

# CLICK ON 2a

**Click on 2 is a modular secondary-level course for learners of English at elementary level. The series combines active English learning with a variety of lively topics presented in themed modules.**

## Key Features

- ◆ realistic, stimulating dialogues featuring people in everyday situations
- ◆ development of vocabulary and grammar skills through interactive tasks
- ◆ clear presentation and thorough practice of the target language
- ◆ carefully controlled dialogues for learners to reproduce
- ◆ wide variety of listening practice
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- ◆ Pronunciation sections, games and songs
- ◆ self-assessment tests after every module
- ◆ an illustrated story giving learners the chance to have fun while learning
- ◆ fully dramatised audio CDs
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Test Booklet  
Class Audio CDs  
Student's Audio CD  
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*All components are also available in split editions, with the exceptions of the Video, DVD and Video Activity Book.*



**Express Publishing**



# CLICK ON

## Student's Book

Virginia Evans - Neil O'Sullivan

# 2a

CLICK ON 2a Student's Book

Virginia Evans - Neil O'Sullivan

EXPRESS PUBLISHING



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# What do you do?

## ◆ Look at Module 1

- Where are the pictures (1-4) from? Say the Unit number.

## ◆ Find the page number(s) for

a daily program

a letter

notes

a camp advertisement

## ◆ Listen, read and talk about ...

- people's daily routines
- everyday & free-time activities
- jobs
- sports & hobbies
- countries and nationalities
- days of the week

1



2



## ◆ Learn how to ...

- give personal information
- tell the time
- talk about routines and free-time activities

## ◆ Practise ...

- present simple
- present continuous
- adverbs of frequency
- present continuous with a future meaning
- word stress

## ◆ Write ...

- a letter to a friend telling your news
- an article about a person's daily routine





# 1a

## Lead-in

- 1 Listen to the sounds and tick (✓) the sentences which match. Use the sentences to describe the picture.

- 1 The birds are singing. ....
- 2 The children are swimming. ....
- 3 The ducks are quacking. ....
- 4 A boy is crying. ....
- 5 A helicopter is flying over the camp. ....
- 6 Someone is riding a horse. ....
- 7 The radio is playing. ....
- 8 The wind is blowing. ....
- 9 A dog is barking. ....
- 10 Children are laughing. ....

*It's summer time at Kendal Camp. The birds are singing.*

- 2 Match the people to their jobs, then use the prompts to ask and answer, as in the example.

1	Dave	a	Art teacher
2	Marek	b	Drama teacher
3	Anita	c	driver
4	Bill	d	horse riding coach

- 1 Dave - drive the camp coach - talk to a girl  
A: *What does Dave do?*  
B: *He drives the camp coach.*  
A: *What is he doing now?*  
B: *He's talking to a girl.*
- 2 Bill - teach Art - drink cola
- 3 Anita - teach Drama - eat a sandwich
- 4 Marek - teach horse riding - read a magazine





### 3 Listen and repeat.

- Who's that man?
- What does she do?
- Come on!
- Let's introduce ourselves.
- After you.
- How can I help you?
- It's this way.
- Don't you mind working on Saturdays?
- Fancy joining us?
- Sorry, I can't.
- Why not?
- See you then.

## Listening and Reading

### 4 Listen and match the sentences to the people. Write L (for Laura), B (for Bill) or A (for Alan).

- |                                    |                          |
|------------------------------------|--------------------------|
| 1 He's drinking cola.              | <input type="checkbox"/> |
| 2 She's looking for the Art room.  | <input type="checkbox"/> |
| 3 He's flying the camp helicopter. | <input type="checkbox"/> |

### 5 a) Read the dialogues (A, B and C) and circle the correct answer A, B or C.

- Anita is from Poland.  
A Right.      B Wrong.      C Doesn't say.
- It's Laura's first visit to the camp.  
A Right.      B Wrong.      C Doesn't say.
- Kate likes horse riding.  
A Right.      B Wrong.      C Doesn't say.

