

5. Change (a) from the direct to the indirect form, and (b) from the indirect to the direct:—

(a) "I wish," said my uncle Toby, with a deep sigh, "I wish, Trim, I was asleep." [7]

(b) "The Genius said that he should take his eyes off the bridge and tell him if he yet saw anything he could not comprehend." [8]

6. Combine the following into a complex sentence: "The sap stirs early in the legs of a country boy. It shows itself in uneasiness in the toes. These get tired of boots. They want to come out and touch the soil. The sun has warmed the soil a little." [15]

7. Change the following complex sentences into compound ones:

(a) "This mode of travelling, which by Englishmen of the present day would be regarded as insufferably slow, seemed to our ancestors wonderfully rapid."

(b) "As I was too far from home to think of returning, I determined to go forward." [15]

8. Rewrite the following, substituting other and fitting words for those printed in italics:—

"The *natives* of the island *supposed* the ships had sailed out of *the crystal firmament*, *beyond the horizon*, or had descended from *above* on their *ample* wings, accompanied with lightning and thunder; and that these *marvellous beings*, *clad in glittering steel*, or *raiment of various colours*, *were inhabitants of the skies*." [15]

ENGLISH GRAMMAR.

NOTE.—All candidates will take questions 1, 2 and 3, and any two of the remaining four. A maximum of five marks may be allowed for neatness.

1. Classify, as far as possible, the words in the following extract, as (1) names, (2) words that assert (or state), (3) words that modify (or qualify), and (4) words that connect:

O, young Lochinvar is come out of the west!
Through all the wide Border his steed was
the best;
And save his good broad-sword he weapons
had none. [14]

2. In the ranks of the *Austrian* you found him;

He *died* with his face to you all:
Yet *bury* him *here* where *around* him
You honour your bravest *that fall*.

(1) Classify, and give the relation of the clauses. [10]

(2) Analyze the first two clauses. [6]

(3) Parse the words in *italics*. [20]

3. Correct, where necessary, any four of the following sentences, giving in each case the reason for the correction:

(a) It wasn't them that did it; it was I only.

(b) Not only was the school-house burnt, but the contents too.

(c) Neither the one nor the other was the man to do the work.

(d) Without you understand the relations of the words, you can't read good, I don't hink.

(e) He could easily have swam across, if the river had been froze.

(f) I and my brother ran towards home, shouting fire, in our overcoats. [20]

4. Explain the meaning of each of the terms: "phrase," "mood," "conjunction," "personal pronoun," "subordinating conjunction"; illustrating by examples taken from the sentence in question two above. [15]

5. Name the different classes of nouns, and classify the words in the following list that may be used as nouns: *prayer-book*, *group*, *piety*, *pity*, *sleeping*, *prophetic*, *grandeur*, *one*, *noun*, *hereafter*. [15]

6. Explain the meaning of the term "inflection" and the grammatical value of the inflections in the following: *hand's*, *hands*, *were*, *greater*, *greatly*, *sought*, *seeks*, *seeking*, *seek*. [15]

7. (1) State the mood and the tense of each of the verbs in the following sentences; and

(2) Distinguish the meaning of the sentences in each of the two sets of sentences:

(a) *I found him*; *I have found him*; *I had found him*; *I did find him*.

(b) *I may go*; *May I go?* *May I go!* [15]