

3. Teacher writes on B.B., "Lift your book"; calls John's attention to it, and asks him to do what is suggested by the words on the B.B. John performs the action.
4. The attention of the class is now called to what John did, and why he did it. He carried out or obeyed a *command*.
5. Question the class: "What told him to do this?" "What gave him the command?" The *verb*.
6. Drill. Then the verb is used in this group of words to give a *command*.
7. Other examples bringing out the same idea.
8. B.B. summary. "Some verbs are used to give a *command*."
9. The class is now asked to make a statement about what John *does* or did in obeying the first command. Bring from the class, "John lifts his book," or, "John lifted his book."
10. Bring from the class that this is a *statement*; the verb is used to make a *statement*.
11. Give or bring from the class other statements, if possible using the verbs used in imperative mood.
12. Good drill with B.B. summary. "Some verbs are used to make *statements*."

NOTE. — Some teachers omit from the first lesson the development of the direct *question*. It can be easily presented if the teacher so desire. Teacher says to the pupils: "If I left the room when I made the B.B. talk to John, and wished to know on my return whether he carried out the command, what would I say?" "Did John lift his book?" Lead class to see that this is a *direct question*, and proceed as in the case of the statement.

13. Place on B.B. the sentence, "Unless John lift his book it will be taken from his desk."