

Lesson Plan:

Word order in English (advanced)

LEVEL	TIME	SKILLS	FOCUS
Upper-intermediate to advanced (B2-C2)	60–90 minutes	Grammar, speaking, writing	Emphasis, inversion, fronting, adverb placement

Objectives

By the end of the lesson, students will be able to:

- Identify and use advanced word order structures such as inversion, fronting, and adverb placement.
- Understand the stylistic and emphatic effects of word order changes.
- Apply advanced word order for clarity and impact in writing and speaking.

Materials

- Whiteboard or projector
- Handouts (sentences with jumbled word order, mini-dialogues)
- Short reading or audio clips with examples (e.g. news article, speech excerpt)
- Optional: Slideshow with examples

Lesson Stages

1. Warm-Up (10 minutes)

Activity: Sentence Reordering Challenge

Write a few scrambled sentences on the board:

- "Never / I / such / seen / have / a / thing."
- "Hardly / he / finished / had / when / the / bell / rang."

Ask students to reorder them correctly.

Elicit answers and briefly highlight that these are examples of inversion and fronting.

2. Presentation (20 minutes)

Explain the following advanced word order types:

1. Inversion for emphasis (negative adverbials):

- Never have I seen such chaos.
- Rarely does he speak in meetings.

2. Fronting (moving elements to the beginning for emphasis):

- Down the road came a large truck.
- What she wanted was a quiet evening.

3. Adverb placement for style and precision:

- She quickly ran to the store vs. She ran quickly to the store.

4. Cleft sentences (it is/was... that):

- It was John who broke the vase.

Note: Use example sentences and ask students how the word order changes affect meaning/emphasis.

3. Practice (20 minutes)

Activity 1: Matching & Rewriting

- Provide sentences and ask students to match them to the correct word order rule.
- Then, give them normal SVO sentences and ask them to rewrite using inversion, fronting, or clefting.

Example:

- Normal: She only realized the truth later.
- Advanced: Only later did she realize the truth.

4. Production (20-30 minutes)

Activity 2: Dialogue or Story Creation

- In pairs, students write a short dialogue or story (6-8 sentences) using at least 3 advanced word order structures.
- Have pairs act out or read aloud to the class.

Alternative: Provide a short story and ask students to identify and explain advanced word order usage.

5. Review & Homework (10 minutes)

- Recap the structures and ask quick questions:
- What's inversion? When do we use fronting?
- Homework: Students write a short narrative (150–200 words) using at least 5 advanced word order structures.

Assessment

- Participation in class discussions
- Accuracy in rewriting and story/dialogue tasks
- Proper use of advanced structures in homework