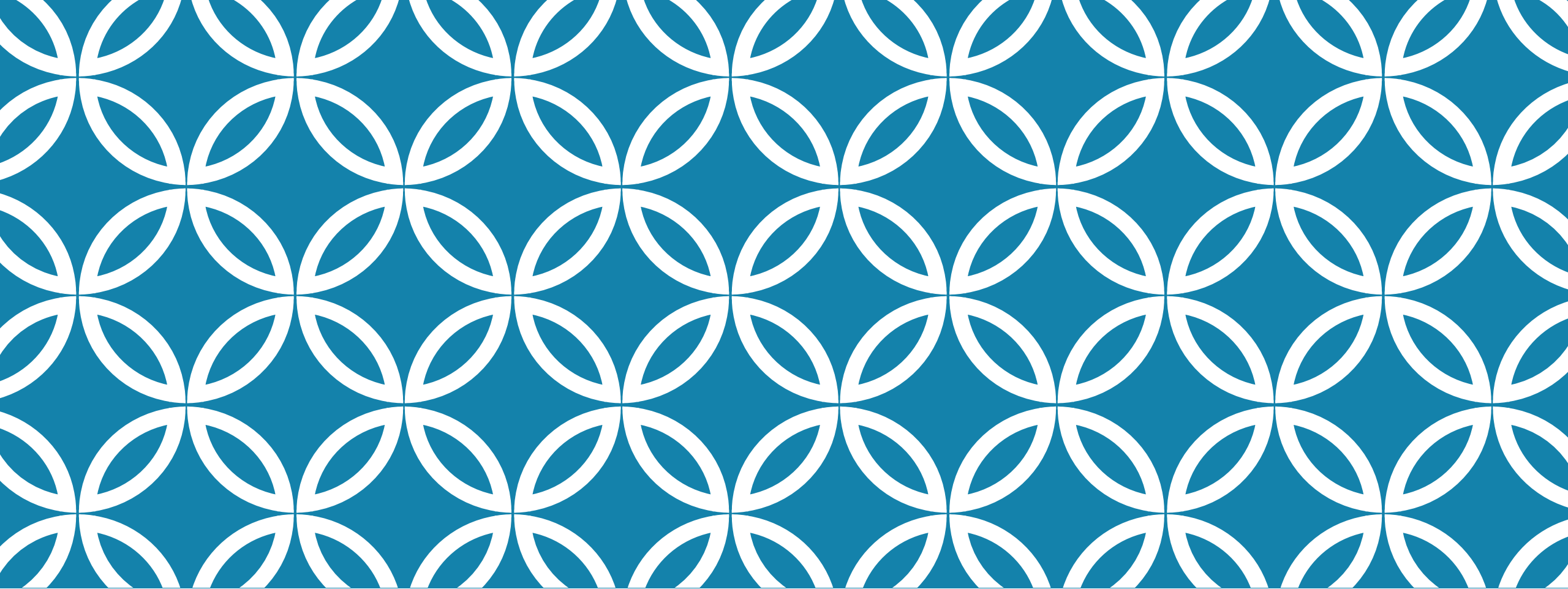


L34: EMPHATIC STRUCTURES AND INVERSION

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1: CLEFT SENTENCES

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1.A/ CLEFT SENTENCES

(Средства актуального членения предложения, выделительные конструкции

предложения с препозицией контрастивного элемента)

Information which could be given in one clause is divided into two, each with its own verb

e.g.

Vanessa has made the greatest impact.

It is Vanessa who has made the greatest impact

This gives extra emphasis

1.A.

The emphasized information (to give explanation or to contrast)

E.g.

All of the Redgraves are gifted actors. But it is Vanessa who made the greatest impact in the world of feature films"

That was a remarkable spring evening. No, it was in autumn when we talked about it.

1.B/**IT** CLEFT SENTENCE

It + a form of **to be** + **emphasized word or phrase** + **that/which/who** clause

E.g.

It isn't his outlandish humour that I am complaining about

IT-IS- HE- WHO

SENTENCE/ EMPHASIS on	Mike took Sally to the party on Saturday
subject	It was Mike who took Sally to the party
object	It was Sally (that) Mike took to the party
adverbial	It was on Saturday (that)Mike took Sally to the party
prepositional phrase	It was to the party (that) Mike took Sally on Saturday

INFORMAL ENGLISH

In informal English we can use **when** and **where** clauses

E.g.

