

words that assert (or state), (3) words that modify (or qualify), and (4) words that connect:—

Oh! how my father longed to punish for deceiving him the dissatisfied man and woman whom he had so often befriended! [16.]

2 Form sentences to show that each of the following words and phrases may be used with the value of different parts of speech, and name in each case the part of speech:—
brave, what, by his side, seeing him. [16.]

3. Give all the inflected forms of each of the following words, and explain the grammatical value of each inflection:—
brother, he, weave, hope. [16.]

4. Name the different classes of pronouns, and classify the pronouns in the following list:—

that, these, their, theirs, you, one two, where, which, every, any, neither, few, some, latter, mine. [16.]

5. Form

(1) adjectives from the following nouns:
fire, water, winter, plenty;

(2) nouns from the following adjectives:
pure, civil, broad, green;

and (3) adverbs from the following adjectives:

brave, true, late, much; [16.]

6. Distinguish the meanings of the sentences in each of the following sets:

(1) *I saw him; I have seen him, I did see him;*

I had seen him; I was seeing him.

(2) *I shall see him; I shall have seen him.*

(3) *He may go home; May he go home! May he go home?* [16.]

7. Explain in your own words, the meanings of Case, Mood, Participle, Tense, and Gender; giving as many examples of each as possible from the following sentence:—

The dew was falling fast; the stars began to blink;

I heard a voice; it said, "Drink, pretty creature, drink." [16.]

8. Correct the errors in any four, and not more than four, of the following sentences, giving in each case the reasons for your corrections:—

(1) Let you and I go; James and he can stay.

(2) His sisters-in-law left for the fair grounds, but Aggie and her ma staid home.

(3) Whom do you think has burst the door in this morning?

(4) He was real glad when he seen us lay down, although we had lain down some already.

(5) When a man talks like that, they aren't fit to teach school.

(6) The effort was one of the most determined that has ever been made.

(7) Write me to say if you got home safe. [4 × 4 = 16.]

9. I know not *how* others saw her,
But to me she was wholly fair,
And the light of the heaven she came
from
Still lingered and gleamed in her hair.

(1) Classify and give the relation of the subordinate clauses in the foregoing stanza. [4.]

(2) Analyze "to me she was wholly fair." [4.]

(3) Parse the words in italics. [10.]

(4) Show, by means of examples taken from the foregoing stanza, the chief difference between verbs of the Old and the New (or the Strong and the Weak) Conjugation. [2.]

HISTORY.

Note.—Only four of the questions in English History are to be attempted; and only two of those in Canadian History. A maximum of 5 marks may be allowed for neatness.

I.—ENGLISH HISTORY.

1. Give an account of the reign of Victoria under the following heads:—(1) The Chartists; (2) The Repeal of the Corn Laws; (3) The Disestablishment of the Irish Church; and (4) The Character of the Period. [3 × 4 = 12.]

2. Name two of the great political leaders of the reigns of George II. and George III., and state, as fully as you can, what each of them did to advance the interests of the English people. [6 × 2 = 12.]