

doer of the action expressed by the verb. The verbs selected will almost at once suggest appropriate nouns, but if different ones are given select most suitable and write before verbs as :—

The boy runs. The bird flies.

The cat jumps. The fish swims.

Emphasize by asking the question "Who?" or "What?" before each verb, when answers will readily be given. Give short definitions as :—(1) *The noun that stands for the doer of the action expressed by the verb is said to be the SUBJECT of the verb.*

(2) *When a noun is the SUBJECT of the verb it is said to be in the NOMINATIVE CASE.*

As a supplementary school or home lesson give class a list of verbs to supply subjects, and also a list of subjects to supply verbs. When this lesson is brought in, drill by going over from the beginning.

II. OBJECT—OBJECTIVE CASE.

Write sentences used in first lesson in a list on blackboard. Write opposite a second list using *transitive* verbs but leaving Object to be supplied as :—"The cat kills," "The boy throws," "John strikes," etc. Drill again on the relation in these sentences between the *subject* and the *verb*. Review facts relating to *transitive* and *intransitive* verbs. From previous knowledge class will at once see that verbs in second column not only have *subjects*, but that the action must pass over to some *object* in order to complete the sense. This may be made plain by asking the question "What?" after the verb. Complete the sentences by writing, "The cat kills the mouse," "The boy throws the ball." etc. Emphasize that a simple verb may always have a *subject*, but that when the verb is *transitive* it will have an *object* as well.

Give definition.—*When a noun is the OBJECT of a transitive verb it is said to be in the OBJECTIVE CASE.*

As a connecting link between both lessons, take such a sentence as,—*"The dog chased the cat,"* and drill on relation of the verb to the *subject* and *object* by asking the