

joyeux, dit le roi; est-ce que le champ t'appartient? Non, monsieur, répondit le paysan, qui ne connaissait pas le roi; je ne suis pas si riche, je suis un simple journalier. Combien gagnes-tu chaque jour? continua le roi. Deux francs, répondit le paysan. Ce n'est pas beaucoup, dit le roi. Peux-tu vivre avec ce mince salaire? Vivre! cela me suffit.

(a) *Est-ce que le champ t'appartient?* What change would take place in the construction of this sentence, if used without *est-ce que*, and why? Write it accordingly.

3. Translate: *Un grand navigateur*. Si vous examinez la carte de l'Amérique du nord, vous verrez une grande baie, nommée la baie d'Hudson. Hudson était un marin anglais qui vivait au commencement du dix-septième siècle. Vous savez qu'à cette époque, toutes les nations de l'ouest de l'Europe équipaient des expéditions de découverte. Parmi les hardis marins qui rendirent fameux ce siècle on compte particulièrement Henri Hudson. Jamais personne ne connut mieux le métier de marin. Son courage était à l'épreuve de tous les événements, et sa constance infatigable.

(a) *Hudson était un marin*. Give principal parts and the preterite of *était*. Write down the plural of *un marin*.

4. Illustrate the agreement of *possessive adjectives* by translating: Her father and his mother are in the house. Where are his gardens? They are between his house and my field. My (male) cousin and my (female) cousin are in town. When do you use *mon, ton, son* instead of *ma, ta, sa*, before feminine nouns? Give two examples in illustration.

5. Correct and explain the mistakes in the following sentences: La reine a donné le argent à les hommes. A-t-elle envoyé les fleurs à le roi? Le palais de le roi est magnifique. Write in French: Your sisters have sent my nephews' children to the field. She is at the door of her father's house. You have given my three apples to the lady.

6. Explain the agreement of the *adjectives* in the following sentences; translate: Whose are these pretty dogs? They are my young friends. Where have you found this excellent water? Were you attentive during the lesson, my little girl? Give the meaning and the feminine of: *blanc, doux, faux, long, sec, gris, rouge*. Translate: What a beautiful tree! and state why *beautiful* cannot be rendered by *beau*.

7. Words denoting a *quantity* require in French a certain word? Explain and translate: Have you given a little water to the boy? How many men will there be in the field. He has less money than you. Let him have a piece of meat and a little more bread. How do the French express superiority, equality, and inferiority in comparison? Write an example for each form.

8. Translate into French: We shall have some good horses to-morrow. If you are cold, come into the house. How old is your sister? She is twenty-one years old. At twenty minutes to eight they had finished their work. That man is in his garden every day at half past three o'clock. They were speaking French, but we are speaking English. Are there many strangers in town?

DRAWING—IX.

9.00 TO 11.00 A. M., WEDNESDAY, 6TH JULY, 1910.

1. A side of a regular pentagon is 20 feet long. From its middle point draw lines to the middle points of the other sides. Find the lengths of these lines and the size of the angles which they make with the lines to which they are drawn.

2. A tower 50 feet high stands on the edge of a perpendicular cliff. From a boat the angle of elevation of the tops of the cliff and tower respectively, are 40° and 50° . Find the height of the cliff and the distance of its base from the boat.