**A** Sue: Who's that man?  
Mary: Which one?  
Sue: The one who is drinking cola.  
Mary: That's Bill. He's the Art teacher.  
Sue: Oh, and who's that woman with him?  
Mary: That's Anita.  
Sue: What does she do?  
Mary: She's the Drama teacher.  
Sue: Where is she from?  
Mary: Brazil. Come on! Let's introduce ourselves.  
Sue: Okay. After you.

**B** Laura: Hello. I'm Laura. Laura Newton.  
Dave: Hi, Laura. My name's Dave. How can I help you?  
Laura: I'm looking for the Art room.  
Dave: It's this way. Come on.  
Laura: Thanks.  
Dave: Is it your first time here?  
Laura: Yes, it is.  
Dave: Are you a student at St George's?  
Laura: Yes, I am, but I have a part-time job at weekends.  
Dave: Really? What do you do?  
Laura: I work in a supermarket.  
Dave: Don't you mind working on Saturdays?  
Laura: Not really.

**C** Steve: Hey, Kate! We're going sailing. Fancy joining us?  
Kate: Sorry, I can't.  
Steve: Why not?  
Kate: I'm waiting for Alan.  
Steve: Where is he?  
Kate: He's flying the camp helicopter at the moment.  
Steve: Oh, right. Are you going horse riding later?  
Kate: Yes. See you then.  
Steve: OK. Bye.

### b) In pairs, read out the dialogues.

### c) Read the dialogues and underline the phrases/sentences used in Ex. 3. Who said each phrase/sentence?



## Vocabulary

### • The time

#### 1 a) Complete the sentences with the time phrases.

- o'clock • half past • (a) quarter to • (a) quarter past • twenty past • twenty to



It's .....  
six. or It's six twenty.



It's six .....



It's .....  
..... eight.  
or It's seven forty.



It's .....  
..... seven.  
or It's seven thirty.



It's .....  
..... eight. .... ten. or It's  
or It's seven forty-five. ten fifteen.



It's .....  
..... ten. or It's  
ten fifteen.

### Listening



#### b) Listen and fill in the missing times.

**Kendal Camp - Monday**

in the morning

..... - 10:15

10:45 - .....

in the afternoon

4:05 - .....

..... - 7:00

### Speaking

#### c) In pairs, ask and answer, as in the example.

- A: What time does the **sailing lesson** start?  
B: It starts at **nine ten/ten past nine** in the morning.  
A: What time does it finish?  
B: It finishes at **ten fifteen/(a) quarter past ten**.

### • Everyday & Free-Time Activities

### Speaking

#### 2 Use the prompts to say what you do/ don't do during the week: in the morning/afternoon/evening; on Saturday mornings; on Sunday evenings; on Friday afternoons.



I catch the bus to school in the morning.

I don't walk the dog on Saturday mornings.

### • Jobs

#### 3 Match the definitions to the words, then make sentences, as in the example.

- |                                       |                                   |
|---------------------------------------|-----------------------------------|
| <input type="checkbox"/> 1            | look after sick people            |
| <input type="checkbox"/> 2            | type letters and answer the phone |
| <input checked="" type="checkbox"/> 3 | serve customers                   |
| <input type="checkbox"/> 4            | make wooden furniture             |
| <input type="checkbox"/> 5            | report the news                   |
| <input type="checkbox"/> 6            | design clothes                    |
| <input type="checkbox"/> 7            | play records on the radio         |
| <input type="checkbox"/> 8            | cut hair                          |
| <input type="checkbox"/> 9            | design buildings                  |
| <input type="checkbox"/> 10           | keep financial accounts           |

- A shop assistant  
B journalist  
C nurse  
D carpenter  
E DJ  
F secretary  
G hairdresser  
H fashion designer  
I accountant  
J architect

A - 3 A shop assistant is someone who serves customers.





- Agreeing - Disagreeing

### Speaking

#### 4 Look at the pictures, then use the prompts to talk, as in the examples.

- I like/enjoy ... • I hate ... • I don't mind ...
- I'm good at ... • I can't stand ...
- A: *I like rollerblading.*  
B: *So do I. / Really? I don't.*
- A: *I can't stand fishing.*  
B: *Neither can I. / Oh, I don't mind it.*

- Project

Look at the Photo File section and complete the article about Julie's daily routine.

