

### HEBREW. JUNIOR CLASS.—APRIL 18, 1883.

1. (a) Translate Genesis iii. 17. (b) Analyze *ts'v'vithikhā, arūrā, hhāyyēkhā, y'mē, lēmōr*. (c) Name the accents which divide this verse into clauses and sections.
2. (a) Translate II Samuel xiii. 13. (b) Analyze *dhābbēr-nā, y'mnā'ēnī, mīmmekkā*. (c) Give the absolute and construct plural of *mēlēk*. (d) What is a segholate, and how is it formed?
3. (a) Translate Isaiah xlix. 15. (b) Analyze *h'thishkāhh, thishkāhhnā, and ēshkāhhēkh*.
4. (a) Give examples of neglect of agreement in Hebrew Syntax. (b) For what parts of the verb may the absolute infinitive stand? (c) What is the position of the cardinals (excepting *ēhadh*) with reference to the noun? (d) How do you distinguish between qualifying and predicate adjectives?
5. Translate into Hebrew:—(a) *Who are these?* (b) *What are these?* (c) *Thou art the greatest of all men.* (d) *I shall command the stars not to give light in the night.* (e) *I shall not eat the fruit which he has commanded me not to eat.*

### HEBREW. SENIOR CLASS.—JANUARY 24, 1883.

1. Translate Josh. ii. 6. Analyze *hā'arūchōth*. Distinguish the synonyms *tāmān, tsāphān*.
2. (a) What is the force of the preterites in the first verse, and of the imperfect in the second verse, of Psalm i. (b) Translate Psalm ii. 9. Analyze *t'rō'ēm*. What is the root meaning of *k'li*?
3. Translate Is. xxxv. 5, 6. Give the singular of *'iv'rīm*. What is the root meaning of *p'ssē'hh*? Account for the daggesh forte. Why are imperfects used in the first part, and why a preterite in the last part, of verse 6?
4. Translate Amos iii. 7. Give the meaning of the verse, showing the connection. What is the root meaning of *nābhī*?
5. In Amos iii. 14, 15, show why vav conversive of the preterite is used.
6. Translate Micah iv. 12. Give the meaning, showing the connection. Analyze *hēbhīnū, gōrūd*. Distinguish the synonyms *māhh-shābhā, 'ētsā*.
7. Translate I Kings xix. 1; Is. vii. 14; Jer. xxiii. 5; Ezek. xxxvii. 12; and Ps. lxvi. 16.\*

### HEBREW. SENIOR CLASS.—APRIL 18, 1883.

1. (a) State the arguments by which certain critics support the theory of a deutero-Zechariah? (b) How do you explain the reference to David, Nathan, Levi and Shimei, in Zechariah xii. 12, 13?
2. (a) What is the "circumstantial clause"? (b) What place does it assign the subject? (c) Give the replies of Delitzsch and Driver to the question. Is the jussive ever used for the simple imperfect? (d) How do Ewald and Driver account for the ending *ah* attached in some cases to imperfects which have vav conversive prefixed? (e) Give a reason for the retraction of the tone which in certain cases occurs in imperfects after vav conversive.
3. (a) Translate into English the Chaldee of Dan. iv. 17-19. (b) Analyze *r'bhāth, ūm'tāth, vāhh-zōthēh, ūth'kiph*. (c) Write the absolute state of *sh'māyyā, mālkā, and ilānā*. (d) Write the construct and emphatic singular, also the absolute, construct and emphatic plural of the fem. noun *m'dhīnā*. (e) How in Chaldee may the relation of the genitive be expressed?
4. (a) Translate Gen iii. 22, of the Targum of Onkelos. (b) State the probable cause of deviation from the original.
5. Translate into Hebrew:—(a) *The children of Israel made an altar of stone, and they said, This is God's altar, we will offer our peace offerings upon it.* (b) *God said, I will give to the people ten commandments which are very good.* (c) *Moses arose and went to the mount and saw the lightnings, but he was not afraid. Having heard the words of the law, he returned to the people and told them what God had said.*

\* These passages were given as an exercise in translating Hebrew at sight.