

2. State the principal rules of English syntax.

3. What is "to," in the following expressions:—"To-morrow;" "And all to break his head;" "Early to bed;" "Go to, now;" "Such a to-do."

4. Give some examples of defects and of excess in the English alphabet.

5. Give some rules which will be helpful in guarding against common errors in the use (1) of relative pronouns; (2) of "shall" and "will;" (3) of the words "than" and "as."

6. Explain the origin and exact use of the articles in English. Give reasons for and against including the article among the parts of speech.

7. Discuss the meaning of the syllable *self*. Give reasons for determining whether it should be regarded as a noun or as an adjective.

8. Tell what you know of the introduction of the genitive form *its*.

9. Give rules for the right use of the subjunctive in English, with examples.

10. Give some account of our alphabet, with reference both to its history and to the classification of the sounds it represents.

11. Tell the history of the use of *to* before a verb in the infinitive.

12. How are distinctions of gender marked in English? What remains are preserved of obsolete terminations to indicate the feminine?

ENGLISH QUESTIONS FOR "INTER-MEDIATE" CANDIDATES.

1. Give a classification of English nouns. Reduce the parts of speech to the smallest possible number.

2. State the origin and describe the force of the following prefixes and suffixes:—Re, ness, kin, for, tion, dis, our, pre, ster, sub, pur, ful.

3. In what cases are the several words italicised?—This cost five *shillings*. He was offered a *pension*. He died as a *Christian*. He lived a *saint*. And all the *air* a solemn *stillness* holds. The investment yielded *me* large profit. He was paid a *shilling*. I

taught him *Latin*. That is a house of *mine*. *Who* runs may read. There is no man here *but* honours me.

4. Why is the *infinitive* mood so called? Show in how many ways the infinitive may be used.

5. Distinguish, etymologically, between *sensitive* and *sensible*; *ye* and *you*; *confess* and *profess*; *verity* and *veracity*; *ingenious* and *ingenuous*; *tense* and *time*; *swear* and *forswear*; *seem* and *besem*.

6. Describe and illustrate the different ways of marking gender in English nouns.

7. What is the construction of English impersonal verbs?

8. Give rules for the formation of plurals in English. Mention some nouns which have (1) no singular; (2) no plural; (3) two plural forms with different meanings.

9. Enumerate and distinguish the various uses of the words *but* and *since*.

10. Classify adverbs, prepositions, and conjunctions.

11. Distinguish between *which* and *that* as relatives.

12. Distinguish between weak and strong verbs. Is this an exhaustive classification? If not, show what other classes of verbs exist.

FRENCH.

FRENCH QUESTIONS.

Prepared by T. H. Redditt, B.A., St. Catharines Collegiate Institute.

IDIOMATIC USE OF FRENCH PRONOUNS.

1. Translate into French:—

Your advice is not wanted.

(1) When does "on" take an article before it? Give examples.

(2) Why is *L'on* generally used?

(3) Account for the admission of the article before *on*.

2. Translate into French:—

"Does she suit you?" "Suit? no, that is the wrong word. I am smitten with her."

(1) Give derivation of *en*.

(2) Show from analogy that the adverbial origin of *en* is no objection to its being used for persons.