### Grammar

- Present Simple or Continuous

#### 5 a) Read what Sandra says and identify the tenses in bold. Which time expressions go with each tense?



Hi! I'm Sandra and I'm a secretary. I **work** for an Insurance company. Every day from 9.00 am to 5.00 pm I **talk** to customers or **work** on the computer. I **love** my job. At the moment, I'm **typing** a letter for my boss. Next week I'm **going** on holiday to the Caribbean. I'm **looking forward to** it.

#### b) Which tense does Sandra use to describe:

- 1 a daily routine? *present simple (work/talk)*
- 2 a permanent state? .....
- 3 an action happening at the moment of speaking? .....
- 4 a fixed arrangement in the near future? .....
- 5 an action happening around the moment of speaking? .....

### Speaking

#### 6 In pairs, use the prompts to ask and answer, as in the example.

- 1 Paula – Brazil – gardener – look after plants (♥)
- 2 Ann – England – nanny – look after children (♥♥)
- 3 Costas – Greece – security guard – protect buildings (X)
- 4 Juan & Rosa – Spain – flight attendants – serve passengers (O)
- 5 Jacek – Poland – stockbroker – buy and sell stocks and shares (♥♥)

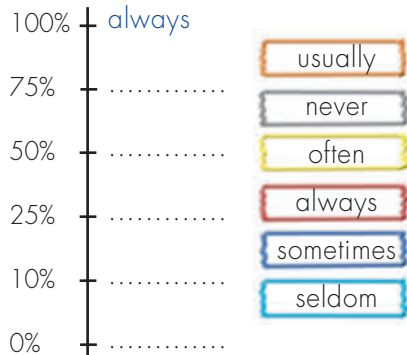
- A: *Where does Paula come from?*  
B: *She comes from Brazil.*  
A: *What's her job?*  
B: *She's a gardener.*  
A: *What does she do at work?*  
B: *She looks after plants.*  
A: *Does she like her job?*  
B: *Yes, she does.*





• Adverbs of frequency

- 1 Put the adverbs of frequency in order, then study the examples. Use adverbs of frequency to talk about your daily routine.

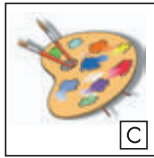
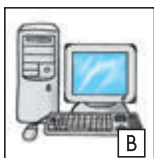
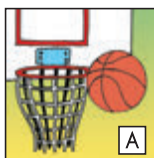


*I always get up at 7 o'clock in the morning.*

*I am sometimes late for school.*

Listening

- 2 a) What is each person doing? Listen and write letters in the boxes, as in the example.



Tony

☐

Bill

☐

Becky

☐

Kate

☐

Matt

☐

Laura

☐

- b) Ask and answer, as in the example.

A: *Is Matt reading a newspaper?*  
B: *No, he isn't. He's ...*

- c) What are you doing now?  
What are your friends doing now?

- 3 Ask and answer, as in the example.



A: *What does Irene do at work?*

B: *She cuts hair.*

A: *Is she cutting hair now?*

B: *No, she isn't. She's ...*

- 4 Look at the Browns' notes, then in pairs, ask and answer questions, as in the example.



S1: *Are the Browns having a barbecue on Tuesday?*

S2: *No, they aren't. They're visiting their parents. Are the Browns ...*

- 5 Put the verbs in brackets into the present simple or the present continuous. Which verbs refer to the present/future?

- We usually ..... (go) to school on foot.
- Look at David. He ..... (make) lunch.
- Josh ..... (play) tennis this afternoon.
- They ..... (fly) to Madrid next Friday.
- I ..... (go) sailing. Fancy joining me?
- ..... (you/want) to try rock climbing while you're here?
- He ..... (not/like) fishing.
- Jane ..... (look for) a new flat at the moment.



## Listening & Reading

- 6 Look at the pictures. Which shows:  
someone swimming underwater .....;  
diving equipment .....; kayaking .....;  
someone wearing a wetsuit and a  
helmet .....

- 7  Listen and underline the correct word.

- 1 In the morning, he works in a **surveying/surfing** office.
- 2 A typical summer day for Alain starts around **8 am/7 am**.
- 3 Alain spends all morning in front of his **equipment/computer**.
- 4 A photo shoot usually takes a **long/short** time to complete.
- 5 Working underwater can be a bit **funny/boring** in the winter.

