

LEVEL
Intermediate

**NUMBER
EN BE 3314G**

LANGUAGE
English





Goals

- Can emphasise a point using advanced structures and adjectives in my writing.
- Can use imperatives to emphasise a point when giving my opinion in a discussion.





The fact is it's important to emphasise your point in a discussion.

The place to do it is right here in this lesson.

The reason why is because today, we'll be learning useful structures to **make a point** in a **discussion or argument**.



Preview and warm-up

In this lesson, you will learn new **advanced structures to emphasise a point** in a text or speech.



It is **imperative that** we get this political solution passed through parliament.



Emphasising by pointing to a noun

- When referring to a person, place, thing, fact or problem, these phrases can be used to **emphasise your meaning**:
 - ***The reason*** + *why* / *that* + remaining clause.
 - ***The thing / fact / problem / point*** + *is* + *that* + remaining clause.
 - ***The place*** + *which* + the remaining clause.

Example sentences

The reason why our company isn't doing well is due to poor customer service.

The problem is that there just isn't enough money available.

The fact is that we just don't have enough staff to improve processes.





Emphasising with adjectives

- **Emphasising adjectives** can also be used to **stress the point** you want to make.



It is **compulsory** that children above the age of five attend school every day.

This is **critical** to their learning and development. It would be **irresponsible** not to send a child to school.





Adjectives for emphasising

compulsory

It was **compulsory** to wear a uniform to work.

critical

It is **critical** that we find a solution to the problem.

crucial

It is **crucial** to be organised if you want to be successful in business.

decisive

She was **decisive** at work but rarely in her personal life.

imperative

It is **imperative** that this project is completed before the end of the month.

ridiculous

It is **ridiculous** to suggest that this is our only opportunity to make a difference. There will, of course, be more opportunities in the future.



Adjectives for emphasising

unfortunate

It is really **unfortunate** that they lost the grant funding.

unbelievable

It was an **unbelievable** night. The performance and all of the costumes were spectacular.

inaccurate

It is **inaccurate** to say that we have a political crisis; it is merely a challenge.

irrelevant

It is **irrelevant** that you had a wedding to attend. You were supposed to have the work done by Monday.

irresponsible

It is **irresponsible** to drink a lot of alcohol during your lunch break.

unreasonable

He was being **unreasonable** and that is why they got into an argument.



More examples of emphasising adjectives

- You can use any of the adjectives defined earlier in this lesson (and others) to **emphasise your point**.
- Here are some further examples. Note the use of **that** and **to** in these sentences.



It **is imperative that** we get the bill through parliament in tomorrow's sitting.

His point **is** totally **irrelevant to** the matter at hand.

