

Is this baby really Dad? **Only when** you told me **did I recognise** him.

Inversion



Here **comes** another one! He is putting his toe in his mouth. **Hardly would he stop** doing that when he was small.

Grammar in Context

Theme: Precious things

Words by Theme



Read the following captions and answer the questions.

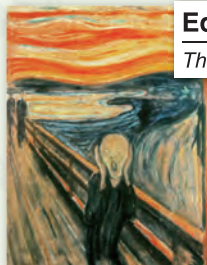
TURNING GREAT ART INTO MEMES

1 **Never have I thought** that I would become so famous.



Leonardo da Vinci¹
*Mona Lisa*², 1503 – 1506

2 **Only then did I discover** I had dropped my wallet in the lake.



Edvard Munch³
*The Scream*⁴, 1893

3 **Barely can people know** that I am wearing just one earring.



Johannes Vermeer⁵
*Girl with a pearl earring*⁶, 1665

4 **In the sky are some stars.**



Vincent van Gogh⁷
*The Starry Night*⁸, 1889

5 **Not until midnight do people eat out** alone.



Edward Hopper⁹
*Nighthawks*¹⁰, 1942

1. Read sentences ① – ③. Match the inversions with the subject-verb structures below.

(i) People can barely know that I am wearing just one earring.	3
(ii) I have never thought that I would become so famous.	
(iii) I discovered I had dropped my wallet in the lake only then.	

2. Read sentences ④ – ⑤. Write the sentences in the subject-verb order.

(i) ④	_____
(ii) ⑤	_____

PART 1A Inversion in questions, question tags and direct speech

To make questions, we change the subject-verb order to the verb-subject order. We put the verb *to be* or the helping verb before the subject.

Subject	Verb to be		→	Verb to be	Subject	
<i>Those</i>	<u>are</u>	<i>ceramics.</i>		<u>Are</u>	<i>those</i>	<i>ceramics?</i>

Subject	Helping verb	Main verb	→	Helping verb	Subject	Main verb
<i>You</i>	<u>can</u>	<i>swim.</i>		<u>Can</u>	<i>you</i>	<i>swim?</i>
<i>Tim</i>	–	<i>cried.</i>		<u>Did</u>	<i>Tim</i>	<i>cry?</i>

Yes / No questions	<u>Has the teacher left?</u>	Wh-questions	<i>How old <u>are</u> you?</i>
Question tags	<i>There wasn't anyone, <u>was</u> there?</i>		

In direct speech, we can invert the subject and reporting verb when they come after the quotation.

Direct speech	<i>'Do you have a five-dollar coin?'</i> <u>asked the cashier.</u> (X asked he)	Pronoun as subject: X inversion
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PART 1B Inversion after adverbials of place

We can use inversion to put emphasis on locations. We can invert the subject-verb order without adding helping verbs.

Subject + Main verb (+ Adverbial of place)	Adverbial of place + Main verb + Subject
<u>The beautiful sun comes.</u> S V	<u>Here comes / is the beautiful sun!</u> (X Here comes it. ✓ <i>Here it comes.</i>)
<u>The last bus goes.</u> S V	<u>There goes the last bus.</u> (X There goes it. ✓ <i>There it goes.</i>)
<u>Some repairers stood on the roof.</u> S V Adv	<u>On the roof stood some repairers.</u>
<u>Two travellers slept under the tree.</u> S V Adv	<u>Under the tree slept two travellers.</u>

PART 1C Inversion after negative adverbials

We can also use inversion to put emphasis on negation.

Negative adverbial + Helping verb + Subject + Main verb	
<u>Never will Johnny forget his wife's birthday again.</u>	
<u>Seldom do my family dine out these days.</u>	
<u>Rarely did Ivan keep his promise.</u>	Without a helping verb: add <i>do / does / did</i> + the base form of the verb
<u>Barely has she been to the library.</u>	
<u>Hardly is she interested in books.</u>	! Exception: <i>is, am, are, was, were</i>
<u>Under no circumstances should you stay here.</u>	



Exercise 1.1

Complete the sentences using the sentence structures in Part 1.

- Never _____ will I misbehave _____ (I / will misbehave) in front of my grandparents again.
- I opened the door and there _____ (my neighbour / stood).
- In the centre of the art room _____ (some sculptures / are).
- Get me a plate of tuna sushi! Ah, here _____ (it / comes).
- Under no circumstances _____ (anyone / may break) the school rules.
- Dad, today is your 20th wedding anniversary with Mum, _____ (it / isn't)?
- 'Action,' _____ (the film director / said).



Exercise 1.2

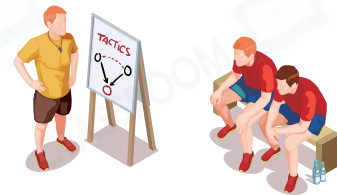
Simon is interviewing Mr Lam. Complete the interview using the correct form of the given words.

