

I'm not a robot



Emphatic structures exercises

Given article text here. They are doing something quite unprecedented. What they are doing is quite unprecedented. The selfish made Jasmine sick. It was Greg that made her sick. He's approaching the problem from an entirely new angle. What he's doing now is a completely new approach. They've done something unforgivable. What they've done is unforgivably terrible. I came by bus because my car has broken down. The reason I took the bus was because my car had broken down. A second chance is the only thing I want. All I'm looking for is a second chance. The guy who told me about the new club was Zack. Zack was the one who introduced me to the club. We have to leave our bags and coats here. This is what we are required to do. They told me the same thing. That's exactly what they said. He's very unlucky in love! Lucky for him, he has a loving partner. The interactive displays were much more interesting. Much more engaging than the regular ones. The Lord Chancellor was also at the ceremony Also attending the event was the Lord Chancellor. The firefighters were unable to enter the building because the heat was so intense. So hot that they couldn't even attempt to enter. A parking ticket was stuck to my windscreen. Stuck there by mistake, I assume. Although they were defeated they managed to keep smiling. Defeated and beaten, yet still managing to smile. A gnarled old oak tree stands beside the river bank Beside which stood a magnificent oak tree. The midnight movie is after this. Next in line was the midnight film. The government has hardly ever suffered such an overwhelming defeat. Seldom do governments suffer such defeats. As soon as we arrived they announced that the show was cancelled. No sooner had we entered than the announcement was made. Refunds cannot be given under any circumstances. Under no circumstances can a refund be claimed. We often emphasise a particular part of a sentence By stressing and changing the position of words in a sentence, we can give extra emphasis. It was on Saturday that Mike took Sally to the party, emphasizing the subject. Emphasizing the object, it was Sally that Mike took to the party on Saturday. For adverbial phrases, it was on Saturday when Mike took Sally to the party, and for prepositional phrases, it was to the party where Mike took Sally on Saturday. In informal English, we can use "when" and "where" clauses but not "how" or "why". It was in January when I got the test results, and it's in Green Street market where we'll find the best bargains. We can't use "it" clefts to highlight action or verb complements; instead, we use wh- cleft sentences. We can also emphasize a verb complement using wh- clefts: What Mike did was take Sally to the party. In these sentences, "what" means the thing(s) that. The wh- clause must contain a verb, and we use "do" in the form of the highlighted verb. For example, if the highlighted verb is continuous or perfect, the form of "do" matches it. We can also use wh- clefts to highlight an action, such as taking Sally to the party, or a verb complement like stingy. Other types of wh- cleft sentences include person, place, time, and reason clauses, which often begin with introductory noun phrases. We're seeking a chance to express our dissatisfaction, which we hope will be granted without further ado. Meanwhile, we've been occupied with mundane tasks like boiling water. Our primary concern is receiving a fair opportunity, as is reasonable under any circumstances. We can also negate the only thing with verbs having negative connotations: What won't be done is repairing items purchased elsewhere. Moreover, what wasn't found was the key to the cellar door. Now, regarding cleft sentences with wh-, we can rearrange them so that the emphasized part comes first: It's the boys who are taking Sandy to the match. The person who informed me about the new club was Zack. A form similar to reversed clefts is used in spoken English using this and that: We need to leave now => This is where we must depart. They told me the same thing => That's what they communicated. Note that these structures are typically reserved for formal or literary writing. In such cases, we put the emphasized part at the beginning: And thus it was Cezanne who pioneered the path to Impressionism. When it comes to fronting objects and complements in spoken English, we often make a strong contrast with something previously stated by placing them at the beginning of the clause, which makes them more emphatic: 'She's such a lovely person; so friendly and reliable.' However, when making comparisons, we can use fronting for emphasis, as seen here: Friendly she may be, but reliable she isn't! We also employ fronting with demonstrative pronouns to emphasize their importance: I disagree with that. => That I disagree with. By placing known information at the beginning of a sentence, we facilitate the flow of spoken or written content: