

GRAMMAR AND COMPOSITION—TO JUN. III.

1. What is a sentence? Make two sentences about each of the following: A rabbit, apples, flower garden. [14]

2. Yesterday a us barked large savagely dog fierce at black. Tell why the foregoing group of words is not a sentence. Arrange the words so that the group will become a sentence. [8]

3. Why must every sentence have two parts? What are these parts called? In the following sentences point out these parts:

(a) My new cricket-ball was lost yesterday in the tall grass.

(b) Up the high butternut tree ran the pretty red squirrel. [10]

4. Point out the nouns in the following: Over the high fence went Jim, without touching a rail, and dashed at full gallop through the standing grain; while Rover, not to be outdone by his big companion, followed in swift pursuit, struggling through the wheat, and giving forth loud yelps at every bound. [11]

5. According to the model given in your grammar, parse the italicized words in the following: *William ran* to the lake and *caught a fish*, and then *hurried* back to supper. [12]

6. Re-write the following, making any changes you think necessary: mr j e hill Said that You were there and that you done it he said he knowed you done it For he seen you and him and mr foster chased you away. [20]

7. Write a composition of not less than seven sentences about any one of the following subjects: Gathering butternuts; A birthday party; Football; Canary birds. [25]

GRAMMAR AND COMPOSITION—TO SEN. III.

1. In the following sentences point out:

(a) The complete subject and complete predicate.

(b) The bare subject and bare predicate.

(c) Each modifier of the bare subject.

(d) Each modifier of the bare predicate:

"In ancient times human life was not

valued so highly" "High rugged mountains, stretching northward into the dim distance, seemed to form an impassable barrier to our advance." [15]

2. Why are pronouns so named? Give in a sentence one example each of three different pronouns. [8]

3. Define adjective. Fill in the blanks of the following sentence with suitable adjectives:

(a) horses can draw loads.

(b) pupils do not like lessons.

(c) brother has mended sled. [10]

4. In the following sentences separate the subjects from the predicates by short lines; draw three strokes under each copula, two under each predicate adjective, and one under each predicate noun:

(a) Henry is tired, but he is not a complaining boy.

(b) That lady was our teacher last year.

(c) She is an excellent teacher.

(d) Your composition is not so good as mine. [14]

5. Underline the prepositions and conjunctions in the following sentence, and tell what each connects: To me it was all a mystery, but he seemed to understand it in a general way, and tried his best to explain it to me. [15]

6. Show that the word farm may be used

(1) As a noun, (2) as a verb, (3) as an adjective. [6]

7. Point out the preposition phrases in the following, and give their values:

(a) Put that book on the table.

(b) A boy of lively disposition does not like to sit still in school.

(c) A house on this street would not be suitable for your family. [15]

8. Write a composition of not less than seven sentences on one of the following subjects: (1) Fishing, (2) holidays, (3) house-plants in winter. [17]

LITERATURE AND DICTATION—TO SEN. III.

1. Give the substance of either of these lessons, "The Camel," or "The Beaver." [10]

2. Write out Psalm xxiii. [10]