

CLEFT SENTENCES

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CLEFT SENTENCES

There are several ways to add emphasis to parts of your sentences in English by changing the word order. **Cleft sentences** are one way to add emphasis to what we want to say. The word "cleft" means *divided* or *split*.

- A **cleft sentence** is a sentence in which some part is moved from its normal position into a different place to give it more emphasis.

For example, instead of saying: **Joe ate the cake.**

We could say: **It was Joe who ate the cake.**

This puts the emphasis on the word *Joe*. This is a cleft sentence.

- **Cleft sentences** are used in spoken and written English, but they are more common in written English because we cannot use intonation for emphasis in written language.

Introduction

What a cleft sentence does is to cleave (split) a sentence into two parts in order to emphasise one of the parts (underlined). The part of the sentence we don't want to emphasise is put into a type of relative clause. Let's look at the following example:

Will writes this blog. (normal sentence)

- ***It's Will who writes this blog.***

- ***What Will does is write this blog.***

- If we want to emphasise nouns and other parts of a sentence other than finite verbs, we can use an *it*-cleft.
- If we want to emphasise finite verbs or actions, we use a *wh*-cleft.

IT cleft sentences

By using a cleft sentence with preparatory *it*, we can emphasise a noun, often in contrast with what has just been said:

- *I like Paris a lot, but **it's** Marseille **that** I like the best.*

The basic structure is:

It is / was + emphasised noun phrase + who / that + rest of the sentence

- **It was the boys who started the fight.**
- **It is rain that makes me sad.**
- **It is the secretary (that) I wish to thank.**
- **It was my mother who taught me to love.**

Cleft sentences: It-type

Note that we can stress different parts of the sentence: the subject, the object, a prepositional phrase, etc. For example:

- ***Jenny has bought a house in London***
 - *No, **it's Sally who/that has bought a house in London.***
(emphasises the subject)
 - *No, **it's a flat (that) Jenny bought in London.***
(emphasises the object)
- ***Jenny went to visit her sister on Wednesday.***
 - *No, **it was on Thursday (that) she went to visit her sister.***
(emphasises an adverbial of time)
 - *No, **it's in Brighton (that) Jenny has bought a new house.***
(emphasises an adverbial of place)

Let's Practice

- How many cleft sentences can you make up out of this sentence:
- **My secretary sent the bill to Mr Harding yesterday**



Let's Practice

My secretary sent the bill to Mr Harding yesterday

*It was my secretary **who/ that** sent the bill to Mr Harding yesterday*

*It was the bill **(that)** my secretary sent to Mr Harding yesterday*

*It was Mr Harding **(who/that)** my secretary sent the bill to yesterday*

*It was yesterday **that** my secretary sent the bill to Mr Harding.*

Cleft sentences: It-type

Negative with cleft sentences

Negative structures are also possible:

It wasn't my husband that sent the bill

Singular / Plural

When a plural subject is emphasised, the verb is in plural

It was the student that was angry

It was the students that were angry

Cleft sentences: It-type

Questions with *it*-clefts

- *Was it you who / that told Peter?*
I don't know who it was, but it certainly wasn't me.

Notice that the part after *who / that* is in normal positive form (without *do/did* in simple tenses) and in the third person.

- *Is it you who's just been promoted? (singular)*
Is it you two who have been making so much noise? (plural)

Cleft sentences: It-type

- When the emphasised subject is a pronoun, there are two possibilities:
- It is **I who am** responsible (formal)
It is **me that's** responsible (informal)

To avoid being either too formal or too informal in this case, we could say, for example:

- *I'm the person who's responsible*
- *I'm the one who's responsible*

Cleft sentences: It-type

- Relative pronouns in *it*-clefts

By far the most common pronoun used to introduce the relative clause part is **that**, and it is also possible to use **who** to refer to people.

- *It was Paul that gave the game away, wasn't it?*
- *It's you who should be apologising, not her.*

Cleft sentences: It-type

You will occasionally see other *wh*-words in *it*-clefts, but they are rather rare, and you are probably better avoiding them, especially in tests and in writing:

- *which* (for things)

It was his attitude which annoyed me.

more usual: *It was his attitude that annoyed me.*

- *whose* (for possession)

It wasn't David whose pen you borrowed, you borrowed mine.

more usual: *It wasn't David's pen (that) you borrowed, it was mine.*

Cleft sentences: It-type

whom (very formal, and seen as old-fashioned and stilted)

In the end it was Peter whom I asked to be my best man.

