

5. Convert the following sentences into a sentence consisting of one principal and four dependent clauses:—

- (a.) The French crusaders were unlike the Romans and the English.
- (b.) The Romans and the English deliberately developed a plan for conquering the world.
- (c.) The French crusaders were unlike the Germans.
- (d.) The Germans waged war to obtain land.
- (e.) The French crusaders launched forth on adventurous quests with vigour and dash.
- (f.) They won victories.
- (g.) They were utterly unable to reap the benefits of the victories.
- (h.) This was owing to their temperament.
- (i.) They have rarely put the victories to any practical end.

6. Write two or three paragraphs on *one* of the following subjects, attending carefully throughout to expression, punctuation, and neatness of form:—

- (1.) Facts and fancies.
- (2.) Educational value of the habit of correct observation.
- (3.) Dickens and Thackeray: a criticism and a contrast.

7. Punctuate the following passage, and put capitals where they are required:—

from the gorgeous sunlight i turned round to the corpse there lay the sweet childish figure there the angel face and as people usually fancy it was said in the house that no features had suffered any change had they not the forehead indeed the serene and noble forehead that might be the same but the frozen eyelids the darkness that seemed to steal from beneath them the marble lips the stiffening hands laid palm to palm as if repeating the supplications of closing anguish could these be mistaken for life had it been so wherefore did i not spring to those heavenly lips with tears and never ending kisses but so it was not.

[Candidates are requested to write the punctuation exercise on a separate sheet of paper. No marks will be given for any point unless it is quite distinct.]

8. As a test of spelling, write the words and the passage dictated by the Supervisor.

[Candidates are requested to number the words, to write them in a column, and to use a separate sheet of paper for the spelling exercise. No marks will be given for any word that contains a doubtful letter. The letter "i" must be dotted, and the letter "e" must be looped.]

Spelling (part of the Paper on English Grammar and Composition).—For Class D.

The Supervisor will please read the words aloud once, and then dictate them to the candidates.

He will please be so good as to draw the attention of candidates to the directions with regard to Questions 7 and 8.

He will be so good as to read through and then slowly dictate the following words and passage, afterwards reading the words and passage again to afford opportunity for correction. Candidates are to be informed of the meanings of the words as they are given in brackets:—

(a.) 1. Hygiene (science of health). 2. Synchronous (happening, or existing, at the same time). 3. Elegiac (belonging to elegy, mournful). 4. Naiad (a water-nymph). 5. Languor (dullness, listlessness). 6. Foreboding (apprehension of coming evil). 7. Desuetude (disuse). 8. Pseudonym (an assumed fictitious name). 9. Amorphous (shapeless). 10. Fidgety (restless, uneasy).

(b.) Methinks I see in my mind a noble and puissant nation rousing herself like a strong man after sleep, and shaking her invincible locks: methinks I see her as an eagle kindling her undazzled eyes at the full midday beam; purging and unscaling her long abused sight at the fountain itself of heavenly radiance; while the whole noise of timorous and flocking birds, with those also that love the twilight, flutter about, amazed at what she means, and in their envious gabble would prognosticate a year of sects and schisms.

English Grammar and Composition.—For Class E, and for Civil Service Junior.

[Notice to Candidates.—All candidates are requested to attempt the spelling and the punctuation exercise. The answers should be arranged in the order in which the questions are set.]

1. What do you mean by the following terms: gerund; complementary infinitive; strong conjugation; relative pronoun; adverbial objective? Give an example of each.

2. To what foreign languages has English been chiefly indebted for the enrichment of its vocabulary, and for what classes of words?

3. Analyse fully the following passage, and parse the words in italics:—

For *what were it to lie*
Sleek, crowned with roses, *drinking* vulgar praise
And surfeited with offerings, the dull gift
Of ignorant hands—all *which* I *might* have known—
To this diviner failure? Godlike 'tis
To climb upon the icy ledge, and fall
Where other footsteps *dare* not.

4. Explain the advantages of brevity in composition. Mention the various devices by which brevity may be obtained, and give illustrative examples.

5. Point out any errors you see in the following sentences, and rewrite them in correct English:—

- (a.) The fleet were under orders to sail when the admiral died suddenly.