

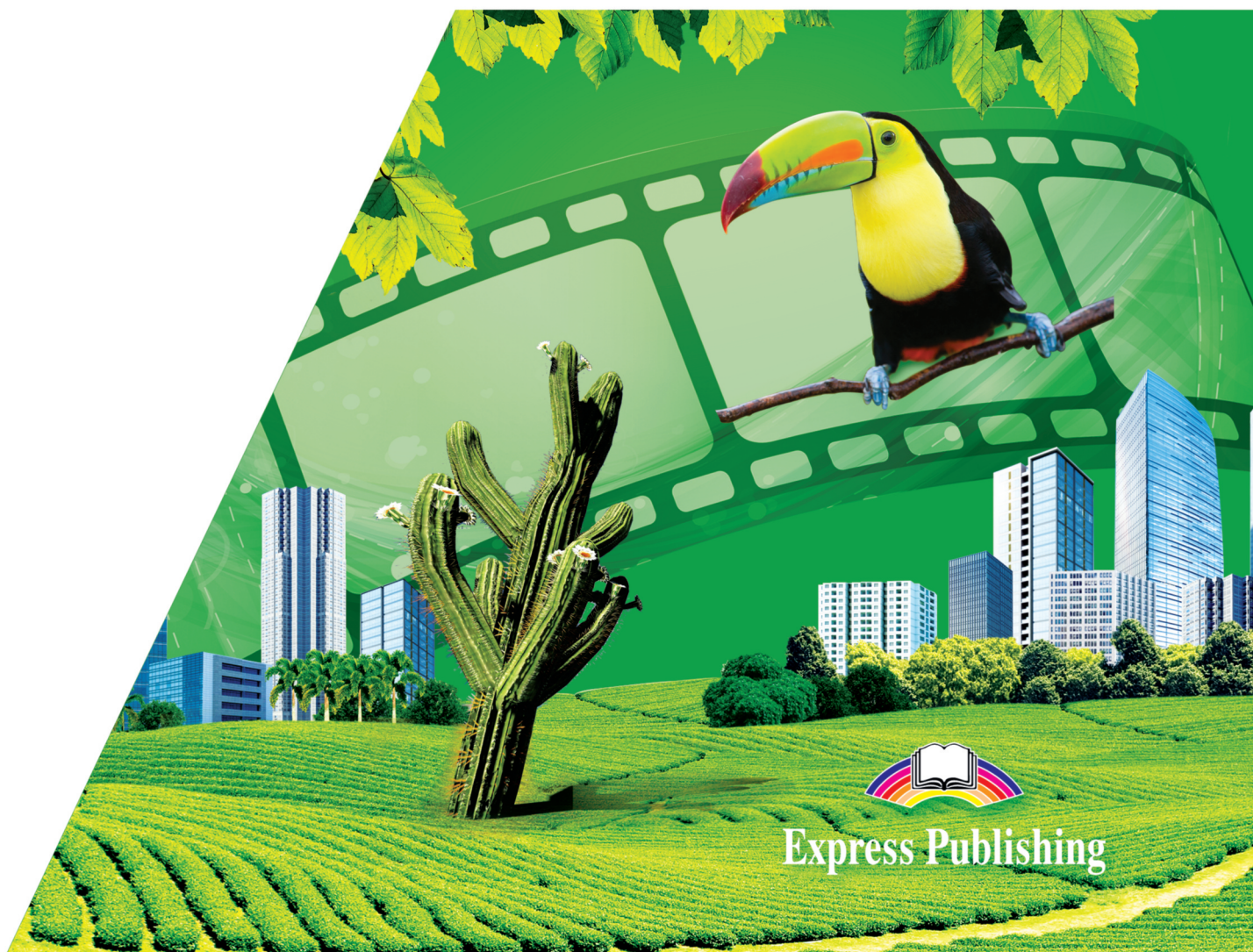
# Double

# CLICK

Virginia Evans - Neil O'Sullivan

Student Book

# 2



Express Publishing

**Double**

**CLICK**

Student Book

**2**

Virginia Evans – Neil O'Sullivan



**Express Publishing**

# Contents

|   | Vocabulary   | Grammar   | Reading                                | Listening & Speaking  | Writing   |
|---|--|---|--|---|---|
| <b>Module 1 Lifestyles</b> (pp. 4-21)   |  |   |  |   |   |
| <b>Unit 1</b><br>What do you do?  | <ul style="list-style-type: none"> <li>free-time activities</li> <li>countries</li> <li>nationalities</li> <li>hobbies</li> <li>interests</li> <li>habits</li> <li>routines</li> <li>jobs</li> <li>telling the time</li> </ul> | <ul style="list-style-type: none"> <li>simple present</li> <li>present progressive</li> <li>adverbs of frequency</li> <li>prepositions of time</li> </ul> | A Real-life Person                     | <ul style="list-style-type: none"> <li>listening for specific information</li> <li>expressing preferences</li> <li>Pronunciation: word stress</li> </ul>  | <ul style="list-style-type: none"> <li>letter to family/friend about daily routine at summer camp</li> <li>(project) Julie's typical day (article)</li> </ul> |
| <b>Unit 2</b><br>Then & Now   | <ul style="list-style-type: none"> <li>lifestyles</li> <li>changes</li> <li>family members</li> <li>activities</li> <li>possessions</li> <li>dates</li> </ul>  | <ul style="list-style-type: none"> <li>simple past (regular + irregular)</li> <li>used to</li> <li>prepositions of place (at, on, in)</li> </ul>          | The Cottingley Fairies (diary entries) | <ul style="list-style-type: none"> <li>listening for lexical items &amp; verb phrases</li> <li>talking about past habits/routines</li> <li>Pronunciation: /e/ silent or pronounced</li> <li>(-ed ending)</li> </ul>     | <ul style="list-style-type: none"> <li>biography - Sir Arthur Conan Doyle</li> <li>(project) writing a diary</li> </ul>                                       |
| Extensive reading – Episode 1: <i>The Hound of the Baskervilles – A New Case for Sherlock Holmes</i> (pp. 22-23)<br>Culture corner 1: <i>Education in the USA</i> (p. 24); Cross-Curricular Cut 1 (History): <i>Native Americans</i> (p. 25)<br>Module Self-Assessment 1 (pp. 26-27)  |  |   |  |   |   |
| <b>Module 2 Memories and mishaps</b> (pp. 28-45)  |  |   |  |   |   |
