

On Point

Intermediate English

Student's Book

+ AUDIOS + VIDEOS

Louis and Cathy Rogers



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DELTA
Publishing

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Cover picture Getty Images (Paul Bradbury), Munich

Cover Andreas Drabarek, Wild Apple Design Ltd.

Information and additional products/material for this series can be found here:

www.deltapublishing.co.uk/on-point

1st edition 1 3 2 1 | 2026 25 24

The last figure shown denotes the year of impression.

DELTA Publishing, an imprint of the Ernst Klett Sprachen GmbH

© Ernst Klett Sprachen GmbH, Rotebühlstraße 77, 70178 Stuttgart, 2024

Original edition published by Ernst Klett Sprachen GmbH, 2020

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www.deltapublishing.co.uk

www.klett-sprachen.de/delta

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Printing and binding Elanders Waiblingen GmbH

ISBN 978-3-12-501787-0



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On Point

On Point is a modern course with new and innovative topics, but it is also traditional in its approach. With a clear structure and careful progression, we're sure you will sense your progress as you enjoy working through the course.

Lessons A and B

Lessons A and B are the main lessons for grammar. Presented via listening or reading texts, all of the grammar is analysed and practised before you produce it in an authentic situation. Lessons A and B also present relevant vocabulary for each topic and practise any necessary pronunciation points.

Lesson C

Lesson C is a chance to practise your reading skills with a longer text. Many of the texts are from real-world sources or based on things happening in the world. The grammar from the previous lessons is recycled and a new set of vocabulary is presented. The Workbook Lesson C focuses on extended listening to further practise this skill.

Lesson D

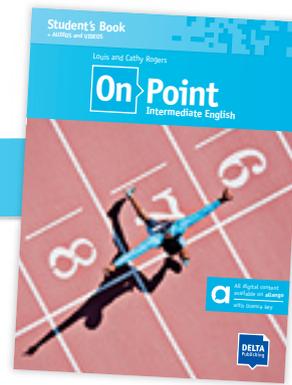
The last lesson in each unit is divided into two halves. The first page presents a set of phrases or a language point that is useful for a particular speaking context. The second page follows a guided approach to help improve your writing skills.

Video Pages

After every two units there is a two-page video lesson related to one of the themes from the previous lessons. The structure of these lessons allows further listening and reading practice. There is also a short review of the main language points covered in the previous two units.

Appendix

The back of the book contains an extended Grammar Reference for you to learn further details of each grammar point. There is also an Irregular Verb list to help you remember these tricky forms as well as pair work speaking files for some of the lessons.



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1 Relationships

- ▶ Reading: *First impressions*
- ▶ Vocabulary: *Collocations with make*
- ▶ Grammar: *Question forms*



1A First impressions

- 1 Work with a partner. Take turns to introduce yourselves. Ask questions to find out more about each other.
Hi. My name's Marco.
Nice to meet you. I'm Nicole. So, how long have you been learning English, Marco?
- 2 Discuss the questions with your partner.
 - 1 Can you remember your first day at school, university or work? How did you feel? Who did you talk to?
 - 2 What things do you usually notice about people the first time you meet them?
 - 3 Have your first impressions of someone ever been wrong? How?
- 3 Look at the title of the article. With your partner, discuss what it might say about the topics in the box. Read the article to check your ideas.

clothes body language fillers
phones asking questions

- 4 Read the article again. Which do you think are the best three tips? Why?
- 5 Look at the underlined collocations with *make* in the article. Match them to the definitions.
 - 1 to cause someone to react in a certain way
 - 2 to try hard to do something
 - 3 to give people positive ideas about you
 - 4 to use something for a purpose
 - 5 to ensure that something is done or happens
 - 6 to be sensible or a good idea

FIRST IMPRESSIONS

Did you know that you have less than 30 seconds to make a good impression on someone when you first meet them? Here are some tips for two situations where you meet new people.