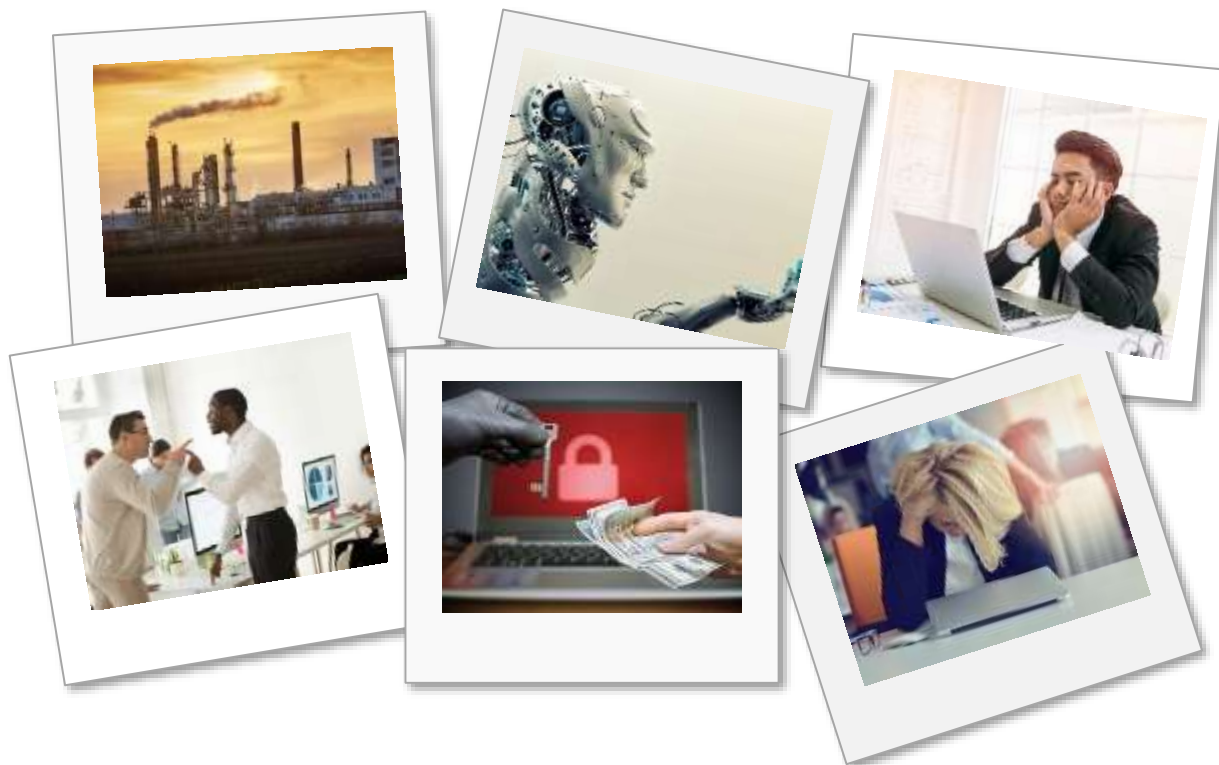




Describe these photos using emphasising noun phrases

Write 2 sentences for each photo and read them to your classmates or teacher. For example:

The fact is, advances in automation and artificial intelligence will lead to job losses.





What do you think of multinational corporations?

Write 3 sentences using emphasising phrases and adjectives that express your opinion on multinational corporations. Do you think they do more harm than good? When you have finished, take turns sharing your sentences with your classmates/teacher. Try to use a variety of different adjectives.



compulsory

unreasonable

crucial

abominable

imperative

unbelievable

valuable

misleading

ridiculous

irrelevant

critical

decisive

unfortunate

irresponsible

inaccurate

terrifying



More practice using emphasising phrases

Janie and Tom are discussing multinational corporations. Tom argues that they are all corrupt and denies that they have any benefits. Janie thinks Tom is being short-sighted. Use emphasising nouns and adjectives to define the problem and say what is most important to address.



What kind of problems do multinationals cause? What should be done about these problems?



Do multinational corporations do more harm than good?

Now that you have discussed the issues, write a short paragraph (50-80 words) about it. Structure your paragraphs so that they have a topic sentence, a body and a concluding sentence. Use at least one emphasising phrase per paragraph.

The critical point is that those who work for multinationals overseas are not exploited.

It is inaccurate to assume that all multinationals are purely evil. Their benefits – such as the jobs and wealth they provide – should not be ignored.



Handwriting practice lines on a notepad, consisting of multiple horizontal lines with circular markers on the left side.



Using imperatives to emphasise meaning

- Alongside emphasising phrases, **imperatives** are often used in emails to **emphasise meaning** and to **direct a person's attention** to a **particular issue** or **action**.
- Common words used in the imperative in academic writing are: **see, consider, note, and observe**.

Common imperative phrases

Note the aforementioned details.

Notice the differences in handwriting.

Please see the attachment.

See the footnote below.

Consider the environment before you print this page.





More examples of imperatives in academic writing

- **Imperatives** are used to **give direction**.
- In academic writing, the **imperative** directs the reader to what they need to **pay attention to**, such as graphs, tables, or argumentative steps.



Consider the following arguments and then make a decision...

Do you **recall** where you read that argument?





Here are some imperative verbs used in academic presentations. Can you think of any others you would use?

recall

see

suppose

notice

Let us agree that...

observe

compare

disregard these
figures

let me explain

take the case of...



Presentation practice

Based on the paragraph you wrote earlier, practise using imperative verbs to present your point of view in a mock presentation.
For each stage mentioned below, come up with a couple of sentences with imperative verbs.
Make up your results.



1. You are about to deliver a presentation and want to direct your audience to your visual slides and the organisation of your speech.

2. You now want to focus the audience's attention on the results section of your research, which includes four tables.

3. You want to outline the steps of your argument and draw attention to the main points.

4. It is the end of the presentation and you want to remind the audience of your argument and the most important points.



Using -ed non-finite clauses

- **Non-finite clauses are not tensed** and usually form part of a **subordinate clause** that requires a main clause to become a full sentence.
- The **non-finite verb** either acts as **a subject of the sentence** or serves as a **complement to the noun**.
- Below are some common examples of **-ed non-finite clauses**.

- **Attached to this email** are several documents, including my CV and cover letter.
- **Prepared applicants** always do better in their interviews.
- **Compared to his colleagues**, he is a very hard worker.