It was in January **when** I got the results

It is in Green Street Market **where** we'll find the best bargains

HIGHLIGHTING AN ACTION OR A VERB COMPLEMENT

We cannot use it –clefts to highlight the action or a verb complement in a sentence.
We use *wh-sentence* to do it.

E.g.

It was taking to the party what Mike did-NO GO

What Mike did was take Sally to the party

It is totally unscrupulous that they are -NO GO

What they are is totally unscrupulous

1.C/ HIGHLIGHTING AN ACTION

If we want to highlight ACTION we use a form of **do** in the **wh-clause**. The highlighted phrase usually contains **a bare infinitive** or **to+infinitive**

E.g.

What Mike did was take Sally to the party

or

What Mike did was to take Sally to the party.

1.C/HIGHLIGHTING A VERB COMPLEMENT

If want to highlight a VERB and it is in continuous or in perfect form – we replicate it

E.g.

The boys **aren't leaving** sandy at home. They are taking him to the match.

What the boys **are doing** IS taking Sally to the match

or

Old members are absent but the new members **have taken** their seats in the assembly.

What the new members **have done** is taken their seats in the assembly.

1.C/ HIGHLIGHTING A VERB COMPLEMENT

E.g.

Bob and Jean are *STINGY*

What Bob and Jean *are IS* stingy!

Do you think they are cautious with money?

Cautious? What they *are is downright* stingy!

1.D/OTHER HIGHLIGHTING CASES

We can highlight

a person *The guy **who** told me about the club was Zack*

a place *The house (**where**) I used to live is near here*

time *The day (**when**) we left was the saddest day in my life*

Reason *The reason (**why**) they never told me the truth is they don't trust me*

1.D/HIGHLIGHTING A NOUN OR A VERB PHRASE

We can emphasize an item described by a noun phrase with *only/last thing, all, only*

E.g.

The last thing I most disliked about the movie was *the scene in the graveyard*

The only thing we want is *to air our grievances*

The last thing we did was *pack the kettle*

All we're asking for is to be given a chance

1.D/HIGHLIGHTING A NOUN OR A VERB PHRASE

We can also use the thing/the thing only with **A NEGATIVE VERB**

The thing we won't do is repair goods bought in other shops

The only thing we didn't find was the key to the cellar

1.E/REVERSED ORDER OF THE PARTS ON A CLEFT SENTENCE

We can reverse the order of the parts in a cleft sentence and put the emphasized part at the beginning

E.g.

Taking sandy to the match is what the boys are doing.

(Compare:

What the boys are doing IS taking Sally to the match)

Zack was the guy who told me about the club

(Compare:

The guy who told me about the club was Zack)