Professional situations

- Think about how you are dressed. If you look smart, you will feel confident and people will take you more seriously.
- Make sure you are on time. It's a very bad idea to be late for a first meeting!
- It makes sense to think about your body language. Even if you're very nervous, try to stand up straight and make eye contact.
- Think carefully about what you say. If you use a lot of filler words, like *um*, *er*, or *like*, you will seem less knowledgeable. If you need time to think, try to pause instead.
- Put your phone away. Looking at your phone can be seen as rude and is especially bad in a job interview. And make sure it won't ring or buzz during an important meeting.

Social situations

- To be interesting, be interested. Make an effort to ask a new person questions, and react with interest to what they say.
- Be careful not to ask *too many* questions, though. Yes, most people like to talk about themselves, but don't make them feel like they are in an interview.
- For a successful conversation, make use of the information you get in the first questions to reveal something about yourself.



- 6 Complete the tips for making a good first impression with collocations from exercise 5.
- 1 **Make an effort** to impress on a first date by wearing expensive designer clothes.
 - 2 If you are too quiet and shy you will the other person awkward.
 - 3 It to prepare and practise a presentation carefully before an interview.
 - 4 Listening is really important on a first date – you don't just talk about yourself.
 - 5 If you don't when you first meet someone, they will never like you.
 - 6 jokes and humour to help other people relax.
- 7 Work with a partner. Do you agree or disagree with the tips in exercise 6? Why?
- 8 **001** Listen to Anna when she meets someone for the first time. What mistake does she make? How could she make a better impression?
- 9 Look at Anna's questions (a–h). Answer 1–5.
- a What do you do?
 - b Do you like your job?
 - c How long have you been a teacher?
 - d What do you like best about teaching?
 - e Are you interested in football?
 - f Who introduced you to football?
 - g Which team do you support?
 - h What kind of players are they looking for?

- 1 Underline the main verbs and circle auxiliaries.
What (do) you do?
- 2 Which questions don't have an auxiliary? Why?
- 3 What kind of word follows *how*?
- 4 Which two questions are *yes/no* questions?
- 5 Which question ends with a preposition?



- 10 Complete the rules in the grammar box with the words in the box.

main verb a question word who
an auxiliary verb be

GRAMMAR: Question forms

▶ PAGE 114

We often use question words, such as *what*, ¹, *which*, *where*, *how*: **Which** team do you support?

Yes/no questions don't use ²: **Do** you like your job?

Most questions in English need an auxiliary verb and a ³: **Which** team do you support?

We don't need an auxiliary when we form a question with ⁴: **Are** you interested in football?

When the question word is the subject of the question, we don't use ⁵, These are subject questions. **Who** introduced you to football? **Who** did introduce you to football?

- 11 Correct the mistakes in the questions.

- 1 Why you like running so much?
- 2 How many chocolates you ate yesterday?
- 3 What did happen last week?
- 4 Do you be nervous about your job interview?

- 12 **002** Write questions for the answers. Then listen and check. What extra information do you hear?

- 1 Where? **I live in London.**
- 2 Do? **Yes. I have one brother.**
- 3 What sports? **I really like running.**
- 4 Who the book you're reading at the moment? **I think Dan Brown wrote it.**
- 5 What last weekend? **I visited some friends in Oxford.**
- 6 looking forward to the weekend? **Yes - I am! I'm going to a party in Soho.**

- 13 Use the questions in exercise 12 to speak to as many people in your class as possible. Show interest and add information about yourself.

Where do you live?

I live in London.

Really? I went to London last year and ...

1B A nightmare housemate

- ▶ Reading: Four kinds of housemates
- ▶ Vocabulary: Extreme adjectives
- ▶ Listening: Talking about housemates
- ▶ Grammar: Present Simple & Continuous

1 Work with a partner. Discuss the questions.

- 1 Would you prefer to live with other people or on your own? Why?
- 2 Do young people in your country often share houses or flats? Why? / Why not?
- 3 What kinds of behaviour cause the biggest problems when people live together?