Much more natural is to use *who*, *that* or perhaps best, nothing.

In the end it was Peter (that/who) I asked to be my best man.

when, where (sometimes used in an informal style, often without a preposition)

It's Tuesday when they're coming, isn't it?

It was the Black Swan where I saw you last night, wasn't it?

When using *that* or nothing we may need to include a preposition

It's on Tuesday (that) they're coming, isn't it?

It was in the Black Swan (that) I saw you last night, wasn't it?

Cleft sentences: It-type

A bit more on *it*-clefts

In spoken English we often use tag questions after *it*-clefts:

It was you who left the door open, wasn't it?

It's tomorrow we're having an extra class, isn't it?

When the context is clear, we can miss out the relative clause part:

A: I wonder who wrote that on the board.

B: Well, it certainly wasn't me! (who wrote that on the board)

Let's Practice

- **Exercise 1**

Rewrite each sentence to emphasise the relevant noun, starting with *It was ...*- where possible leave out the pronoun.

- **EG.** Susie married Mike. - Not Mike, but Steve
It was Steve Susie married.
- **1.** Mike bought her a ring for her birthday. - Not Mike but Steve.
It was...
- **2.** He bought her a ring for her birthday. - For their anniversary.
It was...
- **3.** He bought the necklace for Susie. - His daughter.
It was...
- **4.** He bought a guitar for Rick. - A drum kit.
It was...

Let's Practice

- **Exercise 1**

Rewrite each sentence to emphasise the relevant noun, starting with *It was ...*- where possible leave out the pronoun.

- **EG.** Susie married Mike. - Not Mike, but Steve
It was Steve Susie married.
- **1.** Mike bought her a ring for her birthday. - Not Mike but Steve.
It was Steve who bought her a ring for her birthday.
- **2.** He bought her a ring for her birthday. - For their anniversary.
It was for their anniversary (that) he bought her a ring.
- **3.** He bought the necklace for Susie. - His daughter.
It was his daughter (that) he bought the necklace for.
- **4.** He bought a guitar for Rick. - A drum kit.
It was a drum kit (that) he bought for Rick.

- **Exercise 2:** Rewrite each sentence to emphasise the underlined phrase, starting with *It was* You will need to add *that* to each sentence. Look carefully at the underlined words in the last two questions.
- **EG.:** She liked the smell of hyacinths the best.
It was the smell of hyacinths that she liked the best.
- **1.** He found studying maths most difficult at school.
- **2.** He first heard about it from Pamela.
- **3.** She got the job because she was the best qualified.
- **4.** Mike first met Susie when they were both studying in London.
- **5.** I only realised who he was when he started speaking.
- **6.** I didn't hear about it until yesterday.

- **Exercise 2:** Rewrite each sentence to emphasise the underlined phrase, starting with *It was* You will need to add *that* to each sentence.
- 1. He found studying maths most difficult at school.
 - *It was studying maths that he found most difficult at school*
- 2. He first heard about it from Pamela.
 - *It was from Pamela that he first heard about it*
- 3. She got the job because she was the best qualified.
 - *It was because she was the best qualified that she got the job*
- 4. Mike first met Susie when they were both studying in London.
 - *It was when they were both studying in London that Mike first met Susie*
- 5. I only realised who he was when he started speaking.
 - *It was only when he started speaking that I realised who he was*
- 6. I didn't hear about it until yesterday.
 - *It wasn't until yesterday that I heard about it*

Cleft sentences: Wh-type

WH cleft sentences (pseudo cleft sentences)

WH cleft sentences are also sometimes called **pseudo cleft sentences**. In pseudo-cleft sentences, the emphasis (focus) is usually at the **end** of the sentence.

This is the basic structure of a WH (pseudo) cleft sentence:

What clause + be verb + emphasized word or phrase

- *What I don't like is the way he broke up*
- *What I need is a holiday*
- *What I want is to improve my English*
- *What I love the most is a carrot cake*
- *What he did was to break my heart*
- *What happened was that he spent all my money*

Cleft sentences: Wh-type

In WH cleft sentences, the **understood (old) information is at the beginning of the sentence** rather than the end of the sentence. **The focus (new information) is at the end of the sentence.**

Examples:

- – What do you need?

- What I need is something to drink.

