

THE HIGH SCHOOL AND UNIVERSITY EXAMINATIONS.

FORM II.—ENGLISH GRAMMAR AND RHETORIC.

A.

1. And, as the finder of some unknown realm,
 Mounting a summit whence he thinks to see
 On either side of him the imprisoning sea,
 Beholds, above the clouds that overwhelm
 The valley-land, peak after snowy peak
 Stretch out of sight, each like a silver helm
 Beneath its plume of smoke, sublime and bleak,
 And what he thought an island finds to be
 A continent to him first oped,—so we,
 Can from our height of Freedom look along
 A boundless future, ours if we be strong,

(a) Analyze the above passage so as to show the various clauses (principal and subordinate) it contains, and indicate their relation to one another. In the case of subordinate clauses be careful to state the grammatical function of each, and to point out the particular word or words each one modifies

[N.B.—Write every clause in full.]

(b) Write out the various phrases (prepositional and participial) in the first seven lines of the passage, and state their functions and the words they modify.

2. Write brief grammatical notes on the italicized words in the following:

(a) *All* bloodless lay the untrodden snow.

(b) I forgave *him* the insult.

(c) The bells ring a merry *peal*.

(d) It is turning *hot*.

(e) He struck the man *senseless*.

3. State the grammatical functions and relations of the italicized words in the following:

(a) He is fond of *hunting* deer.

(b) We found him *sleeping*.

(c) *Walking* along the street, I met my brother.

(d) The miser goes on *accumulating* wealth.

(e) He was engaged in the *building* of a house.

4. Distinguish the Restrictive and Co-ordinating Relative Pronoun, illustrating your answer by examples.

5. Give the principal parts of the following verbs : *hang*, *rid*, *lie*, *eat*, *dive*, *spin*, *dare*, *wake*, *sit*, *forbear*. (In the case of *hang* and *lie*, give double forms and distinguish in meaning.)

6. State briefly some of the main changes subsequent to the Norman Conquest in (a) the vocabulary and (b) the word-formation of English, giving examples.

B.

7. State the defects of the following sentences as to unity, clearness, ease, emphasis, etc. Also re-cast them in such a way as to make them good sentences:

(a) I was walking home from school and I met a boy and girl.

(b) His answer was, to say the least, for I dislike to charge anybody with boorishness, curt.

(c) The Republicans retained thousands of voters by their support of prohibition who would have left the party had it not taken this start.

(d) When Shylock discovered that his daughter was gone, we could not help feeling sorry for the lonely old man who felt for a moment the love for his child rekindle, now that she was gone, but soon the love of the money overcame the other.

(e) The purpose of Scene II. we find, then to be threefold : primarily