- 8 Read the interview and correct the statements 1 to 5, as in the example. Then, explain the highlighted words.

- 1 Alain leads a normal life. *Wrong! Alain doesn't lead a normal life. He leads a double life.*
- 2 He drives to work.
- 3 He leaves the office at 12 am.
- 4 Alain enjoys going skiing in his spare time.
- 5 Alain hates working underwater.

### Speaking

- 9 Read the article again and make notes under the following headings, then talk about Alain Pepin.

- daily routine • free-time activities
- feelings about working underwater

Alain gets up at 7 am. He has breakfast, then ...

2

3

## a real-life PERSON

You could say that Alain Pepin leads a double life. In the morning he works in a surveying office, doing clerical work, but in the afternoons and at weekends he does something much more exciting — he is an **underwater stuntman**. In this week's article he tells us what a **typical** summer day in his life is like.

### What time do you get up?

A typical summer day for me starts around 7 am. I have breakfast and ride my bike to work. I start work at 8 am. I spend all morning in front of my computer working until **lunchtime**.

### What do you do after work?

Well, I leave the office at 1 pm and have lunch. If the weather is fine, I pack my **equipment** and **set off** to the location of the **stunt**. When I get there, I **set up** the equipment and get into the water. This is when the fun starts. I move about in and under the water in a wetsuit and helmet performing tricks. It's quite tiring though, because **each stunt** is different and takes a different length of time. A **photo shoot** usually takes a long time to complete because everything has to be perfect.

### What do you do when you are not diving?

I enjoy going water-skiing, kayaking and snorkelling. I spend most of my **spare time**, however, planning, practising and **training** for my stunts.

### How do you like working underwater?

I love it. It can be a bit boring in the winter, though, when the weather is cold. It is difficult to get a swimming pool all to myself so I can practise. But when I'm diving, I really enjoy it. Every time I come home after work, I feel full of **energy** and I have a great sense of **achievement**.



## Vocabulary Practice

- 1 Fill in the correct word from the list, then make sentences using the completed collocations.

• financial • photo • spare • underwater  
• report • sense • lead • sit • clerical  
• perform • part-time

- |                                   |                                |
|-----------------------------------|--------------------------------|
| 1 to ..... a double life          | 6 ..... time                   |
| 2 a(n) ..... stuntman             | 7 to ..... tricks              |
| 3 a(n) ..... shoot                | 8 a(n) ..... job               |
| 4 to ..... in front of a computer | 9 a great ..... of achievement |
| 5 ..... work                      | 10 ..... accounts              |
|                                   | 11 to ..... the news           |

- 2 Fill in: *about, in, from, at, to, of, for, after*.

1 to work ..... an office; 2 ..... weekends;  
3 he's ..... Brazil; 4 to think ..... something;  
5 a lot ..... fun; 6 a typical day ..... his life;  
7 to work ..... nine ..... five; 8 to stay ..... home;  
9 to be full ..... energy; 10 to look ..... sb (= search);  
11 to wait ..... sb;  
12 to look ..... sick people

- 3 Fill in the correct word.

- What is a t \_ \_ \_ \_ \_ day like in the life of a secretary? (*ordinary*)
- She works from 9am to m \_ \_ \_ \_ \_ , then she has a break for lunch. (*noon*)
- Stella l \_ \_ \_ \_ a normal life. (*has*)
- It takes a long time to c \_ \_ \_ \_ \_ a photo shoot. (*finish*)
- Let me i \_ \_ \_ \_ \_ myself. I'm Ralph Barren. (*present*)
- Nurses l \_ \_ \_ \_ a \_ \_ \_ \_ sick people. (*take care of*)

- 4 Vocabulary Revision Game: In teams, make sentences with the words/phrases in the list.

• seldom • introduce ourselves  
• don't you mind • going sailing  
• start work • a break  
• full of energy • spare time  
• fancy • this way  
• where ... from  
• meet friends • is barking  
• the fun starts  
• go horse riding  
• quacking • wooden furniture  
• I'm good at • set off

## Communication

- Giving personal information

- 5 Listen and fill in the missing words, then use the prompts to act out similar dialogues.