2 Read the article. Which type of housemate would ...

- 1 cry when they find there is no milk in the fridge?
- 2 play loud music in their bedroom at 2 a.m.?
- 3 leave a wet towel on the floor after showering?
- 4 write a timetable for all the jobs in the house?

3 Match the underlined adjectives in the article to the definitions.

- 1 correct in every way
- 2 extremely angry
- 3 loud
- 4 untidy
- 5 horrible to look at or smell
- 6 very strange or foolish
- 7 always making good decisions
- 8 always telling other people what to do
- 9 having feelings which often change suddenly

FOUR KINDS OF HOUSEMATES

Do you have to share a house or flat with other people? Read about four typical kinds of house mates.

THE SLOB

They never do the washing up – their dirty plates are absolutely disgusting.



They're untidy and messy – don't go into their room unless you have to! They only work when it's absolutely necessary, and the rest of the time they play computer games, order takeaways and watch TV.

THE PARTY ANIMAL

They go out all the time and come back in the middle of the night. You always know when they're home because they're so noisy. They often forget their keys and wake you up to get in! They love their crazy lifestyle, but it often means they run out of money and ask to borrow some!



THE CONTROL FREAK

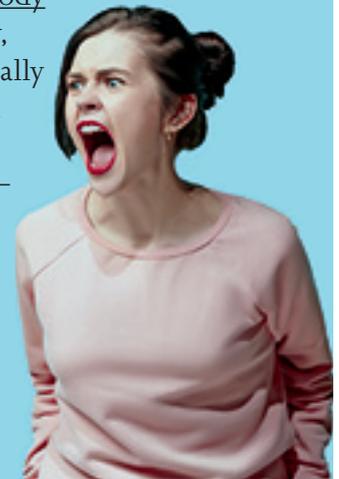
They're really sensible and they make sure everyone pays their rent and bills on time.

But they're also very bossy – they like to give people jobs to do around the house and they complain when people haven't done them. They expect the house to look perfect at all times.



THE DRAMA QUEEN/KING

They can be very difficult to live with because they're moody – sometimes they're happy, but sometimes they're really angry! If they're in a bad mood, try not to do anything to upset them – even using their favourite coffee mug could make them absolutely furios.



- 4 Look at the table. We use some adjectives with *very* but others with *absolutely*. Which do you think are 'extreme adjectives'? Why?

<i>very</i>	<i>absolutely</i>
noisy, messy, sensible, bossy, moody	perfect, furious, disgusting, crazy

- 5 Complete the sentences with *very* or *absolutely* and an adjective from exercise 4.

- I walked into his bedroom. There were dirty clothes everywhere. The smell was
- I'm not really friends with Eva any more. She's – she's always telling other people what to do!
- I was when I found out that my brother had broken my phone.
- Dave always studies hard, his bedroom is really tidy, and he's careful with his money. He's
- She puts on a lot of make-up every day – she likes to look before she leaves the house.

- 6 Work in small groups. Discuss the questions.

- Which of the four housemates in the article do you think is the worst? Why?
- Which kind of housemate are you most like? In what ways?
- Who do you live with at the moment? What habits do they have (good and bad)?

- 7  003 Listen to Becky and Adam talking about their housemates. What kind of housemate is Dana? What about Joe? What solution does Becky suggest at the end?

- 8  003 Listen again and answer the questions.

- What does Dana not tidy away?
- What does she use a lot of?
- Why is her hair a problem?
- What is Joe making at the moment?
- What does he use an egg timer for?
- Why is Adam looking for a new house-share?

- 9  004 Complete the sentences from the audio with the correct form of the verbs in brackets. Then listen and check. What tense is each sentence?

- She the washing up and she dirty plates and mugs everywhere. (*never do, leave*)
- Joe at her about it. (*always shout*)
- I for a new house-share. (*look*)
- I my house at the moment, too. (*hate*)

- 10 Complete the rules a–d in the grammar box with *Present Simple* or *Present Continuous*. Then match the sentences in exercise 9 to the rules.