Building a Winning Team

Simon: Mr Lam, besides teaching us Chinese, you are also heavily involved in leading our football team, (1) aren't you (you / not be)? Why (2) _____ (you / become) the school's football coach in the first place?

Mr Lam: Rarely (3) _____ (I / think) about this, but I suppose my passion for playing football is one of the reasons. I was so glad when the principal said to me, 'Here (4) _____ (a chance / come) to share your passion with your students.'

Simon: Here (5) _____ (a document / be) on the school website. On the list (6) _____ (the awards / be) won by our football team under your leadership. (7) _____ (you / be) a tough coach?



Mr Lam: Hardly (8) _____ (anyone / call) me that. Under no circumstances (9) _____ (I / take) things too far in the name of winning. I feel disappointed when there (10) _____ (our hope / go) to enter some major competitions. However, seldom (11) _____ (I / shame) the team for losing.

PART 2 Inversion after other expressions

We can use inversion with the following expressions to put emphasis.

Use these patterns to avoid repeating the main verbs.

Subject-verb structures	Verb-subject structures
<i>He not only won but also led his opponent by 20 points.</i>	<i>Not only <u>did he win</u>, but also he led / but he also led his opponent by 20 points.</i>
<i>Ivan will not be happy until Mum buys him a toy.</i>	<i>Not until Mum buys Ivan a toy <u>will he be</u> happy.</i>
<i>'I was born in 2009,' said June. 'I was born in that year too,' I said.</i>	<i>'I was born in 2009,' said June. 'So <u>was I</u>,' I said. (= me too)</i>
<i>'I don't understand,' said Tom. 'I don't understand either,' I said.</i>	<i>'I don't understand,' said Tom. 'Neither / Nor <u>do I</u>,' I said. (= not ... either)</i>

<i>You can sing perfectly only by practising constantly.</i>	<i>Only by practising constantly <u>can you sing</u> perfectly.</i>
<i>The patient will recover only after some rest.</i>	<i>Only after some rest <u>will the patient recover</u>.</i>
<i>Alex takes a shower only when / if he stinks.</i>	<i>Only when / if Alex stinks <u>does he take</u> a shower. (= Not until Alex stinks does he take a shower.)</i>
<i>Bill had a car accident last week. He realised the importance of road safety only then.</i>	<i>Bill had a car accident last week. Only then <u>did he realise</u> the importance of road safety.</i>



Exercise 2.1

Rewrite the sentences using inversion.

- No one in my family has a driver's licence. Not anyone in Elaine's family has one either.
No one in my family has a driver's licence. Neither does anyone in Elaine's family.
- Donald is a librarian. His mother is a librarian too.
Donald is a librarian. _____
- The temperature reached 35°C yesterday. I decided to turn on the air conditioner only then.
The temperature reached 35°C yesterday. _____
- We will be able to hang the laundry only after the rain stops.

- The candidates could not leave the examination hall until they heard the announcement.

- You can take the first step to getting help only by admitting you have a problem.

- I not only arrived late to his birthday party but also forgot to bring him a present.



Exercise 2.2

Complete the conversation using the correct form of the given words.

Balancing Studies and Hobbies

Tim: Only after ten last night (1) _____ did I start _____ (I / start) working on the assignments. Only then (2) _____ (I / be) aware that I didn't know how to do any of them. I called Ken for help. Neither (3) _____ (he / know) how to do them.

Dan: Start doing your homework earlier. Not only (4) _____ (that / make) us less stressed, but it will also allow us to have more time for our hobbies.

Tim: You want more time for hobbies? So (5) _____ (I / want)! That was why I spent most of the night drawing anime. Not until I had drawn a nice picture (6) _____ (I / start) doing homework.

Dan: Only by managing time well (7) _____ (we / can balance) work and play. Only if we make an effort (8) _____ (this situation / may change).



Grammar Wrap-up

Arthur is reading a personal recount of a mother. Complete the recount using the correct form of the given words. Use the negative form where necessary.

I—decide the children—notice they—would he—suggest I—can reserve
 the one—come his two younger sisters—answer they—can leave we—can talk
 my husband and I—love our two daughters—sit we—allow

Memories around the Dinner Table

An increasing number of parents are complaining about the way their children behave at the dinner table. Not only (1) _____ do the children not notice _____ how much work it takes to cook a dinner, but they also cannot live without their phones. I bet all parents would want to connect with their kids at the dinner table, (2) _____?

As a mother of three, I used to have similar problems with my kids. Barely (3) _____ to each other in any meaningful ways. For example, when I asked my eldest son if everything was going well at school, he wouldn't answer. Neither (4) _____. They were staring at their phones all day with their headphones on.

Once, I complained to my husband about this. 'Maybe they just feel bored,' (5) _____. Only then (6) _____ to find an eatery that would excite them. The first thing that came to mind was the sushi bar. My kids love sushi. So (7) _____.