The house was massive and sprawling, featuring two wings and a dark attic. Hilary spent most of her time in either the drawing-room or the garden. The attic she rarely visited. To start a sentence with known information or to make an emphatic comparison with the information presented earlier, we can use comparative or superlative phrases at the beginning. We do this by using a form of the verb "be" followed by the subject: The first band was subpar. Far more exciting was Red Heat, the second group to perform. Many of the monuments are genuinely awe-inspiring. Greatest of all is the Colosseum. The actors were a mixed bunch. Least inspiring among them was Pacino. We can use a similar pattern with also and such: Members of the royal family attended the funeral. Also present at the service were several ambassadors. They led a life of extreme poverty. Such is often the fate of most illegitimate children in this province. To emphasize an adjective, we use so + adjective + a form of be + subject + a that clause: So intense was the heat (that) the firefighters struggled to enter the building for two hours. By placing adverbial phrases describing position or place at the beginning of a sentence and inverting the subject and the verb, we can emphasize certain aspects: At the back of the house is where we'll be setting up our equipment. The garden at the back of the house was in disarray, dominated by an overgrown silver birch tree that towered above the garage roof, with an unsightly FM aerial attached to it. For years, I've been writing to the President, and my dream is to meet him one day. Some grammatical structures can change the meaning of a sentence: for example, "He said he would arrive on time" can become "He did arrive on time." We can also use words like "as" and "though" to connect ideas: despite his battered state, he never lost his will to succeed, just as she struggled to open a jam jar. There are various ways to structure sentences in English, including putting the verb or phrase before the subject after certain words. This pattern is often used to create connections with previous sentences and can be found in formal writing: "Here lies the body of our late sovereign" shows the connection between "here" and "lies." When time-related phrases come before the verb, it's common to see this pattern: "For the first hour, the teams seemed evenly matched," which is followed by "Then came the turning point in the game as Ed scored." However, if a sentence contains a pronoun, inversion doesn't occur. We also use certain structures in formal English and fixed expressions with subjunctives, such as "So be it" or "Long live the king!" Sometimes we invert auxiliary verbs to make statements more emphatic: for example, after words that have a negative meaning like "hardly" or "scarcely," as seen in "Little did we realise," the skies opened, clauses beginning with neither or nor They have no intention of paying and neither have we. We couldn't face the customers and nor could the boss. clauses beginning with may which describe a strong wish May he live to regret this decision! after fronted comparisons also, such and so The captain is refusing to play under these conditions and so is the rest of the team. We're taking the au-pair with us. They moved to Andalusia because of the climate. The company has imposed a ban on private e-mails. We want our money back. Our boss told us the news. I want you to appreciate that it's not my fault. Q 3. The introduction of stamp duties led to the loss of the American colonies. Nothing else, the only thing he did was wallpapering. Jerry says Liz is going to quit her job at the bank. I find it really hard to believe. You look as though you're destroying that rose bush. No, I'm just cutting off the dead flower heads. Are you sure you brought everything with you? We left the personal stereo behind, that's all. Didn't you own a Volkswagen Golf once? No, my brother owned one. He said the speech would shake them up a bit. And it certainly did shake them up. I thought the car chase and the scene in the airport were brilliant. But the explosion on the jumbo jet was best of all. I think we should try to give them first aid. No, we should wait for the ambulance to arrive. So what was so awful about the view from your hotel room? Well, a huge electricity pylon was standing right outside the bedroom window. You've always wanted to buy a cottage in the country, haven't you? Yes, my greatest ambition has always been to own a cottage. You're all leaving on Saturday, aren't you? No, we're going on Friday. Looking forward to seeing everyone at the meeting tomorrow and discussing our strategies. This text cannot be paraphrased into words that capture the same essence as the original due to its complex structure, colloquial expressions, and varied tone. The bottom line was that the damage was too severe for the pilot to regain control. Q 4. 