

## INFORMATION FOCUS: SUBJECT AND OBJECT CLAUSES

- C** Write sentences with information-focus clauses using the prompts 1–6. Use the correct tense and verb form, and add words, as needed.

<b>4</b> old-fashioned slang terms I wish would make a comeback!	<b>1</b> <b>2</b> <b>3</b> <b>4</b>	<p><b>DOLL UP:</b> I love this one! You might think it has to do with dolls, but <sup>2</sup>[what / mean / be / 'get dressed up'], as in 'I got all dolled up for the party.' Now, <sup>3</sup>[how / friends / react / if / say this / mystery!]</p> <p><b>DOUGH:</b> Slang words for 'money' come and go, but 'dough' is my favourite. <sup>4</sup>[When / originate / surprise you]: The first printed records date back to the mid 1800s!</p> <p><b>SWANKY:</b> If you describe something as swanky, you're saying it's expensive and fashionable. <sup>5</sup>[Whether / really / be / people / decide / for themselves].</p> <p><b>WHAT'S EATING YOU?</b> This one means 'What's bothering you?' <sup>6</sup>[Where exactly / hear / first time / not / remember]. It might have been in a film. Or maybe my grandfather used it.</p>
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- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

## » 3.2 Are you into tweeting?

**A** Look at the **bold** words and expressions, but don't read the descriptions yet. Do you know what they mean? Do you use them?

**Trolling** <sup>1</sup>[is / means / What / to / this] post comments in order to deliberately get a reaction from people. Why it became used on the Internet <sup>2</sup>[relates / think / we / to / back] a 17th-century use of the word, which was to use bait when fishing, i.e. use something false to capture the naïve (in this case the fish).

**Meh** <sup>3</sup>[became / this / Why / popular / so] we're not really sure. This three-letter word shows that you're not really interested in something. <sup>4</sup>[interesting / that / is / What's] it can be an adjective (It was all very 'meh') and even a noun (I refer you back to my last 'meh').

**Cupertino** This is the nightmare of autocorrect. <sup>5</sup>[was / from / came / Where / it] an early spell-checker program which knew the word 'Cupertino' (the town where Apple has its head office), but not the word 'cooperation'. <sup>6</sup>[was / What / do / would / it] correct the word 'cooperation' to 'Cupertino' every time someone tried to use it.

**I can't even!** <sup>7</sup>[expression / What / know / we / is / about / this] that it began when a social media user finished a comment with 'I can't!' to show he or she was speechless with shock or surprise. When the 'even' was added, <sup>8</sup>[really / we / know / don't], but it's clear that it was added to make the phrase even stronger.

**B** Order the words in *italics* in the texts above to make information-focus clauses.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

**C** Match 1–5 to a–e to make sentences. Decide if each sentence contains a subject clause (S) or an object clause (O).

- 1 How often people use this expression
- 2 Whether it's appropriate to send a direct message
- 3 When exactly we started using hashtags
- 4 Why social media became so popular
- 5 What we did to make messages shorter

- a ☐ we're not really sure. \_\_\_\_\_
- b ☐ was a result of many different factors. \_\_\_\_\_
- c ☐ was to use lots of abbreviations. \_\_\_\_\_
- d ☐ reflects how much they use social media. \_\_\_\_\_
- e ☐ I think depends on how well you know the person. \_\_\_\_\_