GUIDED DISCOVERY HANDOUT: EMPHATIC STRUCTURES (B2.6)

Part 1: Meaning & Purpose

Read the pairs of sentences below and answer the questions.

Pair A

1. *I want relaxation.*
2. ***It's relaxation that*** *I want.*

Pair B

3. *I hate airports most.*
4. ***The thing that I hate most is*** *airports.*

Pair C

5. *When I travel now, I avoid the 'sights'.*
6. *When I* ***do*** *travel now, I avoid the 'sights'.*

1. Do the sentences in each pair have the same basic factual meaning? **YES / NO**

2. Why does the speaker change the word order or add *do* in sentences 2, 4, and 6?

a) To make the sentence more polite

b) To highlight or give extra emphasis to a specific part of the sentence

c) To change the tense of the action

Part 2: Cleft Sentences (Splitting a Sentence into Two Parts)

Look at the examples from the grammar reference (p. 164) and complete the rules.

Pattern 1: It-clefts

- *In Thailand,* ***it's the beaches that*** *are the most popular places to visit.* (emphasizing the subject)
- ***It's Mexico City that*** *I most want to see.* (emphasizing the object)
- ***It's in summer that*** *most people go to Greece.* (emphasizing an adverbial phrase)
- ***It's Jenny that / who*** *I want to see.*

Complete the rule:

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- Structure: **It + _____ + emphasized phrase + _____ (or who for people) + rest of sentence.**

- Where does the emphasized information appear in this pattern? **At the beginning (after *be*) / At the end**

Pattern 2: What / The thing (that)-clefts

- ***What I enjoy is*** *sitting and reading the newspaper.*

- ***The thing that I hate most is*** *airports.*

- ***What we need to decide is*** *which dates we can travel on.*

- ***What my country needs to do is (to)*** *invest in tourism.*

Complete the rules:

- Structure A: **What / The thing (that) + subject + verb + _____ + emphasized information.**

- Structure B (emphasizing an action/clause): **What + subject + verb + to do + _____ + (to) + infinitive.**

- Where does the emphasized information appear in this pattern? **At the beginning / At the end (after *be*)**

Part 3: Emphatic *do, does, did* in Affirmative Sentences

Look at these examples and circle the correct option in each rule:

- *We hope you enjoy your stay. -We* ***do*** *hope you enjoy your stay.*

- *I* ***did*** *take my laptop on my last holiday too.*

- *We* ***have*** *enjoyed our trip. / He* ***is*** *rude sometimes.* (NOT: *He's rude sometimes.*)

1. When we add *do, does,* or *did* to an affirmative sentence for emphasis, the main verb that follows is in the **base form (infinitive) / past form**.

2. In spoken English, the auxiliary (*do, does, did*) is **unstressed / strongly stressed**.

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3. If a sentence **already** contains an auxiliary verb (*be, have*) or a modal verb (*can, must, will*), we **add *do* anyway / do NOT add *do*—we just stress the existing auxiliary**.

4. When stressing *be* or *have* for emphasis, we use the **contracted form (*He's*) / full form (*He is*)**.

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