| <b>Unit 3</b><br>Have you ever ...?   | <ul style="list-style-type: none"> <li>jewelry</li> <li>objects</li> <li>materials</li> <li>colors</li> <li>shapes</li> <li>injuries</li> <li>illnesses</li> </ul>   | <ul style="list-style-type: none"> <li>present perfect</li> <li>never, ever, just, yet, already, since, for</li> </ul>                                    | Theme parks                            | <ul style="list-style-type: none"> <li>listening for specific information</li> <li>picture-prompted multiple-choice</li> <li>talking about activities you have (not) done</li> <li>Pronunciation: /ε/ – /eə/</li> </ul> | <ul style="list-style-type: none"> <li>article describing your favorite possession</li> <li>(project) letter to the lost and found office</li> </ul>          |
| <b>Unit 4</b><br>What a day!  | <ul style="list-style-type: none"> <li>feelings</li> <li>misfortunes &amp; accidents</li> <li>means of transportation</li> <li>parts of the body</li> <li>sounds</li> <li>everyday activities</li> </ul>                       | <ul style="list-style-type: none"> <li>past progressive</li> <li>adjectives</li> <li>adverbs</li> </ul>   | Lost in the Desert                     | <ul style="list-style-type: none"> <li>listening to position people in picture</li> <li>listening for gist</li> <li>talking about past activities</li> <li>Pronunciation: silent /t/</li> </ul>                         | <ul style="list-style-type: none"> <li>story</li> <li>(project) beginning/ ending of a story</li> </ul>   |
| Extensive reading – Episode 2: <i>The Hound of the Baskervilles – Strange Happenings</i> (pp. 46-47)<br>Culture corner 2: <i>Cars &amp; Public Transportation</i> (p. 48); Cross-Curricular Cut 2 (Language Arts): <i>Superheroes</i> (p. 49)<br>Module Self-Assessment 2 (pp. 50-51) |  |   |  |   |   |
| <b>Module 3 Food and Entertainment</b> (pp. 52-69)  |  |   |  |   |   |
| <b>Unit 5</b><br>I'm going to be ...  | <ul style="list-style-type: none"> <li>clothes</li> <li>measurements</li> <li>sizes</li> <li>shopping in town (store names, products, services, hours)</li> <li>the weather</li> </ul>   | <ul style="list-style-type: none"> <li>be going to - will</li> <li>present progressive (future meaning)</li> </ul>  | The World of Fashion in the Year 2200  | <ul style="list-style-type: none"> <li>filling in order forms</li> <li>talking about your plans</li> <li>prioritizing</li> <li>Pronunciation: homophones</li> </ul>   | <ul style="list-style-type: none"> <li>letter to a friend about your plans</li> <li>(project) letter of complaint</li> </ul>                                  |