-

In the second sentence, the focus is on the new information: **I need something to drink.**

The understood information (old information) is at the beginning: **I need something**

Cleft sentences: Wh-type

Some more examples:

– **What do you want?**

– **The one thing I want is to be rich.**

Focus (new information): **I want to be rich**

Understood (old information): **I want something**

• - **What do you want for Christmas?**

– **All I want for Christmas is you.**

Focus (new information): **I want you**

Understood (old information): **I want something for Christmas**

Cleft sentences: Wh-type

More pseudo cleft sentences:

- **What** I need now is a cup of tea.
- **The first thing** I notice about people is their smiles.
- **What's** really important to me is my family.
- **All** she was trying to do was earn his respect.
- **The one thing** I love the most is ice cream.

What- clefts, also known as pseudo-clefts, have three patterns.

1. *what* + clause + *be* + noun phrase (emphasising a person, thing, etc)

I don't like her dress:

What I don't like is her dress.

Her dress is *what I don't like*. (reversed)

NOTE:

****It's her dress what I don't like***

It's her dress that I don't like

This pattern is often used with verbs expressing an emotion: **like, love, dislike, hate, enjoy, need, prefer, want, etc.**

What- clefts, also known as pseudo-clefts, have three patterns.

2. *what* + subject + *do* / *does* / *did* etc + *be* + verb
(emphasising a verb)

Sally dumped me:

What Sally did **was** (to) dump me.

He tells me off every day:

What he does **is** (to) tell me off every day

What- clefts, also known as pseudo-clefts, have three patterns.

3. *what + happen + be + (that) + original sentence*
(emphasising a whole sentence)

She locked me out of the flat:

What happened was (that) she locked me out of the flat.

- **Note** - we use was with any past tense, including past perfect, and we use is with any present tense, including present perfect.

Cleft sentences: Wh-type

We can also use *all* (meaning *the only thing*) instead of *what* in all three of the patterns we use for *what*-clefts.

- ***All I want is a room somewhere.***
- ***All Oliver Twist did was (to) ask for more.***
- ***All that happened was (that) I broke a vase.***

Let's practice

- **Exercise 3:** Fill each gap with ONE suitable word.
- 1. What I liked most about the movie (1)_____ the music.
- 2. What she (2)_____ was (3)_____ look for another job.
- 3. (4)_____ I said (5)_____ that he was a bit late, and he bit my head off.
- 4. What (6)_____ then (7)_____ that all hell broke loose.
- 5. All that has happened is (8)_____ the police (9) _____ given me a warning.
- 6. (10) _____ really annoys me (11) _____ that he's always right.
- 7. All I (12) _____ (13) _____ to ask for a clean cup, and the waiter went berserk.
- 8. (14) _____ happened was that she completely forgot about it.
- 9. Your attitude is exactly (15) _____ I was wanting to talk to you about.

Let's practice

- **Exercise 3:** Fill each gap with **ONE** suitable word.
- 1. What I liked most about the movie **WAS** the music.
- 2. What she **DID** was **TO** look for another job.
- 3. **ALL** I said **WAS** that he was a bit late, and he bit my head off.
- 4. What **HAPPENED** then **WAS** that all hell broke loose.
- 5. All that has happened is **THAT** the police **HAVE** given me a warning.
- 6. **WHAT** annoys me **IS** that he's always right.
- 7. All I **DID WAS** to ask for a clean cup, and the waiter went berserk.
- 8. **WHAT** happened was that she completely forgot about it.
- 9. Your attitude is exactly **WHAT** I was wanting to talk to you about.

- **Exercise 4:** Rewrite the sentences exactly as in the examples, following the three patterns you've just looked at.

- **EG.:** Did you say you wanted me to get some flowers? (flour).

No, what I said was that I wanted you to get some flour.

1. Did you think that I was driving you to the shops. (the bus stop)

- No, _____

2. Did he feel he had done the right thing? (could have done better)

- No, _____

3. Did you phone her? (send / a text)?

- No, _____

4. What did you do next? (next / call / police)

- _____

5. Tell me what happened. (first / we / have / a row)

- _____

6. And what now? (now / I / have to look / somewhere more permanent)

- _____

- **Exercise 4:** Rewrite the sentences exactly as in the examples, following the three patterns you've just looked at.

