

(iii.) *For his reputation in the country.* Explain the force of "for."—Value 2.

3. How did the *Spectator* differ from a modern newspaper?—Value 6.

#### THE LADY OF THE LAKE.

4. Give an account of the gathering of the clan, introducing quotations where you can.—Value 8.

5. "But hark! what blithe and jolly peal

Makes the Franciscan steeple reel?  
And see! upon the crowded street,  
In motley groups what masquers meet!  
Banner and pageant, pipe and drum,  
And merrie morrice-dancers come.  
I guess, by all this quaint array,  
The burghers hold their sports to-day.  
James will be there: he loves such show,  
Where the good yeoman bends his bow,  
And the tough wrestler foils his foe,  
As well as where, in proud career,  
The high-born tilter shivers spear."

(i.) Who utters these words?—Value 2.

(ii.) Write explanatory notes on 'Franciscan,' 'morrice-dancers,' 'James'—Value 6.

(iii.) Explain the meaning of 'motley,' 'quaint,' 'yeoman,'—Value 6.

(iv.) Where was it customary for the 'high-born tilter' to shiver spear?—Value 2.

(v.) Write notes on peculiarities in the versification of this passage.—Value 4.

6. In what connection do the following passages occur?—Value 8.

(i.) "By artists form'd, who deem'd it shame

And sin to give their work a name."

(ii.) "Craggs, knolls, and mounds confusedly hurl'd,  
The fragments of an earlier world."

(iii.) "Who ever reck'd where, how,  
or when,  
The prowling fox was trapp'd or slain."

(iv.) "And the stern joy which warriors feel

In foemen worthy of their steel."

7. Quote the description of the end of the combat between Fitz-James and Roderick, beginning with the lines, "Like adder darting from his coil,  
Like wolf that dashes through the toil."—Value 6.

8. State the principal differences which distinguish the poets of the age of Scott from those of the age of Addison.—Value 7.

#### ENGLISH GRAMMAR.

*Time—Three Hours.*

1. "My own CEnone,  
Beautiful-browed CEnone, my own soul,  
Behold this fruit, *whose gleaming rind  
ingrav'n*

'For the most fair,' would seem to  
*award it thine,*

*As lovelier than whatever Oread haunt  
The knolls of Ida, loveliest in all grace  
Of movement and the charm of married brows.*"—Tennyson.

(i.) Analyse fully.—Value 10.

(ii.) Parse the italicised words.—Value 42.

2. Correct the literary form of the following selections—Value 48;

"This method is rather difficult for young pupils, but by combining this method with the Look and Say method I think it forms a very good method."

"One method is to teach the words in the order they are in the lesson, the fault of this is that the pupils soon learn the words by rote, to say them even without a book.

Another is to pronounce each word after having spelt it first, the same letter having different sounds in different words confuses the child."

"The method of teaching reading, by first pointing out words and having them pronounced properly, and then the teacher reading the sentence as it should be read, and the pupils read afterwards, trying to imitate the teacher