

Dictation and Spelling (Part of the Paper on English Grammar and Composition).—For Class E, and for Civil Service Junior.

[The Supervisor is requested to draw the attention of the candidates to the directions given with regard to Questions 7 and 8.

The following passage for dictation, and the list of words for spelling, with the explanation given of each, are first to be read aloud once; the passage, and the words without the explanations, are then to be dictated slowly to the candidates, and are afterwards to be read out again to afford opportunity for correction.]

There is none of us who would not risk his life rather than fall under a government purely arbitrary. But although there are some amongst us who think our constitution wants many improvements to make it a complete system of liberty, perhaps none who are of that opinion would think it right to aim at such improvement by disturbing his country and risking everything that is dear to him. In every arduous enterprise we consider what we are to lose as well as what we are to gain; and the more and better stake of liberty every people possess, the less they will hazard in a vain attempt to make it more. These are the cords of man. Man acts from adequate motives relative to his interest, and not on metaphysical speculations. Aristotle, the great master of reasoning, cautions us, and with great weight and propriety, against this species of geometrical accuracy in moral arguments as the most fallacious of all sophistry.

1. Fuchsia (a flower). 2. Littoral (belonging to the sea-shore). 3. Cynosure (centre of general attention). 4. Pusillanimous (mean-spirited). 5. Furlough (leave of absence from military duty). 6. Sycophant (an informer, a sneak, a parasite). 7. Silhouette (a shadow portrait). 8. Rescind (to repeal). 9. Reconnoitre (to examine a region with a view to military operations). 10. Asphyxia (suffocation). 11. Pseudonym (a false or assumed name). 12. Equerry (an officer in charge of horses). 13. Gyves (fetters). 14. Trellis (lattice-work). 15. Solecism (an impropriety in diction). 16. Idiosyncrasy (peculiarity of temperament). 17. Saccharine (sugary). 18. Phylactery (an amulet). 19. Choleric (irascible). 20. Hemorrhage (great loss of blood).

English Grammar and Composition.—For Class D. Time allowed: Three hours.

[Notice.—All candidates are required to attempt the spelling and the punctuation exercises.]

1. Give, with explanatory notes, a few examples of each of the following kinds of change in the use and meaning of words: amelioration, degradation, specialisation, extension.

2. Give two sentences illustrating each of the following faults in the use of language, and re-write them so as to remove ambiguity:—

- (1.) Ambiguity in the use of participles.
- (2.) Ambiguity in the use of adverbs.
- (3.) Ambiguity in the use of pronouns.

3. Rewrite the following sentences in correct English:—

- (1.) I am not sure whether or no he has had fever; but I heard that he is some better.
- (2.) It is difficult to perfectly translate this passage.
- (3.) Firstly, we ought to ask the witness if it is true that this crime transpired in his presence.
- (4.) I depreciate this bad feeling: it is very unexpected from a man who is usually so equitable in temper.
- (5.) I shall have great pleasure to accept your kind invitation.

4. Give the *general* analysis of the following passage, and parse *in full* the words in italics:—
My inducement *hither*

Was not at present here to find my son,
By order of the lords *new parted hence*
To come and play before them at their feast.
I heard *all as* I came: the city rings,
And numbers thither flock: I had no will,
Lest I should see him forced to things unseemly.

5. Combine the following into a sentence:—

- (a.) In this drama pity and terror are aroused by the tragic order, the elevation, the irony, the crash of ruin. [*Principal clause.*]
- (b.) The events are made to succeed each other in the tragic order. [*Relative clause to "tragic order" in (a).]*
- (c.) The hero is raised to the elevation by his genius and wisdom before the great reverse. [*Relative clause to "elevation" in (a).]*
- (d.) The irony makes the whole horror of the situation apparent to the spectators. [*Relative clause to "irony" in (a).]*
- (e.) He is involved in the crash of ruin by the antecedent sins of others. [*Relative clause to "crash of ruin" in (a).]*
- (f.) He is exposed to the reverse. [*Relative clause to "reverse" in (c).]*
- (g.) The person most affected remains unconscious of the truth. [*Adverbial clause to the predicate of (d).]*

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

- (1.) Importance to teachers of a knowledge of the theory and principles of education.
- (2.) Importance to teachers of a careful preparation of the daily school lessons.
- (3.) Value of object lessons in class teaching.