GRAMMAR: Present Simple and Continuous ▶ PAGE 114

We use the ¹ to talk about routines and habits.

We use the ² to talk about things that are happening now or around now.

We use the ³ with state verbs (verbs about feelings or thoughts).

We use the ⁴ with always to talk about annoying habits.

- 11 Choose the correct verb forms to complete the sentences.

- Why *do you wear / are you wearing* a T-shirt and no coat? It's freezing!
- I *hate / am hating* my dad at the moment. He's so moody – he is always *shout / shouting* at me.
- My cat *loves / is loving* going into the garden. She always *is watching / watches* birds and she *is running / runs* around everywhere.
- My brother is lazy. He *doesn't do / isn't doing* any jobs around the house.
- Why *do you get up / are you getting up* so early every day? You don't start work until 10!
- I *try / 'm trying* to stop eating so much sugar this month – it's harder than I thought it would be.

- 12 Work with a partner. Discuss the questions.

- What is your routine on a work or school day?
- What projects or personal goals (at school, work or home) are you working on at the moment?

In the week I get up at ...

At the moment, I'm ...



1C Families large and small

▶ Reading: Large families versus small families
▶ Vocabulary: Verbs + prepositions

- 1 Work with a partner. Discuss the questions.
 - 1 How many siblings (brothers and sisters) have you got? What do you like about them? What do you usually do together?
 - 2 Are family sizes getting bigger or smaller in your country? Why?
 - 3 In 1970, the UK birthrate was 2.4 children per woman. It's now 1.87. Is this a good or bad thing? Why?
- 2 Look at the pictures and read the quotes. How many children were there in Debbie's family? How many were there in Steve's?
- 3 Work in two groups. Group A: read about Debbie. Group B: read about Steve. Answer the questions about your text.

Debbie

- 1 What were the good things Debbie mentions about growing up in a large family?
- 2 What does she say about the bathroom, food, clothes and school?
- 3 Why does she think coming from a large family made her less confident?
- 4 Would she like to be an only child? How many children did she have? Why? Work with your partner.

Steve

- 1 What advantages does Steve mention about being an only child?
 - 2 What difficulties did he have on holidays and at school?
 - 3 How has his childhood shaped his personality? How has it shaped his career?
 - 4 Would Steve like to come from a large family?
- 4 Work with a partner from the other group. Tell each other about what you read.
 - 5 Look at the underlined verbs in the text. Which prepositions come after them?
 - 1 play with
 - 2 learn
 - 3 queue
 - 4 laugh
 - 5 spend time
 - 6 fight
 - 7 deal
 - 8 compete



An only child or one of many?

DEBBIE SMITH, 52

“ I was the youngest of ten children, so it was a really big family. ”



STEVE GIBSON, 40

“ I was an only child, so I got a lot of attention from my parents. ”



- 6 Use the collocations from exercise 5 in the correct tense to complete the sentences.
 - 1 My son his little sister a lot – they love hide and seek the most.
 - 2 I hate my older brother. We always each other.
 - 3 My older siblings are always me when I say something silly.
 - 4 We have three bathrooms, so luckily we don't need to the shower in the morning.

Is it better to be the one and only focus of your parents' attention? Or is it better to have brothers and sisters to fight with and play with? We asked two people who had very different childhoods how they feel about family size.

What were the pros and cons of the size of your family?

It was a lot of fun and there was always someone to play with! And it was exciting for me to always be around older kids – I learned a lot from them.

But the downsides were that it was always really noisy and busy. We lived in a three-bedroom house so we had no space or privacy, and we always had to queue for the bathroom. And we didn't get much attention from our parents. Mealtimes were a problem, too – I had to eat quickly to make sure my siblings didn't take my share and we didn't have a lot of snacks, so I often felt a bit hungry. I also had to wear a lot of my sisters' old clothes! We just didn't have much money!

I had some problems at school because I was the youngest of ten. The teachers just knew me as 'the

youngest Smith kid' rather than Debbie, and I think I was unfairly judged sometimes.

