

1. (a) State briefly the subject-matter of the foregoing paragraph.
(b) (i) Examine the connection of the thought of each sentence with the theme of the paragraph. (ii) On this examination found a judgment as to the unity of the paragraph.
 2. Explain any six of the following expressions and justify their use :—(a) “green natural bulwarks”; (b) “diminished to a toy-box”; (c) “seen yet unseen”; (d) “a star-ward pointing finger”; (e) “Life-breath”; (f) “of its own unity the soul gives unity to whatso it looks on with love”; (g) “become an individual . . . almost a person”.
 3. (a) Point out any variations in the paragraph from the normal, grammatical order of words, and account rhetorically for each of these variations.
(b) Point out any instances of Picturesqueness of style in the passage.
(c) Show likewise if the writer has any power to touch the Tender Emotions.
-

PRIMARY, 1892.

I was always fond of visiting new scenes, and observing strange characters and manners. Even when a mere child I began my travels, and made many tours of discovery into foreign parts and unknown regions of my native city, to the frequent alarm of my parents and the emolument of the town-crier. As I grew into boyhood, I extended the range of my observations. My holiday afternoons were spent in rambles about the surrounding country. I made myself familiar with all its places famous in history or fable. I knew every spot where a murder or robbery had been committed, or a ghost seen. I visited the neighbouring villages, and added greatly to my stock of knowledge by noting their habits and customs and conversing with their sages and great men. I even