

LESSON 3.

Construct sentences containing phrases beginning with the following words, in each case underlining the word to which the phrase refers, and stating, as before, the added meaning:—

before	below	beyond	within	underneath
beneath	beside	against	until	off
behind	between	without	across	near

Week 2.

LESSON 2.

Supply orally or in writing the suitable phrases in the blanks of the following sentences, using two of the *marginal* words in each sentence:—

<i>across, in</i>	The horse galloped
<i>past, on</i>	
<i>near, by</i>	The man had a bruise
<i>over, under</i>	
<i>of, in</i>	The King addressed the soldiers
<i>during, after</i>	
<i>amongst, behind</i>	The house was painted
<i>with, before</i>	
<i>into, upon</i>	The tree fell
<i>between, within</i>	
<i>from, underneath</i>	The boy walked
<i>along,</i>	
<i>up, above</i>	The bird can fly
<i>below, down</i>	
<i>around,</i>	
<i>through, without</i>	The soldier watched the procession

LESSON 3.

As before, as a written exercise.

Week 3.

LESSON 2.

Make sentences beginning with the words given below, and then rewrite them so that the given words will be in the middle of the sentence:—

e.g., **When** he came to town he bought a motor-car.
He bought a motor-car **when** he came to town.

[NOTE TO THE TEACHER.—The important point to be made in the exercise is that the pupils shall be led to see that these words are connectives of two statements.]

when	if	while	after
whenever	as	although	since
because	though	before	

LESSON 3.

As an oral or written exercise construct sentences beginning with the following words:—

e.g., Having slept soundly all night, I awoke much refreshed.

having	wondering	writing	playing
being	hearing	dozing	talking
thinking	seeing	listening	working
looking	noticing	wishing	running
walking			

Week 4.

LESSON 2.

Revise Lesson 2, last week, but as a written exercise.

LESSON 3.

Revise Lesson 3, last week, using the words in sentences, but so that they shall follow the name to which they refer. Observe the punctuation.

e.g.—(1) Addressing the soldiers, the general informed them that to-morrow's battle would test the strength of the enemy.

(2) The general, addressing the soldiers, informed them, etc.

The exercises should be in pairs of sentences, as in the example given above.

Week 5.

LESSON 2.

Read the following sentences:—

1. It was a beautiful day.
2. The season was summer.
3. John walked across a paddock.
4. The paddock belonged to John's father.
5. It was a ploughed paddock.

Notice that all these statements may be included in one sentence, as follows:—

One beautiful day in summer John walked across his father's ploughed paddock.

Construct similar sentences from each of the following groups of statements:—

- I. John saw a hare.
The hare was young.
The hare was running through the bushes.
- II. The book fell on the floor.
The book belonged to the teacher.
A little girl saw it fall.

III. The rose was beautiful.

The rose was red.

The rose was grown in the front garden.

It was father's garden.

LESSON 3.

As before, with the following groups:—

I. It was a very wet day.
The day was in the month of June.
The children came over the bridge.
The bridge was across the river.

II. The Torrens is a river.
It runs through a city.
The city is beautiful.
It is called Adelaide.

III. The soldier was wounded.
His mother met him at the railway station.
She met him yesterday.
The station was in Adelaide.

In the following sentences find as many simple statements as possible:—

The tall reeds grew on the banks of the swiftly flowing river.

One summer evening after tea, we went for a swim in the sea at Henley Beach.

Week 6.

LESSON 2.

Revision of list of words as per Lesson 1, Week 1, Third Quarter (see page 58).

LESSON 3.

As in Lesson 2.