1. Did you think that I was driving you to the shops? (the bus stop)

- *No, what I thought was that you were driving me to the bus stop.*

2. Did he feel he had done the right thing. (could have done better)

- *No, what he felt was that he could have done it better.*

3. Did you phone her? (send / a text)

- *No, what I did was (to) send her a text.*

4. What did you do next? (next / call / police)

- *What I did next was (to) call the police*

5. Tell me what happened. (first / we / have / a row)

- *What happened first was that we had a row.*

6. And what now? (now / I / have to look / somewhere more permanent)

- *What happens now is that I have to look for somewhere more permanent*

Cleft sentences

The main difference between *it*-clefts and *wh*-clefts

Look at these sentences:

- *Cezanne's use of colour astonishes the viewer* (normal sentence)
- ***It is Cezanne's use of colour that astonishes the viewer*** (*it*-cleft)
- ***What astonishes the viewer is Cezanne's use of colour***. (*what*-cleft)

In an *it*-cleft, the emphasis is near the beginning of the sentence. In a *what*-cleft, it's the end of the sentence that takes the emphasis. This is where we often prefer to put new information or a long subject:

- *A group of wild horses galloping through the clearing caught our attention.*
- ***What caught our attention was a group of wild horses galloping through the clearing***.

A *what*-cleft can also have an announcing function; it is like answering a question we might expect our listener is wondering about. It's often used by a speaker to introduce their talk or lecture.

- Speaker - *What I want to talk about today is the state of the economy.*

Cleft sentences

To-infinitives after *do* in pseudo clefts

Look at these example sentences from previous sections:

- *What Sally did was (to) dump me.*
- *All Oliver Twist did was (to) ask for more.*
- *The best thing (that) we can do is (to) forget about it.*

When we have a *to*-infinitive after the verb *do* in a pseudo cleft sentence we can leave out *to*. This is almost always done in North American English, and is increasingly the case in British English as well, especially in spoken language.

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Other *wh*-clefts

Although *what* is the by far the most common, we can also in theory use other *wh*-words in pseudo clefts:

- *What we did was (to) build a treehouse in the garden.*
- *Why we did it was so that the children would have somewhere to play.*
- *Where we did it was in the big oak tree overlooking the river.*
- *How we did it was by first erecting a platform in the tree.*
- *When we did it was in the spring, before the leaves grew too much.*

But apart from the *what*-cleft in the first sentence, these clefts starting with a *wh*-word are quite informal, and we usually prefer to use a longer expression instead.

- *why* - *the reason (why/that) + clause + is/was + focus element*
- *where* - *the place where / that + clause + is/was + focus element*
- *when* - *the day / week / etc when / that + clause + is/was + focus element*
- *how* - *the way that + clause + is/was + focus element*

Note - We can't start a cleft sentence with *who*. We need to say: *the person / one who ...*

Reversed pseudo clefts

Sometimes we might want to put the expression we are focussing on at the beginning of the sentence, in which case we can use what is known as a reversed pseudo cleft.

- *He wanted to buy a new computer game.* (normal sentence)
***What** he wanted to buy **was** a new computer game.* (pseudo cleft)
*A new computer game **is what** he wanted to buy.* (reversed pseudo cleft)
- *You need to see Diana about that.* (normal sentence)
***The person** (who / that) you need to see about that **is** Diana.* (pseudo cleft)
*Diana **is the person** (who /that) you need to see about that.* (reversed pseudo cleft)
- *We're leaving early because of the traffic.* (normal sentence)
***The reason** (why / that) we're leaving early **is** the traffic.* (pseudo cleft)
*The traffic **is the reason** (why / that) we're leaving early.* (reversed pseudo cleft)

The person, one, thing etc

We can also use cleft-like structures with **person** or **one** for people:

- **The person** who knows all about that is Diana.
- Diana 's **the one** (who /that) you need to see about that.
- You've come to the right person. I'm **the one** who deals with all that sort of thing.
- **The one** (who/that) everybody's been talking about for the job is Spencer.
- Apparently you're **the person** (who) I need to see.
- They're **the people** who have invited us to dinner next week.

For things and situations, we use *thing*:

- **The only thing** (that) you need (to) bring is yourself.
- **The best thing** (that) we can do is (to) forget about it.
- **The first thing** (that) you have to do is (to) work out how much...