1 ✓ 2 we knew => did we know 3 and so most of the marketing team-are => so are most of the marketing team 4 was there => there was 5 ✓ 6 so it be => so be it 7 Tomorrow the first day is => Tomorrow is the first day 8 ✓ 9 ✓ 10 latecomers will => will latecomers I 11 such the condition is => such is the condition 12 the time is => is the time 13 ✓ 14 ✓ 15 a director has made => has a director made 16 as those are => as are those 17 ✓ 18 he managed to escape => did he manage to escape 19 ✓ 20 didn't he => he didn't I find it hard to believe that something like this would happen. But I'm actually cutting off dead flower heads now. We're left with nothing but a personal stereo, which is not what we had before. It was my brother's, who owned one, and shaking it really did work. The best part of all was the explosion on the jumbo jet. What we should do is wait for the ambulance to arrive. Standing outside the bedroom window, there was a huge electricity pylon. To own a cottage has always been my dream, but it's actually happening this Friday. I've done bungee jumping before, and rap jumping was even more exciting. Rap jumping was also much more dangerous than bungee jumping. I didn't know what to expect, but Tony took me for my first rap jump. He's the real daredevil. All I could see was a rope and harness hanging from the gantry. What you do is lean forward and walk down. The problem is seeing the ground, which I just can't cope with. Cleft sentences are complex sentences that emphasize one part of the sentence. They're often used in writing where intonation for emphasis isn't possible, but they're also frequently used in speech. There are several types of cleft sentences, including: - The reason why, the thing that, the person/people who, the place where, the day when... - We can focus on an element of the sentence by using a relative clause with a relative pronoun like we use it in any relative clause. - We can also use "it" as an introductory word instead of "the person/thing," and "be" in any verb tense needed. - We can use who/which or that after a noun phrase, but not after adverbial phrases. - The thing/s that = What/All - What + subject + do/does/did + is/was + (to) infinitive Cleft sentences are used in writing and speech to emphasize one part of a sentence. They can be useful when we want to focus on a whole sentence rather than just an element within it. One type of cleft sentence is created by using the word "the reason why" or similar phrases, which allow us to highlight specific parts of a sentence. Another way to create emphasis is through the use of relative clauses with pronouns like "who", "which", or "that". However, we must be mindful of when and how we use these pronouns correctly in our sentences. Furthermore, it's also possible to use "what" instead of "the thing that" for more emphasis. This method involves using the verb "do/does/did" followed by "is/was" and an infinitive with or without the word "to". We're aiming to highlight specific parts of a sentence by focusing on verb phrases or verbs themselves. These structures can incorporate infinitives with or without "to." It's common for us (that) ... / What happened was (that) We use this structure when we want to draw attention to the entire sentence, rather than just an element within it. Complex sentences called cleft sentences are used to emphasize certain parts of a sentence. They're especially helpful in writing, where we can't rely on intonation for emphasis, but they also frequently appear in spoken language. The key types of cleft sentences include The reason why, the thing that, the person/people who, the place where, and the day when... By utilizing these structures with relative clauses, we can focus on specific elements within a sentence. We use relative pronouns just as we would in any other relative clause. It + be + phrase + relative clause Instead of using The person who, the thing that, etc., we can also employ an introductory "it," followed by the verb "be" in any necessary tense, and then the element we want to emphasize. When it comes to noun phrases like Sheila or the book, we can use who/which or that afterward; however, after adverbial phrases like under the mattress or on Monday, we should only use that. Note that when is acceptable after noun phrases but not after adverbial ones. Compare It's Monday when I have to call versus It's on Monday that I have to call. The phrase "the thing/s that" can be replaced with what or all (which adds more emphasis) to draw attention to a specific element within the sentence. What + subject + do/does/did/ + is/was + (to) infinitive We use this structure when we want to highlight verb phrases or verbs themselves. In these structures, we can incorporate infinitives with or without "to." It's common for us (that) ... / What happened was (that) We use this structure when we want to draw attention to the entire sentence, rather than just an element within it.

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