

8. Express the meaning in as different form and words as possible :

(a) He had little to attach him to England, and his pecuniary embarrassments were great.

(b) All military affairs were withdrawn from his control, but the other departments of the administration were entirely confided to him.

(c) For the exercise of his immense power he was responsible to none but the British masters of the country.

(d) A situation so important and so lucrative was naturally an object of ambition to the most powerful natives.

(e) Harmony, indeed, was never more necessary.

9. Rewrite in indirect narrative.

A rich but uneducated woman who had sent her daughter to a good school called one day to ask how she was getting on. "Pretty well, madam," answered the teacher. "She is very attentive. If she lacks anything it is a capacity for study, but for that deficiency we must not blame her." "Certainly not," replied the mother, "but I blame you for not letting me know sooner. Thank fortune, her father can afford her a capacity, and I beg that you will at once get her one, be the price what it may."

10. Rewrite in direct narrative: A Scotch minister had in his parish a man who used to get drunk occasionally. One day the minister, reproving him for his bad habit, said it was a pity he loved whiskey so much; surely he knew it was his worst enemy. To this Donald replied by asking slyly if the minister had not told them that they ought to love their enemies. The minister replied that that was true, but that he had never told them that they ought to swallow them.

11. Combine the following groups:

(a) Into a simple sentence: The captain saw his wretched state of health. He urged him to return to England. He offered him a free passage with them.

(b) Into a compound sentence: He retained his presence of mind. He was undaunted by the danger. He went up on deck. He did not attract attention. He did not cause any alarm. He told the captain.

(c) Into a complex sentence: He rallied from the first attack in a few days. He suffered several relapses. The last of these proved fatal.

(d) Into a compound complex sentence: Was there no way of settling the dispute but by an appeal to arms? It seemed so. Hastings was confident of his influence over his countrymen in India. He was not inclined to shrink from such an appeal.

CLASS-ROOM.

HAMILTON PUBLIC SCHOOLS.

PROMOTION EXAMINATIONS, DEC. 1890.

Grade 5.

LITERATURE.

1. Tell what happened after the *White Ship* struck upon the rock. [13]
2. Give the meaning of "lone post of death," "wreathing fires," "battle's wreck," "wrapped the ship in splendour wild." [14]
3. Tell what you know of Hubert de Bourg and his kindness to Prince Arthur. [13]
4. What is the meaning of "sported on the green," "yon little stream hard by," "could not well make out," "wonder waiting eyes," "quoth he." [15]
5. Of what use is the hippopotamus? [13]
6. Write the stanza beginning, "When Bill plays at cricket." [12] Write one of the stanzas which tell us what the little cottage girl was like. [5]

GRAMMAR.

1. Give rules for spelling names to mean more than one. [6] Write the following names to mean more than one: gas, valley, pulley, monarch, scissors, deer, staff, calf, tomato, solo. [1]
2. Use each of the following words in a statement:—
 - (1) As the name of more than one;
 - (2) As an action-word that states what one does: stones, skates, rings, flies, shoes. [20]
 3. Why do we add "s" or "es" to action-words? [4] Write statements giving the different uses of the action word. [8]