How did the size of your family affect your life?

Strangely, I don't have loads of friends – my siblings are my friends. And I was teased and laughed at a lot at home, and I think that made me less confident. But being from a large family also made me want to go to university – I couldn't wait to leave home to get some space and to be an individual. Luckily, university was free at that time!

Would you like to be an only child instead?

No way – I cannot imagine my life without my siblings, even though they annoy me sometimes. But for me, two children is enough! I saw how my mum's life was so limited because of all the children she had.

What were the pros and cons of the size of your family?

My parents spent a lot of time with me and I didn't have to share toys, food, money, etc. My family was quite poor, but there was just enough money for me to go to university. With more children, I don't think that would have been possible.

The downsides were that I spent a lot of time alone. If my parents were busy, I had to play on my own. It was really hard when we were on holiday. I saw other kids making new friends easily, but they were together with a brother or sister – it was much harder for me on my own.

I also think it made school more difficult sometimes. Because I spent so much time with just adults, I found a lot of my classmates really annoying. And I wasn't used to defending myself – I had no one to fight with at home – so I found conflicts at school hard to deal with.

How did the size of your family affect your life?

I'm happy being on my own and I'm pretty confident because I'm used to talking to new people. I also have a lot of self-belief and I think this is because I didn't have to compete with anyone as a kid. But this also means I expect to get what I want and I can be quite selfish and demanding.

It also affected my career. I'm a teacher and you need a university degree to do that. With siblings, that wouldn't have been possible for me because of the cost.

Would you like to have a large family instead?

Possibly, because kids in large families have always got play mates. But I think it's also really hectic and loud, and money is limited and that would affect opportunities ... so actually, my answer is probably 'no'.



- 5 My sister is really clever and I feel that I have to her and get better grades if I can.
- 6 I like to my grandpa and talk to him about his childhood. I him all the time, especially about gardening – he knows such a lot!
- 7 I had a lot of problems to when I was a child. My parents split up and we had no money.

7 Work in small groups. Discuss the questions.

- 1 Which childhood do you think was better, Debbie's or Steve's? Why?
- 2 What do you think about the size of your family? Is it too big, too small or just right? Why?
- 3 Which of the following opinions do you agree with? Why?

'It's not a good idea to have a big family – it's bad for the environment.'

'It's not a good idea to have an only child. Children need brothers and sisters.'

1D Living with others

- ▶ **Speaking:** Giving and responding to opinions
- ▶ **Pronunciation:** Intonation for giving and responding to opinions
- ▶ **Writing:** An informal email, News and suggestions, Correcting mistakes

Speaking

- 1 Work with a partner. Look at the photos. Would you prefer to live in A on your own or in B with lots of other people? Why?



- 2 ▶ 006 Listen to two friends, Neil and Jenny, talking about living with lots of other people. Are the sentences True or False? Correct the false ones.

- 1 Neil thinks that living on your own is a great idea.
- 2 Jenny thinks that there are problems with living with other people.
- 3 Neil thinks that when lots of people live together, don't use as much energy per person.
- 4 Neil doesn't believe that people argue when they live together.
- 5 Jenny really enjoys living on her own and thinks it's the best option for young adults.
- 6 Jenny changes her mind at the end of the conversation.



- 3 ▶ 006 Complete the phrases in the *Key Language* box with the words in the box. Listen again and check.

agree concerned disagree guess mean
point really right sure saying way see

KEY LANGUAGE Giving and responding to opinions

- 1 As far as I'm **concerned**, living together ...
- 2 I'm not so about that, Neil.
- 3 I know what you, but what about the bigger problems ...?
- 4 I believe that we've got to think about the environment.
- 5 I'm not sure I understand what you're
- 6 I so, but what about the social side?
- 7 You're, that does happen, ...
- 8 From my of view, living with lots of other families ...
- 9 In what?
- 10 I what you mean, but ...
- 11 I totally I think you're missing the point, Jenny.
- 12 OK, well let's to disagree.



