  |
| :---: | :---: |
|  |  |
| 13 | ( ${ }^{\text {App}}{ }^{\text {e }}$ el) to bring, cause to come |
| خنم | ( ${ }^{\text {e¢ }}$ al) to build; ( ${ }^{( } \mathrm{Etp}{ }^{\text {es }} \mathrm{el}$ ) to be built. |

[^5]| 且 | （ ${ }^{\mathrm{ef}}$ al）to uncover，reveal，make known；（ ${ }^{\left({ }^{\mathrm{E} t}{ }^{\mathrm{es}}{ }^{\mathrm{e}} \mathrm{el} \text { ）to be uncovered，}\right.}$ revealed，made known． |
| :---: | :---: |
| Niv | （ ${ }^{\text {ec }}$ al）to see；（ ${ }^{\text {Etp }}{ }^{\text {es }} \mathrm{el}$ ）to be seen，be visible，appear，think． |
| \％ | （ $\mathrm{P}^{\mathrm{ec}} \mathrm{al}$ ）to live，recover． |
| תִִֵ | （ ${ }^{\text {App}}{ }^{¢}$ el）to give life，save，keep alive． |
| Kiis | （ ${ }^{\text {e¢ }} \mathrm{al}$ ）to strike，beat；（ ${ }^{\left(2 E t t^{\text {es }} \mathrm{el} \text { ）to be wounded．}\right.}$ |
| דיW： | （ $\mathrm{Pa}^{\varsigma \varsigma} \mathrm{el}$ ）to wound many，wound severely；（ ${ }^{\mathrm{E}} \mathrm{Etpa}^{\varsigma \varsigma} \mathrm{al}$ ）to be struck down， be beaten down． |
| 成 | （ $\mathrm{P}^{\text {ec }} \mathrm{al}$ ）to arrive at，reach，come，happen，befall． |
| ד! | （ $\mathrm{Pa}^{〔 \varsigma} \mathrm{el}$ ）to bring，arrive，reach，meet；（ ${ }^{\mathrm{E}} \mathrm{Etpa}^{\text {a }}{ }^{〔}$ al）to arrive，reach，be brought． |
| نهم！ | （ $\mathrm{Pa}^{\text {¢¢ }} \mathrm{el}$ ）to tempt，test；（ ${ }^{(2 \mathrm{Etpa}}{ }^{\text {¢¢ }}$ al）to be tempted，tested． |
| 下in | （ ${ }^{\mathrm{ec}}$ al）to answer；（ ${ }^{?} \mathrm{Etp}^{\mathrm{ec}} \mathrm{el}$ ）be heard（prayer），be occupied，be busy，be engaged in． |
| فior | （ $\left.\mathrm{P}^{\mathrm{ec}} \mathrm{al}\right)$ to turn，return，repent；（ ${ }^{\left({ }^{2} \underline{p t}^{\mathrm{e}} \mathrm{el} \text { ）to turn，turn towards，return，be }\right.}$ converted． |
| جْبٌ | （ $\mathrm{Pa}{ }^{\text {¢¢ el }}$ ）to return，restore，answer（with to be restored，given back． |
| ¢ִִهִ： | （ ${ }^{\mathrm{A}} \mathrm{A}^{¢} \mathrm{el}$ ）to cause to return，bring back，restore，cause to turn． |
| \％ | （ $\mathrm{P}^{\mathrm{ec}}$ al）to want，desire，be pleased with（with $\boldsymbol{\text { ）}}$ ），have pleasure in（with <br>  |
| $\mathrm{\sim l}_{5}$ | （ $\mathrm{P}^{\text {ef }} \mathrm{al}$ ）to turn aside，towards． |
| ذ.لـ! |  offered（prayer） |
| مخم | （ ${ }^{\text {ec }}$ al）to cry out，shout |
| مデ | （ ${ }^{\text {es }} \mathrm{al}$ ）to call，proclaim，read；（ ${ }^{\text {Etp }} \mathrm{p}^{\text {es }} \mathrm{el}$ ）to be called，be named，be read |
| ع | （Pe¢ ${ }^{\text {ec }}$ ）to throw，expel（with C ），lay hands on（with |
| 人ジャ | （ ${ }^{\text {es }}$ al）to loosen，untie；（ ${ }^{(2 \mathrm{Etp}}{ }^{\text {ecs }}$ el）to be loosed，loosened，let loose． |
| ， | （ $\mathrm{Pa}^{〔 \mathrm{C}} \mathrm{el}$ ）to begin（with imperfect tense，infinitive，or participle as complement）；（ ${ }^{?}$ Etpa ${ }^{\text {¢¢ al }}$ ）to be begun． |
| \％ | （ ${ }^{2} \mathrm{Ap}^{\mathrm{C}} \mathrm{el}$ ）to command to encamp，cause to dwell． |


