

Remark upon the adverbs in the above sentences: include adverbs forming parts of compound words, and adverbial clauses. Remark also upon any adjectives that might be mistaken for adverbs.

3. Parse the words printed in italics in the following sentences, and indicate their syntactical connections:—

*Thus repulsed*, our final hope is flat *despair*.

He ended *frowning*, and his look *denounced* desperate revenge.

The scheme was of *his devising*.

*Notwithstanding* this, they were *all* good friends *in general*.

4. "Tell Bolingbroke—for yond', methinks, he stands—  
That every stride he makes upon my land  
Is dangerous treason."

Assign each of the subordinate sentences in the above quotation to its proper class, and give your reasons.

5. What inflexions of the verb are still retained in the English language? Indicate their origin, and point out any which show a tendency to become obsolete.

6. Mention briefly some reasons for inferring that our language is essentially of Anglo-Saxon origin.

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

At length one of the lieutenants seeing me inquired what that young english dog did there and why they did not turn him on shore I heard him and partly understood what he meant though not what he said and began then to be in a terrible fright for I knew not where to get a bit of bread when the pilot of the ship an old seaman seeing me look very dull came to me and speaking broken english to me told me I must begone whither must I go said I where you will said he home to your own country if you will how must I go thither said I why have you no friend said he no said I not in the world but that dog pointing to the ship's dog which having stolen a piece of meat just before had brought it close by me and I had taken it from him and eaten it for he has been a good friend and brought me my dinner well well says he you must have your dinner will you go with me yes says I with all my heart in short the old pilot took me home with him and used me tolerably well though I fared hard enough.

8. Write an essay on one of the following subjects:—

(a.) Habit.

(b.) The exports of New Zealand.

(c.) A borrowing policy.

*Part of a Paper on English Grammar and Composition.—For Class E, and for Junior Civil Service.*

*The Supervisor will be so good as to read through and then slowly dictate the following words and sentences, afterwards reading the whole of them again to afford opportunity for correction:—*

Reminiscence, recommend, complacency, annexation, substantially, acquisitive, prescience, parallel, similar, proboscis, aristocracy, dilapidation, perspicuity.

I perceive that the story is too mythical.

He believed his judgment to be immaculate.

They acquiesced in the scheme of retrenchment.

The legislation of Parliament occasionally errs by excess.

We address our part of the correspondence to the principal of the establishment, on the principle that it is the most judicious plan to avoid transactions with subordinates.

*English.—For Senior Civil Service. Time allowed: 3 hours.*

PAPER No. 1.—COMPOSITION AND PRÉCIS.

1. Write an essay on the effect produced by the receipt of benefits on generous and ignoble minds, illustrated from "King Lear" and "The Tempest";

or, on the literature of the Commonwealth, showing in what manner and to what extent it was influenced by the political and religious movements of the time.

2. Rewrite the following passage, with slight amendments, so as to break it up into several sentences:—

I recommend it to the charity of all good people to look back and reflect duly upon the terrors of the time, and whoever does so will see that it was not an ordinary strength that could support it; it was not like appearing at the head of an army, or charging a body of horse on the field, but it was charging Death itself on his pale horse: to stay was indeed to die, and it could be esteemed nothing less; especially as things appeared at the latter end of August and the beginning of September, and as there was reason to expect them at that time; for no man expected, and I dare say believed, that the distemper would take so sudden a turn as it did, and fall immediately two thousand a week, when there was such a prodigious number of people sick at that time as it was known there was; and then it was that many shifted away that had stayed most of the time before.

3. Make an abstract of the accompanying correspondence. [An abstract serves the purposes of an index. It should give, with respect to each letter, the date, the writer, the person addressed, and, in as few words as possible, the subject.]

4. Make a *précis* of the same correspondence. [The *précis* should give the substance of the correspondence in narrative form, so that any one who had not read the letters might get full information from the *précis*. Nothing immaterial should be inserted, but great care must be taken not to omit anything of any consequence. The merits of a *précis* consist of a combination of brevity, distinctness, and completeness.]