On a Friday evening, we went to a sushi bar. It was full. Only by booking a week earlier (8) _____ a table for five near the conveyor belt. Next to the belt (9) _____. The little girls just loved grabbing plates of sushi off the belt. 'Here (10) _____

_____ I've been waiting for!' our son beamed and yelled. Everyone was delighted. Our family were interacting like never before.

Also, it was a great opportunity to teach the kids not to waste food. Not until they finished their plates (11) _____ them to take more. Under no circumstances (12) _____ food uneaten.



Grammar in Pre-DSE Text Type

Theme: Precious things

You are writing a play script. Complete the play script using the correct form of the given words.



I—understand I—have the maestro¹—come an empty violin case—lie
 you—steal I—can find Walker—stand anyone—can find
 such a thought—cross I—check you—look the violin—be

Words by
Theme



The Cursed Violin

Cast of Characters

Franklin: a famous concert violinist who owns a cursed violin

Walker: a talented² but unknown violinist

Tammy: Walker's wife

Scene 1

In the dressing room of a concert hall (1) _____ lies an empty violin case _____.

Next to it (2) _____. Franklin has just returned from a performance.

Applause can still be heard in the background.

Walker: (*nervously*) Here (3) _____!

Franklin: Walker, my dear student, why (4) _____ so pale?

Walker: Maestro, your other violin is missing.

Franklin: (*keeps a blank face*) I don't understand how this could happen.

Walker: Neither (5) _____. Not only (6) _____
 with other musicians but also every backstage worker. Not a trace. (7) _____
 _____ very valuable³?

Franklin: It's a priceless⁴ and unique treasure⁵. It was made by an Italian master⁶ craftsman⁷ a few
 hundred years ago. Under no circumstances (8) _____ a
 replacement⁸. The thief will suffer its curse though.

Scene 2

Two months later, Walker is lying on his deathbed. His wife is sitting next to him.

Walker: (*quietly*) Your suspicion is correct. Not until I'm breathing my last breath (9) _____
 _____ the courage to admit to having taken it.

Tammy: (*sobs*) But why (10) _____ from the maestro?

Walker: I swear, I wasn't thinking of stealing it. Never (11) _____ my
 mind. I just wanted to try playing it. But its tones are so surreal⁹ and enchanting. Only by
 having it for myself (12) _____ peace of mind ...




More to take away

maestro (n.) = someone who is very skilled at playing or conducting music

We can use inversion to ask questions. We can also use it to put emphasis, mostly on formal occasions.

- **'What do you like about Hong Kong? You love the city, don't you?'** asked Pat. (in questions, question tags and direct speech)
- **Here comes Miss Lee! On her hands are our report cards.** (after adverbials of place)
- **Under no circumstances should we lie.** (after negative adverbials)
- **Only when they get caught will they feel sorry.** (after other expressions)

Version 1

 You are drafting a yearbook entry. Read the entry and pay attention to the underlined parts.

Academic life: Write about your favourite subject.

My favourite subject is Chinese Language. (1) We are always confident that we know everything about our native language. (2) I did not realise I still had a lot to learn until I read the selected writings of some great Chinese authors. Before that, I did not know the beauty of Chinese characters. (3) I did not understand the wonders of Chinese literature either. (4) I started to develop a love for the language only after Mr Chu delivered his lessons with great profundity.

Student life: Write about what you will miss most about being a student.

I will never forget being the chairperson of the Press Club. I, as well as other committee members, often asked (5) how we could make the reports more appealing to our readers. (6) We not only recorded our school life through words but also introduced school issues by other forms of media. Our photographers spent hours trying to capture the special moments of our schoolmates. (7) For the editors, the accurate use of language was important and the design of a page was also important. (8) Our collective memories are on the pages of our school magazine, *Essence*. (9) A complete collection of *Essence* is in the school library. We hope our schoolmates can find food for thought from them. (10) I will never forget my days in the club!

Version 2

Rewrite the underlined parts in Version 1 based on the instructions.

Academic life: Write about your favourite subject.

My favourite subject is Chinese Language. (1) We are always confident that we know everything about our native language, aren't we? (question tag) (2) _____

_____ (Not until ...)

Before that, I did not know the beauty of Chinese characters. (3) _____

_____ (Neither ...)

(4) _____

_____ (Only after ...)

Student life: Write about what you will miss most about being a student.

I will never forget being the chairperson of the Press Club. I, as well as other committee members, often asked, '(5) _____

_____ (Wh-question)?'

(6) _____

_____ (Not only ... but also ...)

Our photographers spent hours trying to capture the special moments of our schoolmates.

(7) _____

_____ (... so ...)

(8) _____

_____ (On the pages ...)

(9) _____

_____ (In the school library ...)

We hope our schoolmates can find food for thought from them. (10) _____

_____ (Never ...)



Brain Breaks

This is a yearbook entry.

*Thank you, my arms! You are always by my side.
Thanks also to my legs for supporting me!
Finally, I give my fingers the sincerest thanks because
I can always count on you!*

Sophia Lee

School Prefect