- **Exercise 5:** Complete each gap with one of the words in the box. Where necessary (but only where necessary) add *that*.

day · person · place · reason · stuff · thing · way ·

- 1. The _ you really need to speak to is George, the guy standing by the fire.
- 2. One _ I've asked you here today is to talk about last week's sales.
- 3. The _ really got my goat was that he never even apologised.
- 4. The main _ I want to talk to you is to discuss your future.
- 5. The _ it works is that you press this button here and hey presto!
- 6. The _ we got married was the happiest day of my life.
- 7. One _ I'll never forget is Niagara Falls.
- 8. The _ works the best for that is this cleaning jelly.
- 9. The _ you need to remember is that he's only a child.
- 10. The _ impressed me the most was Silvia; she really knew her stuff.
- 11. The _ you need for cleaning oil off your hands is Swarfega.
- 12. One _ to get it through the door is to put it on its end.
- 13. The _ made the most lasting impression was the Temple of Venus.
- 14. The _ works best for me is to write down new words in context.
- 15. The _ I admire most is my grandfather.

- **Exercise 5:** Complete each gap with one of the words in the box. Where necessary (but only where necessary) add *that*.

day · person · place · reason · stuff · thing · way ·

- 1. The **person** you really need to speak to is George, the guy standing by the fire.
- 2. One **reason** I've asked you here today is to talk about last week's sales.
- 3. The **thing that** really got my goat was that he never even apologised.
- 4. The main **reason** I want to talk to you is to discuss your future.
- 5. The **way** it works is that you press this button here and hey presto!
- 6. The **day** we got married was the happiest day of my life.
- 7. One **place** I'll never forget is Niagara Falls.
- 8. The **stuff that** works the best for that is this cleaning jelly.
- 9. The **thing** you need to remember is that he's only a child.
- 10. The **person that** impressed me the most was Silvia.
- 11. The **stuff** you need for cleaning oil off your hands is Swarfega.
- 12. One **way** to get it through the door is to put it on its end.
- 13. The **place that** made the most lasting impression was the Temple of Venus.
- 14. The **way that** that works best for me is to write down new words in context.
- 15. The **person** I admire most is my grandfather.

Cleft sentences: Th-type

- You can use other pronouns in place of "it" to make cleft sentences:

***Those** were my books that you borrowed.*

***That** is my pencil that you broke.*

***There** is the guitar that I want to purchase.*

- More examples:
- *But this is Diana (who/that) we're talking about.*
- *Hey, that's my foot (that) you're standing on!*
- *These are the people who/that have invited us to dinner*
- *Are those my boots that are lying over there?*

Cleft sentences: Th-type

This and that meaning here and there.

This and *that* are often used in this way to replace *here* and *there*

- (On a bus) *We get off here*
This is where we get off. (OR *Here's where we get off.*)
- (Pointing) *The shop is over there.*
That's where the shop is. (OR *There's where the shop is.*)

Cleft sentences: Th-type

th-wh constructions

These are cleft sentences where *this / that / these / those* + verb *be* is followed by a nominal relative clause. In these sentences, *this, that* etc refer back to something that has just been said, or something that you are looking or pointing at or is obvious at the time.

- A: *We really need to leave.*
- B: ***That's what I've been saying for the last half-hour!***
(= *I've been saying for the last half-hour that we need to leave.*)
- Some more examples:
- A: *Bla, bla, bla ...* . B: ***That's what I've been saying all along.***
- *Bla, bla, bla ...* . ***This is why it's so important you're on time.***
- *Bla, bla, bla ...* . ***That's how we've been able to stay ahead of the competition.***
- *Bla, bla, bla ...* . ***This is when good timing is the key to success.***

- **Exercise 6:** Complete each gap with **ONE** word. Contractions count as one word.

- 1. _____ Rick you should really speak to.
- 2. The best _____ would be to have a chat with Rick.
- 3. The best _____ to talk to would be Rick.
- 4. Probably _____ I would do is speak to Rick.
- 5. _____ Rick who deals with this sort of thing.
- 6. _____ to speak to might be Rick.
- 7. Rick's the _____ you should speak to.

- **Exercise 6:** Complete each gap with **ONE** word. Contractions count as one word.
- **1. IT'S** Rick you should really speak to.
- **2.** The best **THING** would be to have a chat with Rick.
- **3.** The best **PERSON** to talk to would be Rick.
- **4.** Probably **WHAT** I would do is speak to Rick.
- **5. IT'S** Rick who deals with this sort of thing.
- **6. SOMEONE** to speak to might be Rick.
- **7.** Rick's the **PERSON** you should speak to.

