

# Unit 10 Inversion conversion

**START**

1 If I were to ...

2 It was only then that I ...

3 I didn't ... until...

4 They must never ...

9 If it weren't for...

8 He must not only ... but he also ...

7 If I had known ...

6 I only ... when ...

5 I haven't ... since ...

10 If you don't ...

11 You will hardly ever ...

12 I will never ... again ...

13 If he had ...

14 He stood there ...

18 I have ... only once ...

17 I rarely ...

16 It was only later that he ...

15 They had ... so far that ...

19 If it weren't for my ...

20 If they had ...

**FINISH**

# Unit 10 Inversion conversion

## Activity

In pairs or small groups: speaking

## Aim

To give students the opportunity to practise forming sentences using inversion

## Grammar

Inversion

## Preparation

Make one copy of the worksheet for each pair; provide each pair with a coin to toss.

## Time

20 minutes

## Teaching notes

### Procedure

- › Tell your students that they are going to play a board game that will require them to form inverted sentences.
- › Each square contains part of an uninverted sentence. When a student lands on a square, they must invert the beginning and then complete it; if they fail to do so, they lose a turn. Do an example for the class. Either project or write on the board the beginning: *If I were to ...* Elicit the inverted form of this – *Were I to* – and then elicit language that might complete it. For example: *Were I to move to a foreign country, I would move to France.*
- › Put your students into pairs or small groups, and then give each pair or small group a worksheet and a coin to toss. Tell your students that if they get heads when they toss the coin, they can move two squares; if they get tails, they can move one. Make sure that it is clear which side is heads and which side is tails.
- › Start the game, monitoring closely to ensure that your students are producing correct inverted sentences. Don't focus too much on the content of their sentences; rather, keep an ear out for inversions that are formed incorrectly (e.g. *It was only then that I ...* to *Only then I did ...*). Feedback on incorrect inversions should be given immediately rather than after the games.
- › When the games are finished, select some students to share their sentences with the class. You will also want to highlight any inversions that a number of students found it difficult to form.

### Answers

1 Were I to ... 2 Only then did I ... 3 Not until ... did I... 4 Never must they ... 5 Not since ... have I ... 6 Only when ... do/did I ... 7 Had I known... 8 Not only must he ... but also ... 9 Were it not for... 10 Should you not ... 11 Hardly ever will you ... 12 Never again will I ... 13 Had he... 14 There he stood ... 15 So far had they ... that ... 16 Only later did he ... 17 Rarely do/did I ... 18 Only once have I ... 19 Were it not for my ... 20 Had they ...