|   | Vocabulary  | Grammar   | Reading  | Listening & Speaking  | Writing  |
|---|---|---|--|---|--|
| <b>Unit 6</b><br>Food and Festivities   | <ul style="list-style-type: none"> <li>• food</li> <li>• containers</li> <li>• ways of cooking</li> <li>• drinks</li> <li>• places to eat</li> <li>• types of food</li> <li>• meals</li> <li>• festivities</li> </ul> | <ul style="list-style-type: none"> <li>• countable/ uncountable nouns</li> <li>• <i>some/any/a/an</i></li> <li>• <i>a few, a little, much, many, a lot of/lots of</i></li> <li>• plurals</li> </ul>   | Food, Fun & Celebration around the World                           | <ul style="list-style-type: none"> <li>• filling in missing information</li> <li>• making a grocery list</li> <li>• ordering food</li> <li>• complaining about food</li> <li>• Pronunciation: sounds often confused</li> </ul>  | <ul style="list-style-type: none"> <li>• article about a festival you attended</li> <li>• <i>(project)</i> restaurant ad</li> </ul>  |
| Extensive reading – Episode 3: <i>The Hound of the Baskervilles – Danger at Dartmoor</i> (pp. 70-71)<br>Culture corner 3: <i>Shop till you drop</i> (p. 72); Cross-Curricular Cut 3 (Social Studies): <i>Celebrations in the USA</i> (p. 73)<br>Module Self-Assessment 3 (pp. 74-75)          |   |   |  |   |  |
| <b>Module 4 Making Choices &amp; Decisions</b> (pp. 76-95)  |   |   |  |   |  |
| <b>Unit 7</b><br>You'd better ...   | <ul style="list-style-type: none"> <li>• animals (pets, wild, extinct, parts of their bodies)</li> <li>• planets</li> <li>• countryside/town</li> <li>• means of transportation</li> </ul>                            | <ul style="list-style-type: none"> <li>• comparatives/ superlatives</li> <li>• conditionals (type 0 - type 1)</li> <li>• <i>unless = if not</i></li> </ul>  | Dominican Republic Tours   | <ul style="list-style-type: none"> <li>• listening for lexical items</li> <li>• comparing the city &amp; the country</li> <li>• Pronunciation: sentence stress</li> </ul>   | <ul style="list-style-type: none"> <li>• argumentative essay</li> <li>• <i>(project)</i> animal fact files</li> </ul>  |
| Extensive reading – Episode 4: <i>The Hound of the Baskervilles – The Midnight Watcher</i> (pp. 86-87)  |   |   |  |   |  |
| <b>Unit 8</b><br>What are the rules?  | <ul style="list-style-type: none"> <li>• the environment</li> <li>• house rules</li> <li>• road signs</li> <li>• school rules</li> <li>• safety/protection rules</li> </ul>   | <ul style="list-style-type: none"> <li>• the imperative</li> <li>• <i>have to/don't have to</i></li> <li>• <i>must/mustn't</i></li> <li>• <i>can/can't</i></li> <li>• <i>can/could I ...?</i></li> <li>• <i>should/shouldn't</i></li> </ul> | The World's Great Rainforests                                      | <ul style="list-style-type: none"> <li>• giving advice</li> <li>• talking about house rules</li> <li>• identifying specific information</li> <li>• Pronunciation: letters not pronounced</li> </ul>                             | <ul style="list-style-type: none"> <li>• a letter giving advice</li> <li>• <i>(project)</i> road signs</li> </ul>  |
