

(c) *Much* as I should like to see it, *there* are several reasons why I do not think it advisable that I should go to it.

(d) It is quite *probable* that he came to the conclusion that such an event was less likely than *ever* to take place.

(e) That *such* was the case any one may see *that* will take the trouble to read the evidence he gave at the inquest.

2. Parse the underlined words.

3. Exemplify—

(a) *but*, used as a "negative relative."

(b) *rising* used as a gerund.

(c) a preposition governing a phrase.

(d) a preposition governing a clause.

(e) *little* used as an adverb.

4. Write sentences using the clause "who offered to buy it" restrictively, descriptively and coordinately.

5. Define or explain the terms *Accidence*, *Copula*, *Cognate*, *Object*, *Neuter Verb*, *Anacoluthic*, *Subject*.

6. Criticise the following sentences, and make such changes as seem necessary.

(a) His name appears in the minutes as having been present at the meeting.

(b) The Knight asked his host for liquor, who brought him a cup of pure water.

(c) Locksley wanted to plant a mark like he was used to shoot at.

(d) There were over thirty persons applied for the position.

(e) Locksley shot his arrow two inches nearer the centre without hardly looking at the mark.

THE HIGH SCHOOL PRIMARY.

ENGLISH LITERATURE AND RHETORIC.

Examiners: W. J. ALEXANDER, PH.D, A. CARRUTHERS, B.A., W. TYTLER, B.A.
A.

More things are wrought by prayer

Than this world dreams of. Wherefore, let thy voice

Bound by gold chains about the feet of God.

1. Analyse the above extract so as to show the various clauses (principal and subordinate) of which it is composed, and their relations to one another. Especially point out clearly and fully the grammatical function of each *Subordinate* clause, and indicate in each case the word or words modified by such clause.

2 Define *phrase* as used in its grammatical sense. Point out (a) the Adjectival Phrases, (b) the Adverbial Phrases in the first five lines of the extract, and show clearly their grammatical relation to the words with which they are connected in sense.

3. Show clearly the grammatical functions and relations of:

"Wherefore" (line 2).

"fountain" (line 3),

"what" (line 4),

"both" (line 7),

"friend" (line 7),

"way" (line 8).

4. Distinguish in value the clauses in the extract which are introduced by relative pronouns.

5. Give the grammatical name and value of the italicised words in the following sentences. Show clearly their relation to the words with which they are connected in sense:—

(a) *Of making* books *there* is no end.