

8C Clause patterns: subordinate clauses – Inversion chat

Aim

to practise using adverbials and inversion for emphasis

Activity type

answering and discussing questions using adverbials and inversion for emphasis

Classroom dynamics

pairwork

Time taken

20 minutes

Preparation

You will need one copy of the activity sheet per pair, cut up into two grids (Part A) and a set of cards (Part B).

Procedure

- 1 Divide the class into A/B pairs. Give each pair the two Part A grids, which they should place face up on the desk. Ask students to go through the adverbs/adverbials in the grid in order to recall their meaning. Then, hand out a set of cards to each pair, which students should place in a pile face down on the desk.
- 2 Student A picks up the first card and asks Student B the questions on it. Student B answers, trying to use one or more of the adverbials in the grid in their answer. If Student B successfully does this and their partner agrees that they have used the adverbials correctly, they can put a tick next to the adverbial.
- 3 Students swap roles, repeating step 2 until all the questions have been asked and answered. Explain to students that the adverbs/adverbials can be used more than once, so by the end some boxes may have more than one tick. Monitor closely and make notes in order to give feedback at the end of the activity. The winning student is the one with the most ticks at the end of the activity.

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Part A

Hardly	Never before	No sooner	Little
Not until	Only when	Scarcely	In no way

Hardly	Never before	No sooner	Little
Not until	Only when	Scarcely	In no way

Part B

How often did you get involved in extracurricular activities when you were at school? What were they?	Should we encourage children to have an interest in science? Why? How can we do this?
Did you ever go on a school camp when you were younger? What kind of camp? Did you learn a lot?	What do you remember about the science experiments you did in school with your teachers? How often did you do them?
Did you study a science at school or at university? What advice would you give to young people who are thinking of going into science now?	In your opinion, what is the most important invention that has ever been created? What do you know about the history of this invention?
Why do phone companies bring out new models so often? How often do you buy new products that come onto the market?	Why are fewer people studying sciences at university these days? Has this been the case among your friends?
Which technological devices are the most useful? Would you ever give them up in order to live more simply?	What are the most useless inventions you have seen on the market and why?