| Extensive reading – Episode 5: <i>The Hound of the Baskervilles – The Hound Attacks</i> (pp. 96-97)<br>Culture corner 4: <i>Impressive Sights</i> (p. 98); Cross-Curricular Cut 4 (Science): <i>Equipped to Survive</i> (p. 99)<br>Module Self-Assessment 4 (pp. 100-101)                     |   |   |  |   |  |
| <b>Module 5 People &amp; Places</b> (pp. 102-125)   |   |   |  |   |  |
| <b>Unit 9</b><br>Man-made wonders   | <ul style="list-style-type: none"> <li>• landmarks</li> <li>• inventors</li> <li>• buildings</li> <li>• rooms &amp; furniture</li> <li>• materials</li> <li>• furnishings</li> </ul>                                  | <ul style="list-style-type: none"> <li>• the passive voice (simple present - simple past)</li> <li>• the definite article</li> </ul>  | A Peking Paradise  | <ul style="list-style-type: none"> <li>• talking about places</li> <li>• giving details</li> <li>• listening for specific information</li> <li>• Pronunciation: linked sounds</li> </ul>  | <ul style="list-style-type: none"> <li>• narrative article about a visit to a famous building/ landmark</li> <li>• <i>(project)</i> short descriptions of monuments</li> </ul> |
| Extensive reading – Episode 6: <i>The Hound of the Baskervilles – An Invitation to Murder</i> (pp. 112-113)   |   |   |  |   |  |
| <b>Unit 10</b><br>Characters  | <ul style="list-style-type: none"> <li>• facial features</li> <li>• character adjectives</li> <li>• sports</li> <li>• types of books/movies</li> </ul>  | <ul style="list-style-type: none"> <li>• -ing form/inf.</li> <li>• <i>too/enough</i></li> <li>• joining words/ phrases</li> </ul>   | Famous Faces   | <ul style="list-style-type: none"> <li>• describing people</li> <li>• talking about movies you like/ dislike</li> <li>• multiple matching</li> <li>• listening for gist</li> <li>• Pronunciation: stressed syllables</li> </ul> | <ul style="list-style-type: none"> <li>• letter of recommendation</li> <li>• <i>(project)</i> a friendly letter describing a person</li> </ul>                                 |
| Extensive reading – Episode 7: <i>The Hound of the Baskervilles – The Case is Closed</i> (pp. 122-123)<br>Culture corner 5: <i>Mount Rushmore</i> (p. 124); Cross-Curricular Cut 5 (History): <i>George Washington – An American Hero!</i> (p. 125)<br>Module Self-Assessment 5 (pp. 126-127) |   |   |  |   |  |
| Let's sing (pp. LS1-LS2)<br>American English - British English guide<br>Grammar Reference Section (pp. GR1-GR12)  |   |   | Word List (pp. WL1 - WL6)<br>Photo File Section<br>Irregular Verbs |   |  |

