

## CLASS-ROOM.

EDUCATION DEPARTMENT.  
ONTARIO.

ANNUAL EXAMINATIONS. 1891.

ENGLISH GRAMMAR.

(Primary.)

Examiners: W. J. Alexander, Ph.D.;  
T. C. L. Armstrong, M.A., LL.B.; J. E.  
Bryant, M.A.

NOTE.—Candidates may take questions  
2 and 3, or questions 13 and 14, but must  
take the rest of the paper.

## A.

Ye who listen to the stories told,  
*When* hearths are cheery and nights are cold,  
*Of* the lone wood-side and the hungry pack  
That howls on the fainting traveller's track,  
The lost *child* sought in the dismal wood,  
The little shoes and the *stains* of blood  
*On* the trampled snow—O ye that hear  
With thrills of pity or chills of fear,—  
Know ye the fiend that is crueller far  
Than the gaunt grey herds of the forest are?  
Each wolf that dies in the woodland brown  
Lives a spectre and haunts the town.  
Children crouched in corners cold  
Shiver in tattered garments old.  
*Weary* the mother and worn with strife,  
*Still* she watches and fights for life,  
But her hand is feeble and her weapon *small*;  
One little *needle* against them *all*.  
Follow thou when the spectres glide;  
*Stand like hope* by the mother's side.  
He does well in the forest wild  
Who slays the monster and saves the child:  
But he does better, and merits *more*  
Who drives the wolf from the poor man's  
door.

1. (a) Analyze the first ten lines of this  
passage fully, showing the grammatical re-  
lation and structure of each clause.

(b) Parse the words in italics.

2. Distinguish the use of: Ye; you; who,  
that; O, Oh; each, every; an, one; like,  
as; merit, deserve; watches, is watching;  
but, yet; woodside, wood-side.

3. Give the derivation of any ten words  
in this extract of Latin or French origin.

4. Conjugate *go* in the different forms of  
the present, the future and the present per-  
fect tense of the indicative mood, and ex-  
plain the force of the auxiliaries employed  
in each.

## B.

Examine each of the following sentences  
and suggest any corrections you think neces-  
sary, with reasons:

5. The distinction is observed in French  
but never appears to have been made in  
English.

6. I doubt if this will ever reach you.

7. The exertions of this gentleman have  
done more toward elucidating the obscur-  
ities of our language than any other writer.

8. Such a work has long been wanted, and  
from the success with which it is executed  
cannot be too highly appreciated.

9. The colon may be properly used in the  
following cases.

10. If I am not commended for the beauty  
of my works, I hope I may be pardoned for  
their brevity.

11. Words cannot express the deep  
sympathy I feel for you.

## C.

*To sleep!* to sleep! The long bright day *is*  
*done*

And darkness rises from the fallen sun.

To sleep! to sleep!

*Whate'er thy joys*, they vanish with the day;  
*Whate'er thy griefs*, *in* sleep they fade away.

To sleep! to sleep!

*Sleep*, mournful heart, and let the past *be*  
*past!*

Sleep, happy soul! All life will sleep at  
last.

12. Parse each of the words in italics.

13. Illustrate from this poem how adjec-  
tives, nouns and adverbs are formed from  
other parts of speech and form nouns from  
the same root as sleep, long, bright, be,  
done, fallen, fade, happy.

14. (a) Explain the nature, kinds and  
forms of the infinitive.

(b) Classify the words in italics in the fol-  
lowing:

He has a house *to let*. It is, *to let*. He  
builds *to let*. He tries *to let*. He told me  
*to let* it. Ready *to let*. *Letting* is *renting*.  
*Letting* may be oral or written. *Renting*  
houses is expensive. *Renting* houses are  
dear. For *renting* he was praised. For  
*renting*, houses must be in repair.