

## TO THE TEACHER

If you remember, at the beginning we discovered the X-Words by asking students to write as many questions as possible that could be answered with a simple Yes or No, starting each question with a different word.

Now we're coming at it from the opposite direction. We're starting with an affirmative statement and making a question.

So in the example:

X            S            X  
           Jenny and Sam are getting married.

the subject is between the two X positions and moving the X in front of the subject creates a question.

Are Jenny and Sam getting married?

(See Lesson 9 To the Teacher for John McWhorter's suggestion as to why this inversion occurs)

If you can see the X-Word, nothing else changes. Students sometimes overcompensate because of the confusion caused by do, does, and did.

--- Are Jenny and Sam get married?

Most of the examples in the lesson have X-Words that you can see, so the students only have to mark the X-Word and move it to the front of the sentence and change the period to a question mark to make the question.

- There are a few Do-Does-Did verbs. Just keep repeating, "the X-Word is hiding behind the verb. What do you think the X-Word is?" We'll get to this in Lesson 9.
- OK, the word "cost" is so easy that it's difficult because it's one of the few AAA verbs—cost cost cost. But still, it's a past tense verb (VXD), so *did* is hiding behind it.
- There are **no front shifters** in this lesson. If it comes up, that's why we use a comma after a front shifter. Our eyes need to be able to find the subject.

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For many years, brides have wanted a fairy tale wedding like Diana Spencer's.

How to practice?

**The Question Hand**

Give each student a copy of the Question Hand if they don't already have one. - or have them make their own. For **\*EVERY QUESTION** they should hold up their **LEFT** hand and touch their fingers as they make the question. For this lesson, the thumb isn't used.

**Picture prompts.**

1. Bring in some good "story" pictures. (Some of my favorites are under Additional Activities)
2. Put students in small groups.
3. Give each group a picture (it can be the same picture or a different picture)
4. Have each group write three yes/no questions - with 3 different X-Words -- about the picture.
5. Students read their questions - using their hands - and show the other students the picture.

Living sentence

This helps students understand where the X-Words go. It also makes it clear that the X-Words do all the work, while the main verb just sits there.

1. Put a sentence with a visible X-Word on large index cards - use big markers so students can see the words from the back of class.
2. If your class is advanced, use one word per card; otherwise, put the subject on one, the object on another, etc. Colors help lower level students.

Example—one card each

My friend Brandon	should	stop	smoking	really	n't	m	S	.	?
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3. Hand out to 5 people: My friend Brandon / should / stop / smoking/ . /
  - a. Profiling? give a small female SHOULD and a large male STOP
4. Let them get in order.
5. They read their own cards to read the sentence. (it's fun to work on sentence stress by having them bounce up on their toes on the stressed syllables - Bran stop smoke)

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6. Hand the "really" to another student who gets in place. Read again. How does the pronunciation change? real is stressed
7. Hand the "n't" to another student who gets in place. Read again. How does the pronunciation change? now shouldn't really AND stop are stressed.
8. Hand the ? to another student (or put it on the back of the period card if you don't have many students.)
9. Ask "What's missing?" Give the cap **S** and the small **m** to other students or to the X-Word person and the subject person.
10. How does the pronunciation change?

Now the teacher or a student quickly orders: affirmative! Question! Negative! and watches the X-Word run around. Who does all the work, the X-Word or the Verb?

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**Preview**

**Yes /No questions are important** for students to grasp completely because they answer the question, "Is this a sentence, or not?" We will address this in depth in Lesson 22: Trunks & Clauses, but it doesn't hurt to start repeating the rule right away.

The rule: If 1) you can make a yes/no question and if 2) there are no words left over, you have a good TRUNK (a sentence).

Examples:

- **At the age of two.** → no X-Word, so we can't make a Y/N question. This isn't a TRUNK.
- **Because she is very kind.** → The X-Word is "is," so we can make a Y/N question, "Is she very kind?" However, "because" is left over, so this isn't a good TRUNK.
- **He is tall.** → Is he tall? You can make a Y/N question AND there are no words left over. This is a good TRUNK.

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**Vocabulary in Lesson 7**

There 232 different words in this lesson.

Key words and collocates:

a fairy tale wedding

a couple

to get married

to be married (she was married/they were married vs she is married/they are married)

the wedding industry

reception hall

band

dressmaker

caterer

be driven away in - a glass coach (like Cinderella), an old car, a limo?)

florist

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to go into debt

to save money

the average cost (noun)

to afford / can't afford

expensive

to cost (cost, cost, cost)