

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.

1. Write out in full each of the subordinate clauses, except the one beginning with *that*; classify them and give their relation.

2. Parse the italicised words.

3. Justify the form *be* in the last line.

II.

1. Write out in full the subordinate clauses in the following: classify them and give their relation.

(a) Go where you will you may be sure that you will find some specimens.

(b) What's the reason that you did not paint this one the same color as the other one?

(c) Had we known that we would have behaved better than usual.

2. Classify the infinitive phrases in the following sentence and give their relation.

It is easy to see that we shall not be able to reach the hall in time to hear him explain to the class how to perform the experiment.

3. Give the relation of the italicized words in the following:

She is just my *age*. No *wonder* that you are tired. He left off *visiting* them. Another *day* and I shall be free. The *rascal*, to think of his doing that! He looked the very *picture* of misery.

4. Show in the case of verbs, pronouns, and adjectives that the tend-

ency of modern English is to drop inflections.

5. Discuss which is the correct form. It is I that am (is) to blame for that result.

6. Explain clearly what is meant by speaking of the *composite* character of the English language.

7. What reasons can you give for thinking that the English language will not undergo nearly so much change during the next six centuries as it did during the last six?

8. Give (a) adjectives corresponding to *clergy*, *parish*, *giant*, *monk*, *bishop*, *epistle*, *apostle*.

(b) doublets of *pity*, *balm*, *diamond*, *sever*, *survey*, *abridge*, *blame*.

9. Mention (a) common errors in the pronunciation of the following words: *covetous*, *grievous*, *insidious*, *presumptuous*, *unctuous*.

(b) Common errors in the use of the following words: *affect*, *apt*, *inside*, *dry*, *alternative*.

FOR PUBLIC SCHOOL LEAVING.

"Bright was the summer's noon when quickening steps

Followed each other till a dreary moor

Was crossed, a bare ridge *clomb*, upon whose top

Standing alone, as from a rampart's edge,

I overlooked the bed of Windermere,

Like a vast river, stretching in the sun."

1. Parse the italicised words.

2. Write out in full the clauses to which *ridge* and *edge* belong respectively; classify each and give its relation.

3. Write out in full the subordinate clauses in the following, classify each and give its relation.

(a) I hold it true, whate'er befall;
'Tis better to have loved and lost

Than never to have loved at all.