| Prepositive Conjunctions |  |
| :---: | :---: |
| － | or |
| 欠＜＜ | but，except |


|  | also, even |
| :---: | :---: |
| كَّهُلِّ | not even |
| 0 | and, then, now |


| Proper Nouns |  |
| :---: | :---: |
| خךتّليك | Babylonians |
| - | Arabs |
|  | Jews, Judeans |
| هی\% | Egyptians |
|  | Persians |

### 10.6. Homework

a) Using practice sheet 10.1 , memorize the paradigm for the $\mathrm{P}^{\mathrm{ec}}$ al perfect of the verb
b) Using practice sheet 10.2, memorize the paradigms for in the derived patterns.
c) Memorize the vocabulary in 10.4 above. Ideally, you should learn seven words per day until they are all memorized. Make sure you can translate the words from Syriac to English as well as English to Syriac. The following link on Quizlet can be used to help you learn the vocabulary: https://quizlet.com/ c45ir4?x=1qqt\&i=2z26w0.
d) Using practice sheet 10.3 , translate the sentences from Syriac to English.


[^0]:    ${ }^{1}$ Cf. Nöldeke $\S 176$; Muraoka §64; Duval §§104, 213; Mingana §§157-58; Brockelmann §192.
    ${ }^{2}$ Note that some verbs in Classical Syriac that end in $\mathcal{\sim}$ are original third-ālap verbs. Note also that some verbs in Classical Syriac end in, in the $P^{\mathrm{ef}}$ al perfect 3 msg . In this textbook, verbs that end in, in the $P^{\mathrm{ec}}$ al perfect 3 msg will simply be referred to as third-yôd verbs. Third-yôd verbs are relatively rare and are identical to original third-yôd verbs in every pattern except for the $P^{\text {es }}$ al. Third-yôd verbs will be discussed in a later chapter.
    ${ }^{3}$ Note that Sokoloff's lexicon lists original third-yôd verbs with the third consonant as, rather than $\kappa$. Payne Smith lists them with the third consonant as $\kappa$.

[^1]:    ${ }^{4}$ Cf. Nöldeke §176; Muraoka §64; Duval §§104, 213; Mingana §§157-58; Brockelmann §192.

[^2]:    ${ }^{5}$ Nöldeke §§155，340；Duval §§296，388；Mingana §566；Brockelmann §175．
    ${ }^{6}$ Nöldeke §§155，374；Duval §§110，296；411；Mingana §566；Brockelmann §175．

[^3]:    ${ }^{7}$ Nöldeke §155; Duval §296; Brockelmann §175.
    
    
    ${ }^{9}$ This verse can also be translated, "The son of man, therefore, is Lord even of the Sabbath." The translation given above has attempted to adhere to the Syriac word order as much as possible for the sake of illustration.

[^4]:    ${ }^{10}$ Nöldeke §§155, 339-40; Duval §296; Mingana §566, Brockelmann §175.
    ${ }^{11}$ Literally, "the sons of Jerusalem."

[^5]:    ${ }^{12}$ A more literal translation would be, "Both me you know and from where I come you know."
    ${ }^{13}$ In the ${ }^{\text {P }} \mathrm{Ap}^{\varsigma} \mathrm{el}$, the first root letter is replaced by , Apart from this, the forms of this verb follow the expected forms.