Writing an email with -ed non-finite clauses

Write a short email to your boss telling her that the most up to date copy of the new butterfly preservation programme is attached. You should use a formal address and write three or four lines explaining why you are writing. Use at least two -ed non-finite clauses.

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To: My boss

Subject: The new butterfly preservation programme

Dear Cheryl,



Practise with emphasising adjectives

Write down what you hear your teacher say.
Do food labels influence which products you purchase?

Which information is most important to you?

Practise using emphasising adjectives to express what you think is most important about food labelling.

A blank sheet of lined paper with a spiral binding on the left side, intended for writing notes.



Listen up!



a
c b





Review the lesson and write five sentences using new phrases

What strategies for emphasising your point are the hardest to use?

The reason is...

The point is that..

It is compulsory that children go to school.

The crucial point is that...



Reflect on the goals

Go back to the second slide of the lesson and check if you have achieved all the goals of the lesson.

yes

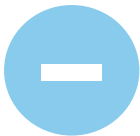
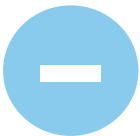
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Reflect on this lesson

Think about everything you have seen in this lesson.
What were the most difficult activities or words? The easiest?

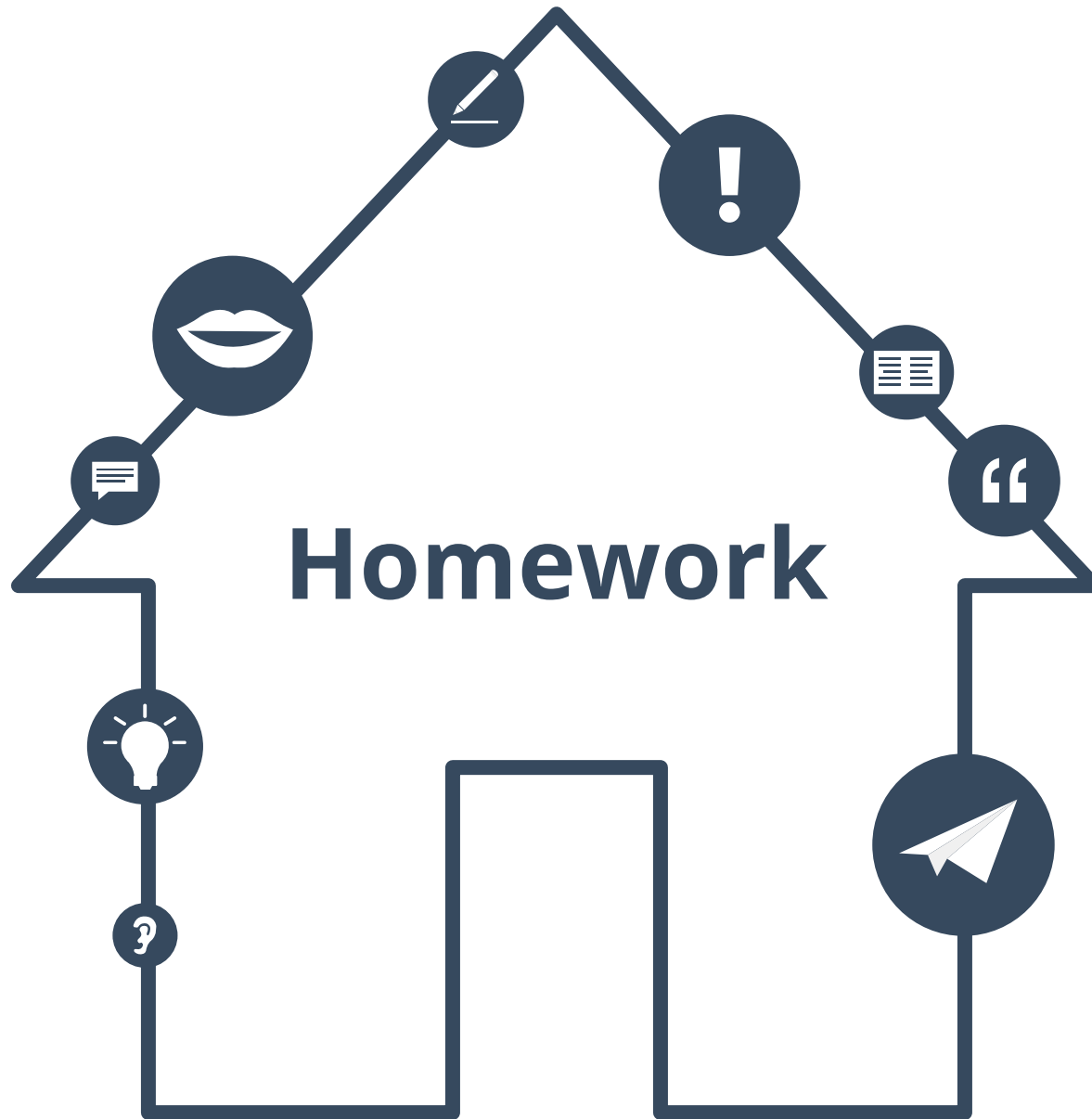


If you have time, go over
the most difficult slides again



Transcription p.23

