Being emphatic

1 Reorder the following sentences.

1 is he a reasonable such person I’m that sure work he’ll it out.

2 very hardworking person very she a is.

3 really was he possessive I and think was that they why out fell.

4 performance her just was brilliant. Was so I of her proud.

5 the it’s things essential I always that to run seem of out milk like bread and.

6 wish I do they’d out sort problems their.

7 find out they did yoga classes about.

8 just was it perfect; couldn’t I for wished have better day a.

2 Use the following six topics using as many of the words and phrases to emphasise as possible from the box below.

<table>
<thead>
<tr>
<th>repetition (e.g. very, very)</th>
<th>so, such, really, just</th>
</tr>
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<tbody>
<tr>
<td>It is/was ... which/that</td>
<td>use appropriate form of ‘do’</td>
</tr>
</tbody>
</table>

1 your favourite restaurant
2 the worst film you have ever seen
3 your favourite sport
4 the most beautiful city you have visited
5 your worst job
6 best film you have seen recently
Being emphatic

TEACHER’S NOTES:

Aim: to provide further practice of emphasis. This worksheet is designed to be used in conjunction with unit 4.3.

Time: 40 minutes

Materials: photocopies of the worksheet for each student

1 Ask students to unscramble the words to make complete sentences. Monitor to check they are going in the right direction and give help if necessary. Elicit answers from students.

Answers: 1 He is such a reasonable person that I’m sure he’ll work it out. 2 She is a very, very hardworking person. 3 He was really possessive and I think that was why they fell out. 4 Her performance was just brilliant. I was so proud of her. 5 It’s the essential things that I always seem to run out of like milk and bread. 6 I do wish they’d sort out their problems. 7 They did find out about yoga classes. 8 It was just perfect; I couldn’t have wished for a better day!

2 Briefly review words and phrases used for emphasis from the box so students are clear once again on how to use these. Then ask students to discuss the six topics using as many of the different phrases as possible. Monitor carefully to check that they are using a variety but emphasise that they don’t have to use all the phrases, if there really is one phrase that they aren’t able to use. Get some more confident pairs to act out one of their discussions to the class at the end.