

1 Read the information and complete the sentences below. Emphasise the underlined facts.

1 Nadia baked a cake yesterday.

It was _____.

2 Steph and Steve bought a new TV online.

It was _____.

3 I left my bag in the department store.

What _____.

4 She just wants to be famous.

All that _____.

5 I don't like the new fast food restaurant in the town centre.

It's _____.

6 Ben got a job in a charity shop.

What happened _____.

7 They only had to apply for a credit card.

All _____.

8 Erica gave £5 to the homeless man.

It was _____.

2 Rewrite the sentences to make them more emphatic.

1 It's the manager of this store who is most hard-working.

The person _____

the manager of this store.

2 The plan to rebuild the town hall is really interesting.

One idea _____

the plan to rebuild the town hall.

3 We love Copenhagen more than any other city.

The place _____

Copenhagen.

4 Bad service upsets people.

The thing _____

bad service.

5 I've never visited Brazil.

A country _____

Brazil.

6 Good advertising sells more products.

The thing _____

good advertising.

7 It's the consumers who make a business successful.

The people _____

the consumers.

8 The computer has changed our lives.

The invention _____

the computer.

3 **SPEAKING** Complete these sentences with your own ideas. Put all the pieces of paper into a bag. Then take turns to pick out one piece of paper and read out the sentences. Can you guess who wrote them?

The country I would most like to visit ...

The person I would most like to meet ...

The city that I think is the most interesting in the world ...

The product that I wish I'd invented ...

The clothes I usually wear at the weekend ...

9B Emphasis

Aims: To review and practise different ways of emphasising information.

Time: 10–15 minutes

Materials: 1 handout for each student

Exercise 1

- Give each student a handout. Students read the information and then complete the second sentence, emphasising the word or phrase that is underlined. Ask different students to read out their completed sentences and insist that they use the correct intonation to emphasise the important information.

KEY

- 1 It was yesterday that Nadia baked a cake.
- 2 It was Steph and Steve who bought a new TV online.
- 3 What I left in the department store was my bag.
- 4 All that she wants is to be famous.
- 5 It's the new fast food restaurant that I don't like in the town centre. / It's the new fast food restaurant in the town centre that I don't like.
- 6 What happened was (that) Ben got a job in a charity shop.
- 7 All (that) they had to do was to apply for a credit card.
- 8 It was £5 that Erica gave to the homeless man.

Exercise 2

- Students complete the second sentences to make them more emphatic. If necessary, ask students to look at the second *Learn this!* box on page 98 and review the word order for this type of sentence.
- Check answers with the class.

KEY

- 1 that is most hard-working is
- 2 that is really interesting is
- 3 (that) we love more than any other city is
- 4 that upsets people is
- 5 (that) I've never visited is
- 6 that sells more products is
- 7 that make a business successful are
- 8 that has changed our lives is

Exercise 3

- Read out the sentence stems and demonstrate a couple of possible answers, using your own ideas. Then ask students to tear or cut up the sentence stems into separate strips of paper and complete each sentence with their own ideas. Then in groups, or with the whole class, collect in all the strips of paper, mix them around and put them into a box or a bag. Ask one student to pick a strip of paper out and to read out the sentence on it. Other students then try to guess who wrote the sentence.