Current EU food labelling guidelines require that nutritional information on food labels is presented clearly so that the ordinary consumer can interpret it. The country of origin of all meat products must also be included as well as the type of oil used in the products. Given that palm oil is found in over 50% of supermarket products and is controversially linked to land clearing, deforestation, and biodiversity loss, EU food guidelines aim to give consumers enough information so that they can make informed decisions about purchasing without overburdening them with too many details. The challenge with food labelling is including enough information for informed decision making and fitting this information on small labels that don't detract consumers from inspecting the products. Labels also include information on whether food products are produced in an EU country or outside of the EU. However, some critics argue that this is misleading and that it would be better to just state where the products are from given that most of the world is not part of the EU.

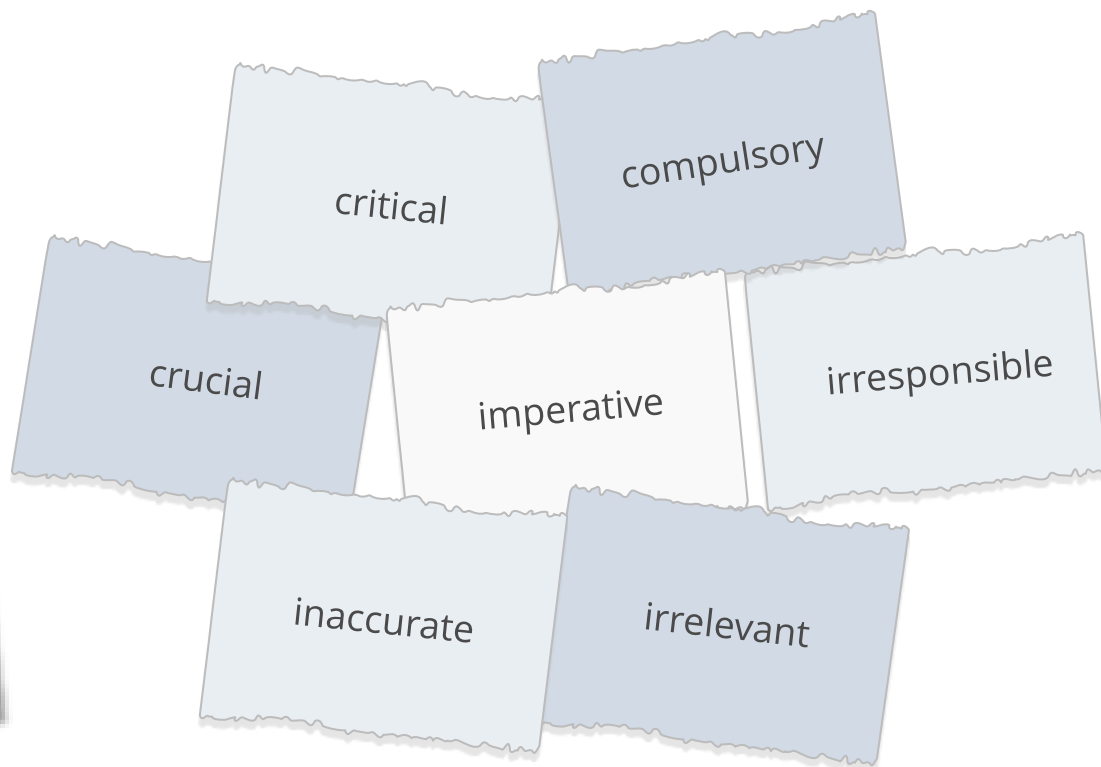




Using key vocabulary

Using the vocabulary introduced in this lesson, write 10 sentences using these words.

For example: *It is irresponsible to not include environmental information on food labels as they are critical to consumer decision making.*





Writing an email

You want to make a complaint about food labelling to your local supermarket. Write an email that clearly details your main concerns and propose some solutions using a what cleft clause. As you have taken photos of the inadequate labels, indicate in your email that the photos are attached.

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To: supermarketcomplaints@mysupermatket

Complaint about food labelling

To Whom It May Concern,

I am writing to make a complaint about food labelling.



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