- 4 Work with a partner. Match the phrases in the *Key Language* box to the categories below. Can you add any more phrases?

- a giving an opinion 1
- b asking for more information or clarification
- c agreeing completely
- d agreeing partly
- e disagreeing
- f ending the discussion

- 5 ▶ 007 Listen to the phrases in the *Key Language* box again. What do you notice about the intonation? Practise saying them with a partner.

YOUR TURN

- 6 Work with a partner. Student A turn to page 124. Student B turn to page 126.
- 7 Look at the statements below. Think about your own opinion – do you agree or disagree? Work in groups of four and have two discussions. Use phrases from the *Key Language* box.

People who live alone for too long become selfish.

Old people should live with their families.

Writing

- 1 Look at the advert. Would you like to live in this community? Why? / Why not?



Cherry Tree Farm Community

We are a community of families living together on a beautiful farm in Devon, in the west of England.

We all work on the farm. Come and volunteer with us for a week's holiday. If you like it, come and live here!

- 2 Rita stayed on the farm for a week. Use the symbols to help you correct the underlined mistakes in her email.

sp = spelling ww = wrong word
 wo = word order gr = grammar t = tense
 p = punctuation ↑ = missing word



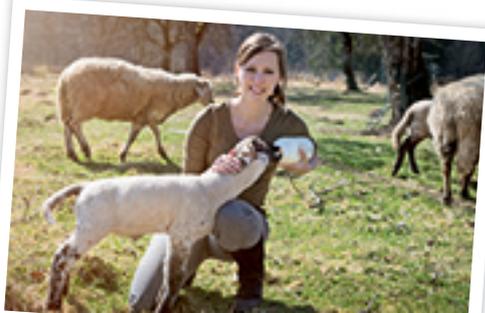
Subject: Holiday on a farm!

Hi Jack!

Guess what? I ¹stay on a farm at the moment. t
 I came ²in Devon a week ago and I'm volunteering here. ww
 You'll never believe it, but I ³pick fruit for five t
 hours yesterday ⁴? And **guess what?** Tomorrow I'm going p
 to help with the sheep. I'm really looking forward ⁵↑ that. sp
 It's great fun here. The best part is ⁶definatly gr
 meeting all the families that ⁷lives here. I've met gr
 so many lovely ⁸persons. But **the worst thing is** the wo
 mornings – we have to get up so early! And **the strangest**
bit is probably the meals. They have meetings
 at mealtimes and ⁹discuss they the farm, money and any wo
 problems.

What's amazing about it is that it still feels like a holiday, even though it's hard work. You should come with me next time!

Why don't you have a look at the farm website ¹⁰_. And **how p**
about meeting for coffee when I get back, to talk ¹¹on it? ww
 Rita xxx



- 3 Work with a partner. Complete the *Key Language* box with bold phrases from the email.

KEY LANGUAGE News and suggestions

Giving surprising news

You'll never believe it, but ...

.....

Talking about experiences

The best part is/was ...

.....

.....

.....

Making suggestions

You should ...

.....

.....

- 4 Write sentences to give news or make suggestions. Use phrases from the *Key Language* box and add more information where possible.

Give surprising news

1 got a new job: **Guess what? I've got a new job in finance!**

2 saw an old friend:

Talk about a party

3 good or amazing things:

4 bad things:

5 strange things:.....

Make suggestions

6 share a flat:.....

7 volunteer for a charity:

YOUR TURN

- 5 Think about a holiday you had. Imagine you are there now and write an email to a friend.
- Say what is surprising or interesting about it.
 - Talk about good and bad experiences.
 - Make suggestions.
- 6 Swap your email with a partner. Use the symbols in exercise 2 to mark any mistakes you think your partner has made.
- 7 Swap back and correct any mistakes your partner highlighted. Then discuss these questions.
- 1 Did you find the symbols for showing and correcting mistakes useful?
 - 2 Which mistakes are easy to find? Which are difficult?