

**A COMPLETE SET OF PUPIL TEACHERS'
GOVERNMENT EXAMINATION
QUESTIONS IN ENGLISH GRAMMAR,
PARAPHRASING, PARSING, ANALYSIS,
COMPOSITION, AND NOTES OF
LESSONS, TO SEPTEMBER 1879**

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A complete set of pupil teachers' government examination questions in English Grammar, Paraphrasing, Parsing, Analysis, Composition, and Notes of Lessons, To September 1879 by W. J. Dickinson

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W. J. DICKINSON

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PUPIL TEACHERS' GOVERNMENT EXAMINATION QUESTIONS.

ORTHOGRAPHY.

1. Classify the letters of the English alphabet as fully as you can.
2. Comment on the English alphabet, and classify the letters.
3. The vowel *o* is used in English for three distinct sounds. Illustrate this by three English words.
4. Which letters are semi-vowels?
5. What letters of the alphabet are called *sibilants*?
6. What consonants do we call gutturals?
7. Give a careful definition of a diphthong; and give a list of English diphthongs, illustrated by English words.
8. Give a careful definition of a diphthong, and illustrate by examples.
9. Which of the consonants do we call dentals? which do we call labials? And why are they so named?
10. Classify the three *flat* consonants *b*, *d*, and *g*, and the three *sharp* consonants *p*, *t*, and *r*, as *dentals*, *gutturals*, and *labials*.
11. How many simple vowel sounds are there in English? Show how many of them are represented by the letter *a*, and illustrate the *a* sound by words.

12. Which of the consonants are flat mutes, and which sharp mutes?
13. Why might *c*, *q*, and *x* be omitted from the English alphabet.
14. Comment as fully as you can on the imperfection of the English alphabet.
15. Give examples of the guttural, labial, and dental consonants.
16. To what classes of letters do *k*, *t*, and *p* respectively belong?
17. What letters in our alphabet are superfluous?
18. Name the nasal consonants.

THE NOUN.

Classification.

1. Describe the different kinds of nouns, and illustrate what you say by sentences.
2. Classify the following nouns :—*Queen, Mary, slate, captain, steam-vessel, regiment, virtue, wealth, riches, Duke, Wellington, youth, wages, people, goods, news.*
3. What are abstract nouns? Give examples. Also write a sentence showing how an adjective is sometimes used as a noun.
4. Arrange in four separate columns the proper, common, abstract, and collective nouns which here follow :—*King, captain, Duke, people, news, virtue, multitude, council, river, committee, Board of Trade, Parliament, youth, riches, James, monster, ship.*
5. Distinguish between *collective* nouns and nouns of *multitude*, *abstract* and *concrete* nouns, and give examples of each kind. When are *abstract* nouns used as *concrete*?
6. Define an abstract noun; and give nouns connected by derivation with the following adjectives :—*strong, brilliant, wise, tender, simple.*
7. Define the meaning of a *collective* noun and of an *abstract*

noun; and write sentences containing a collective noun and an abstract noun. Also comment on the noun *nobility* in the two following sentences:—‘He showed great nobility of mind.’ ‘The nobility came in great numbers.’

Gender.

1. On what principle is the classification of nouns into genders now based in England? Was it always so?
2. What is the distinction in meaning between the words *sex* and *gender*? and give the feminine forms which correspond to ‘colt,’ ‘benefactor,’ ‘hero,’ ‘Marquis,’ ‘testator.’
3. Give the feminine of *hero*, *Marquis*, *traitor*, *testator*, *fox*.
4. Give the feminine word which corresponds to the following words:—*bachelor*, *colt*, *abbot*, *hero*, *negro*.
5. Difference of sex is expressed by—(a) wholly different words, (b) partially different words, (c) an affix. Give examples.

Number.

1. Give rules for the formation of the plurals of nouns, with examples under each rule.
2. Enumerate the various methods by which English nouns form their plural. Give the plural of the following words:—*chimney*, *muff*, *staff*, *salmon*, *index*.
3. Give the plural of *loaf*, *dwarf*, *study*, *valley*, *index*, *criterion*, *bandit*.
4. Write down the plural of *penny*, *money*, *staff*, *cliff*, *grotto*, *folio*, *fox*, *ox*.
5. What are the plurals of *fairy*, *chimney*, *penny*, *gulf*, *wolf*, *potato*, *foot*, *footman*, *German*, *cloth*?
6. Describe fully the formation of the plurals of nouns in English, with examples; and give the plural of *phenomenon*, *formula*, *appendix*, *axis*, *radius*.
7. Give instances (1) of nouns which have no singular, (2) of nouns which have no plural.
8. When is the plural suffix *s* pronounced like *z*?

9. Give the plural of *valley, colloquy, hero, quarto, loaf, proof, oasis, father-in-law.*

10. Describe the method by which the plural of nouns is formed, illustrate by an example in each case, and introduce if you can nouns which we borrow directly from Greek and Latin.

11. Name nouns which we have borrowed from the Greek and the Latin, and the modern Italian language, and give their plurals.

Case.

1. Define clearly what is meant by the case and declension of nouns; also give the possessive case, singular and plural, of *Queen, child, footman, Henry, Charles, princess, goose.*

2. (a) Write a sentence containing the possessive case plural of *lady.* (b) Write a sentence containing the possessive case plural of *potato.* (c) Write a sentence containing the possessive case plural of *folio.*

Miscellaneous.

1. Give the plural of *apex, automaton, bandit, cherub;* and give the feminine of *fox, testator, hero, marquis, traitor.*

THE VERB.

Classification.

1. Set forth the nature of *the Verb* as if you were giving a first lesson upon it to a class.

2. Classify verbs as fully as you can, and illustrate your classification by examples; also comment on the verb *methinks.*

3. Distinguish between transitive, neuter, and passive verbs. Give examples of each.

4. Give examples of verbs which do not make complete sense by themselves.

5. Make out a list of defective verbs, and comment on the defective verb *can.*

6. What do you mean by auxiliary verbs? Explain fully for what purposes they are employed, and illustrate your meaning by examples.

7. Explain the difference between a transitive and an intransitive verb, and illustrate the difference by examples.

8. What are *regular*, *irregular*, *defective*, and *impersonal* verbs? Give an example of each.

Mood.

1. Define what you mean by the *mood* of a verb. State how many moods there are, and write short sentences containing a verb which in form belongs to each mood.

2. Explain the force of the different *moods* of verbs; and comment especially on what is called the *infinitive mood*.

3. Under what circumstances is the infinitive mood used without the particle *to* before it?

4. Have you been taught to make any distinction between the potential and subjunctive moods? If so, what is the distinction?

Tense.

1. Give the past tenses of the verbs *am*, *take*, *grow*, *lose*, *fall*, *call*, *meet*, *seek*, *teach*, *stand*.

2. Write out the preter imperfect tense in the subjunctive mood of the verb *to be*.

3. Explain how it comes about that the past tense of words like *keep* and *weep* get to be pronounced and written *kept* and *wept*, instead of *keeped* and *weeped*.

Gerunds and Participles.

1. What is a participle? Give examples of the different kinds of participle.

2. What distinction do you make between participles and gerunds? and give examples of them.

3. What is a gerund? Write a sentence containing a gerund.

4. Give the passive participles of the following verbs:—*know*, *lay*, *stay*, *strew*, *throw*, *toss*.

Miscellaneous.

1. Give the past tense and passive participle of the following verbs:—*to tread*, *bear*, *swell*, *chide*, *slay*, *seek*, *lead*, *come*.