

- 6 He even offered to do that.
- 7 The proposal to do that came from him.
- 8 You were not sent here to do that.
- 9 He appeared to do that.
- 10 I don't care to do that.
- 11 They seemed determined to do that.
- 12 I shall make it a point to do that.
- 13 I have known them to do that.
- 14 We did not agree to do that.
- 15 He may take it into his head to do that.
- 16 They have often been seen to do that.
- 17 I have no alternative but to do that.
- 18 He will be certain to do that.
- 19 He knows better than to do that.
- 20 It would be as easy to make another as to do that.

II. Write sentences using the verbs *turn*, *collect*, *speak*, first as transitive verbs, then as intransitive verbs.

III. Write sentences using the verbs *appear*, *grow*, *prove*, first as verbs of complete predication, then of verbs of incomplete predication.

IV. Mention three ways in which verbs that are usually intransitive may be made transitive, and group the following examples according to your classification: He died a glorious death. He marched his men into the town. They soon overran the town. He runs the engine in the factory. They agreed to run the race over again. A little boy was run over by a sleigh. I laughed him out of it. You will only be laughed at.

Passages for analysis and parsing:

1. As one that museth where broad sunshine
laves

The lawn by some cathedral, thro' the door
Hearing the holy organ rolling waves
Of sound on roof and floor

Within; and anthem sung, is charmed and
tied

To where he stands,—so stood I, when
that flow

- Of music left the lips of her that died
To save her father's vow;

The daughter of the warrior Gileadite,
A maiden pure; as when she went along
From Mizpah's towered gate with welcome
light,
With timbrel and with song.

2. So shape chased shape as swift as, when
to land
Bluster the winds and tides the self-same
way,
Crisp foam-flakes send along the level sand,
Torn from the fringe of spray. . . .

I started once, or seemed to start in pain,
Resolved on noble things, and strove to
speak,
As when a great thought strikes along the
brain,
And flushes all the cheek.

—Tennyson's "Dream of Fair Women."

"THE LADY OF THE LAKE."

1. What relation has the introduction of each Canto to the remaining portions?
2. Give the "argument" of the poem.
3. Sketch the plot of the poem.
4. In what metre is the main body of the poem written, and with what variations? What is the motive of these variations?
5. Quote a passage showing Scott's power in description of still life, and also of action.
6. By what devices does Scott heighten the description of a clansman's fealty to his chief?
7. Quote a description of the harper, and also of the character of Roderick Dhu.
8. On the principle that the function of poetry is to give pleasure, how does Scott reconcile us to the defeat and death of the brave Roderick?
9. By what means does Scott, in Canto II., stanza xxxi., heighten the description of Ellen's "desperate" situation?
10. What rhetorical principles are exemplified in the description of the combat? Give a full answer.
11. Give a rhetorical analysis of stanzas xi., and xii., Canto I.
12. Give the meaning of the following (Canto I., introduction): witch-elm, envious, according pause, crested; stanza i., danced; stanza ii., tainted gale; stanza iv., shrewdly, burst; stanza vii., embossed, strained, quarry; stanza x., humbled crest; stanza xiii., claims to be; stanza xv., churchman, bower; stanza xviii., sportive toil, airy; stanza xx., silent horn; stanza xxi., forward;