- **8.**What _____ next is that you go and find Rick.
- **9.** _____you could consider is having a word with Rick.
- **10.** Why not speak to Rick. _____ what I would do.
- **11.** Look, here it is. _____ is where Rick has his office.
- **12.** Look at these figures! _____ is why it's so important you speak to Rick.
- **13.**The best _____ to catch Rick is just after lunch.
- **14.**The _____ I would do it is to tell Rick you need his expertise.

- **8.**What **HAPPENS** next is that you go and find Rick.
- **9. SOMETHING** you could consider is having a word with Rick.
- **10.** Why not speak to Rick. **THAT'S** what I would do.
- **11.** Look, here it is. **THIS** is where Rick has his office.
- **12.** Look at these figures! **THIS** is why it's so important you speak to Rick.
- **13.**The best **TIME** to catch Rick is just after lunch.
- **14.**The **WAY** I would do it is to tell Rick you need his expertise.

- **Exercise 7:** Complete the sentences as cleft sentences focussing on the underlined phrases and including any words in bold. After *It's*, only use *that* where necessary.

- 1. I really enjoy a long walk in the country.

- *It's* _____

- *What* _____

- *(is)* A long walk _____

- *(That's)* A long walk in the country. _____

- 2. I dislike his rudeness the most.

- *What* _____

- *(what)* His rudeness _____

- *It's* _____

- *(That's)* His rudeness. _____

- 3. His sense of irony makes me laugh.

- *(what)* His _____

- *(That's)* His sense of irony. _____

- *It's* _____

- *What* _____

- **Exercise 7:** Complete the sentences as cleft sentences focussing on the underlined phrases and including any words in bold. After *It's*, only use *that* where necessary.

- 1. I really enjoy a long walk in the country.
 - *It's a long walk in the country (that) I really enjoy*
 - *What I really enjoy is a long walk in the country*
 - *(is) A long walk in the country is what I really enjoy*
 - *(That's) A long walk in the country. That's what I really enjoy*
- 2. I dislike his rudeness the most.
 - *What I dislike the most is his rudeness*
 - *(what) His rudeness is what I dislike the most*
 - *It's his rudeness (that) I dislike the most*
 - *(That's) His rudeness. That's what I dislike the most*
- 3. His sense of irony makes me laugh.
 - *(what) His sense of irony is what makes me laugh*
 - *(That's) His sense of irony. That's what makes me laugh*
 - *It's his sense of irony that makes me laugh*
 - *What makes me laugh is his sense of irony*

CLEFT SENTENCES: Examples

- What my partner understands is how to run a business
- Marketing is what I do well
- It's accounting that I find difficult
- The thing that I don't like is conflict in the workplace
- Where experienced investors can help is with money and expertise

CLEFT SENTENCES: Examples

- What we did was bring in an outside consultant
- What happened was that we met each other at a conference.
- It's poor communication that causes most problems
- The thing I love about business is the creativity
- It's my assistant who can help you

CLEFT SENTENCES: Examples

- The reason why we sold the business is because of an argument over money
- The way you led the meeting was excellent
- What you need is an assistant
- What I like about teamwork is the communication between people
- What happened was we bought another business

CLEFT SENTENCES: Examples

- People with different skills and abilities is what makes a team effective
- The person you need to speak to is Sarah
- What I need is a long holiday
- One good thing about working alone is not having to attend meetings
- It's more action we need, not more discussion
- What I admire is his attention to detail
- The reason for my call is to arrange a meeting
- The country to do business with is China

In pairs: Complete the sentences

- People who ... is what I can't stand
- What I really need is ...
- What I really enjoy is ...
- One good thing about coming to this class is ...
- What I love about you is ...
- The reason why I'm here is...
- The country where I want to travel next year is...
- What really gets my goat about my English teacher is...
- What you need to do if you want to improve your English is...
- What you need to do if you want to be happy is...

In pairs: Complete the sentences

- People who *(are telling jokes all the time)* is what I can't stand
- What I need is *(a long holiday) (to go home and sleep)*
- What I really enjoy is *(going out for dinner) (a nice meal with friends)*
- One good thing about coming to this class is *(that you can improve your English while meeting new people)*
- What I love about you is *(your enthusiasm) (that you're very motivated)*
- The reason why I'm here is *(to improve my English)*
- The country where I want to travel next year is *(Australia or Vietnam)*
- What really gets my goat about my English teacher is *(her silly jokes) (that she's always pretending to be funny when she's not)*
- What you need to do if you want to improve your English is *(to listen to podcasts at least one hour a day)*
- What you need to do if you want to be happy is *(to spend more time with your loved ones)*

The End

