

(b) The English archers poured a shower of arrows upon them. They were unable to stand it. They turned. They fled. From that moment the panic and the confusion were very great. As a result the day was lost.

6. Break up into a series of short simple sentences :

(a) When the king saw the English horse-men draw near, he advanced a little before his own men, that he might examine them more closely.

(b) He tried to pacify them by speaking gently and promising large rewards, but finding that they only increased in clamour he assumed a decided tone.

7. Change the voice of the verbs :

(a) The examiner had allowed him a second chance.

(b) No one said a word to me about it.

(c) It was never found out who did it.

(d) He told me that a doctor had been sent for.

(e) They should not have taken any notice of it.

8. Right bitter was the agony
That wrung that soldier proud :
Thrice did he strive to answer,
And thrice he groaned aloud.
Then he gave the riven banner
To the old man's shaking hand,
Saying, "That is all I bring ye
From the bravest of the land!"

Ay! ye may well look upon it,
There is more than honour there,
Else, be sure, I had not brought it
From the field of dark despair.

(a) From what lesson is this extract taken?

(b) Who were the "soldier proud" and the "old man"?

(c) What was it that he strove to answer, and why was it so hard a task?

(d) Show the force added by each of the following words: *proud, aloud, riven, shaking*.

(e) What did he mean by "more than honour"? Quote the lines if you can that explain it.

(f) What was the "field of dark despair"? Why does he describe it thus?

(g) "Ay." Pronounce and give the meaning.

(h) Classify and give the relation of *right, saying, all, bravest, more, sure, else*.

(i) Point out the difference in the use of *there* in l. 10, and of *that* in ll. 2 and 7.

(j) *Had brought*. What mood? Why?

(k) *Else*. Expand this word into a clause.

(l) Is *ye* correctly used in l. 7?

(m) Select three different examples of inflection, and give the object of each.

(n) Classify the verbs in the first six lines.

(1) As Transitive and Intransitive. (2) As strong and weak.

(o) Write sentences using the words *well, look, honour, answer*, with a different grammatical value from that which they have in the passage.

(p) Rewrite the last six lines in the form of indirect narrative, in prose.

CLASS-ROOM.

MISCELLANEOUS QUESTIONS ON ENGLISH GRAMMAR.

FOR THIRD AND SECOND CLASS CANDIDATES.

1. What is meant by functional interchange? How and why has it been affected by the loss of inflections?

2. What principles guide us in assigning grade in personification?

3. What parts of speech are mostly of native origin?

4. On what two grounds is the Interjection denied a place among the parts of speech?

5. On what grounds is the Potential Mood denied a place in the list of moods?

6. Illustrate different ways in which Intransitive Verbs may be made Transitive?

7. Explain how *to* came to be regarded as the sign of the infinitive.

8. What are the limitations in deciding what constitutes "good usage"?

9. Classify phrases (1) according to their grammatical value, (2) according to the chief word in them, and give examples of each class.

10. Give, if you can, any rule or principle that will aid in deciding whether to use an adjective or an adverb after such verbs as