SPOKEN ENGLISH SIMILAR TO A REVERSED CLEFT

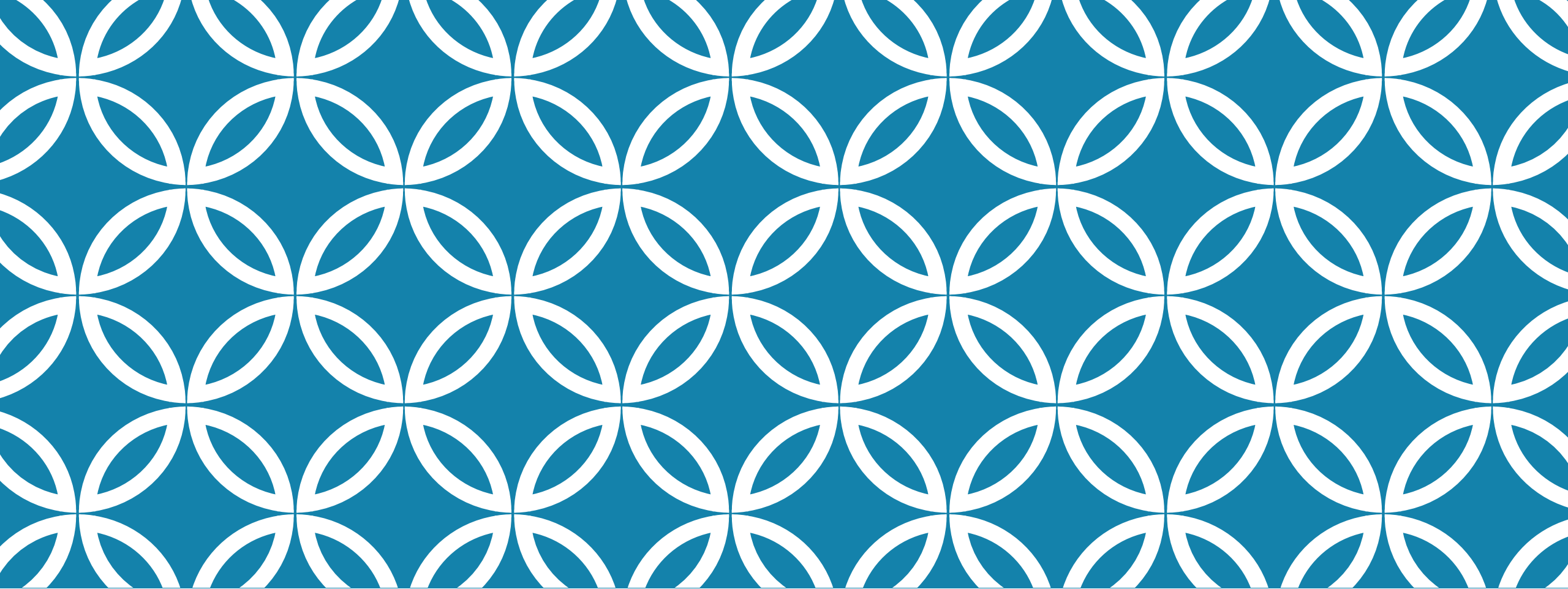
E.g

We have to get off here -**This is** where we had to get off

They told me the same thing-**That's** what they told me

There is also a high literary style when we use a reversed cleft:

And thus **Cezanne it was** that took the first steps on the road to Impressionism.



2: FRONTING

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2.A/MAKING A STRONG CONTRAST

We sometimes want to make as strong contrast with a previous statement/ We can do this with objects and complements by moving them to the front of the clause – fronting. This makes them more emphatic

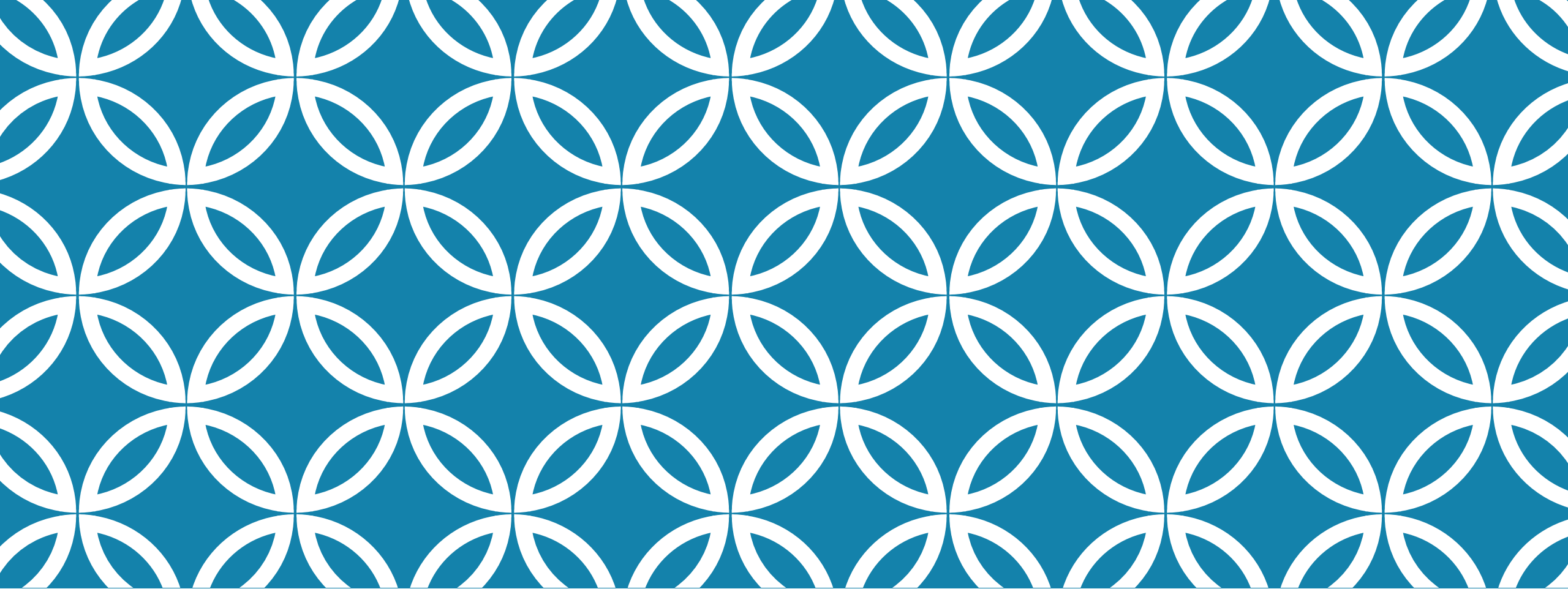
E.g.