A: What's your 1) .....?

B: Ricky.

A: And your 2) .....?

B: Connors.

A: Can you 3) ..... that, please?

B: C - O - double N - O - R - S.

A: What 4) ..... are you, Ricky?

B: I'm American.

A: Where are you 5) ..... in America?

B: I'm from California.

• Anita Eder - Austria - Vienna  
• Pierre Durall - France - Dieppe  
• Keiko Miaggi - Japan - Tokyo  
• Velia Rabal - Spain - Barcelona  
• Rosa Ferès - Brazil - Brasilia  
• Fernando Lopez - Chile - Santiago

## Pronunciation (word stress)

- 6 Listen and underline the syllable of each word where the stress is. Listen again and repeat.

teacher - doctor - assistant - secretary - carpenter  
- journalist - hairdresser - accountant - designer  
- architect - stuntman - footballer - receptionist



Choose one student to be the leader. He/She chooses one of the places: at school/work/the seaside, in the bedroom/kitchen/garden/living room etc. The class, in teams, try to guess what he/she is doing now. The team which guesses correctly gets one point. Choose another student and continue the game. The team with the most points is the winner.

e.g. Leader: I'm in the park. What am I doing? Guess.

Team A S1: Are you riding your bike?

Leader: No, I'm not. etc



## Writing (a letter to a friend giving news)

**7** Read the letter and fill in the appropriate topic sentences. There is one sentence you do not need.

- A There's so much to do here that I don't know where to begin.  
 B Well, that's all for now.  
 C Hi, how are you?  
 D It's the end of my first week here.  
 E We're all looking forward to this weekend.

Dear Angie,

**1** I'm having a great time here at summer camp. The place is lovely and the weather is good.

**2** In the mornings we have Art lessons or we go swimming. In the afternoons we go canoeing or horse riding. Everyone looks forward to the evenings, when we all sit together around the campfire. We usually have a barbecue, sing songs or tell stories. It's just great.

**3** We've got lots of exciting plans. On Saturday we're going rafting. We're spending the whole day on the river and having a picnic lunch. Then on Sunday we're having a big party with live music and lots of food and drink. I can't wait!

**4** See you in a couple of weeks.

Love,  
 Ryan

**8** a) Read the letter again and answer the questions.

- Who is the letter from? Who is the letter to?
- How does the letter start/finish?
- Which of the phrases can you use instead of Love? Tick (✓) Yours ....., Thanks again ....., Best wishes ....., Lots of love ....., Fine .....
- Which paragraphs are about Ryan's daily routine/ fixed arrangements? What tenses does Ryan use in these paragraphs?
- Which paragraphs include Ryan's opening/closing remarks?

**b) A topic sentence starts a paragraph. It is the summary of the paragraph or an introduction to the topic of the paragraph. Replace the topic sentences in the letter with other appropriate ones.**

**9** Imagine you are at Sunrise summer camp. Read the advertisement, then choose activities from the advertisement to answer the questions.

## SUNRISE SUMMER CAMP

California - America

**morning activities:** sailing, Drama classes, water-skiing

**afternoon activities:** swimming, playing water sports

**evening activities:** play games around campfire, go to theatre

**This weekend:** Sat: visit a ranch  
 Sun: have a big party

- What do you do at the camp: in the morning? in the afternoon? in the evening?
- What are you doing this weekend?

**10** Use your answers from Ex. 9 and the plan below to write a letter to a friend of yours telling him/her your news. (80 words) Use the letter in Ex. 7 as a model.

### Plan

Dear (friend's first name),

**Introduction**

(Para 1) *opening remarks - what the place/ weather is like*

**Main Body**

(Para 2) *what you do every day*

(Para 3) *what you are doing this weekend*

**Conclusion**

(Para 4) *closing remarks*

Yours,

(your first name)

**11** Fill in the correct number: 18,000, 70,000, 800.

do you know...

- In Britain there is one doctor for every ..... people.
- In Afghanistan there is only one doctor for every ..... people.
- In Ethiopia there is one doctor for every ..... people.