She may be friendly but she isn't reliable. - **Friendly** she may be, but reliable she isn't!

I disagree with that.- **That** I disagree with.

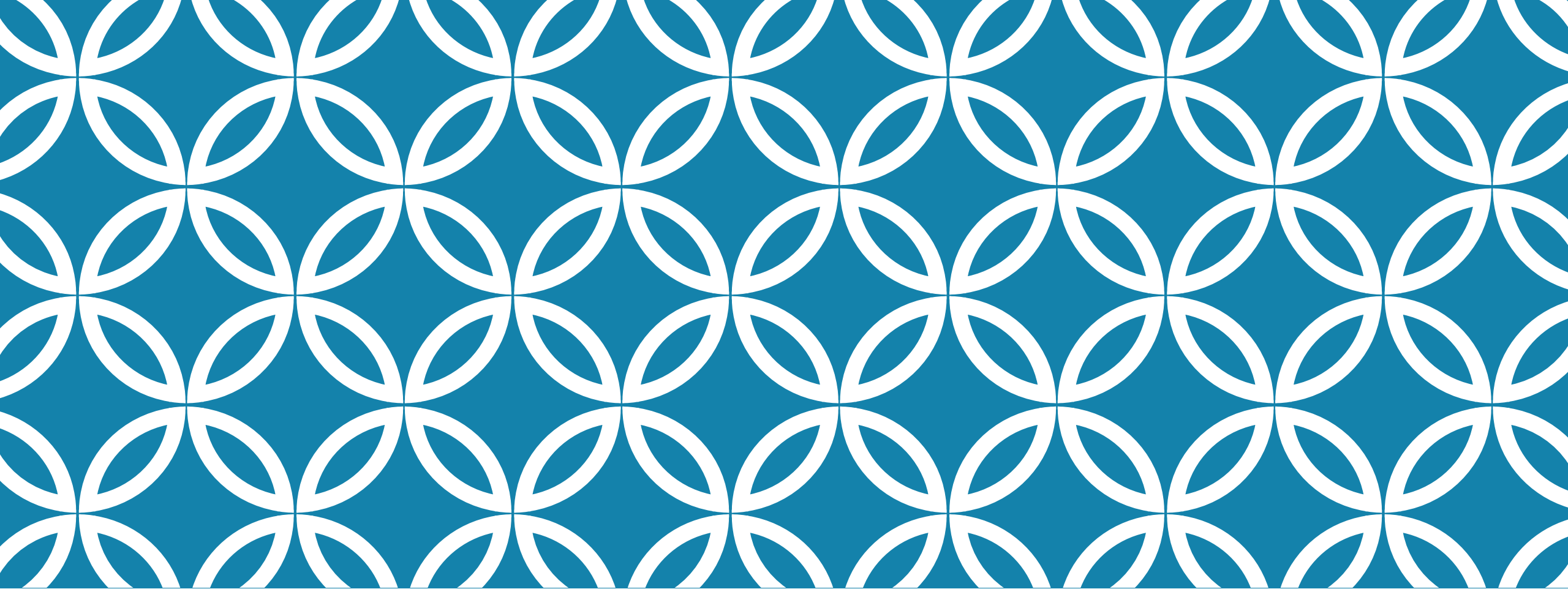
The house was large and sprawling. **The attic** was rarely visited.

BUT to put or not put comma <https://youtu.be/GHnI1O3NGJk>



3: INVERSION

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THANK YOU