# Module

# 1

# Lifestyles

### Look at Module 1

- Where are the pictures (1-6) from?  
Say the page number.

### Find the page number(s) for

- a daily program
- fish
- a letter
- notes
- a camp ad
- fairies
- diary entries
- a biography
- a coach

### Listen, read, and talk about ...

- the people's daily routines
- everyday & free-time activities
- jobs
- sports & hobbies
- countries and nationalities
- days of the week
- family members
- dates
- possessions
- past routines/habits/activities

### Learn how to ...

- give personal information
- tell the time
- talk about everyday and free-time activities
- talk about past and present activities/habits/routines
- talk about possessions
- say dates

### Practice ...

- simple present
- adverbs of frequency

- present progressive
- present progressive with future meaning
- word stress
- simple past
- used to
- prepositions of place (at, in, on)
- pronunciation of /e/
- pronouns and possessive adjectives

### Write ...

- an article about a person's daily routine
- a letter to a friend telling him/her your news
- a diary entry
- a biography
- pronouns and possessive adjectives

**Culture Corner: Education in the USA**  
**Cross-Curricular Cut: Native Americans**



Culture Corner 1: Education in the USA  
Cross Curricular 1: Native Americans

3



4



5



6



# 1a

## What do you do?

### Vocabulary

1 a) 1.2 Imagine you are at a summer camp. Listen and check (✓) the sentences which match the sounds you can hear there.

- 1 The birds are singing. \_\_\_\_\_
- 2 The kids 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 Kids are laughing. \_\_\_\_\_

b) Which sentences 1-10 match the pictures A-E.

### Listening

2 1.3 Listen and repeat. Then match the phrases/sentences in section A to the ones in section B to form short exchanges.

**A**

- 1 Who's that man?
- 2 What does she do?
- 3 Come on! Let's introduce ourselves.
- 4 Would you like to join us?
- 5 Are you going horseback riding later?
- 6 I'm looking for the Art room.

**B**

- a It's this way.
- b She's the Drama teacher.
- c That's Bill.
- d Sorry, I can't.
- e OK. After you.
- f Yes. I'll see you then.

### Reading

3 1.4 Listen and match the sentences to the people. Write L (for Laura), B (for Bill), or S (for Susan).

- 1 He's drinking Coke. \_\_\_\_\_
- 2 She's looking for the Art room. \_\_\_\_\_
- 3 She's having a horseback riding lesson. \_\_\_\_\_



**C**



**4** a) Read dialogues A-C and decide if the sentences are **Right, Wrong** or **Doesn't say**.

- 1 Anita is from Poland. \_\_\_\_\_
- 2 It's Laura's first time at the college. \_\_\_\_\_
- 3 Kate likes horseback riding. \_\_\_\_\_

**A**

Sue: Who's that man?  
 Mary: Which one?  
 Sue: The one who's drinking Coke.  
 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: OK. After you.

**B**

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

**D**



**C**

Steve: Hey, Kate! We're going sailing. Would you like to join us?  
 Kate: Sorry, I can't.  
 Steve: Why not?  
 Kate: I'm waiting for Susan.  
 Steve: Where is she?  
 Kate: She's having a horseback riding lesson.  
 Steve: Oh, right. Are you going horseback riding later, too?  
 Kate: Yes. I'll see you then.  
 Steve: OK. Bye.

b) Read the dialogues aloud in pairs.

## Speaking

**5**

Imagine you have just arrived at summer camp. Work in pairs to act out a dialogue similar to dialogue A between yourself and a friend. Use sentences from Ex. 4 as well as your own ideas.

**E**





## Vocabulary

### The time

1 a) Complete the sentences with the time phrases.

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



It's six twenty. It's six \_\_\_\_\_  
 or It's \_\_\_\_\_  
 \_\_\_\_\_ six.



It's seven thirty. It's seven forty-five.  
 or It's \_\_\_\_\_ or It's \_\_\_\_\_  
 \_\_\_\_\_ seven. \_\_\_\_\_ eight.

## 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



c) Ask and answer questions in pairs, 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

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

I catch the bus to school in the morning.

I don't walk the dog on Saturday mornings.



catch the bus to school



cook



go out with my friends



brush my teeth



do jigsaw puzzles



walk the dog



do my homework



have classes

## Jobs

3 Match the definitions (1-10) to the jobs (A-J). Then make sentences, as in the example.

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

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

1 - C A nurse is someone who looks after sick people.

## Speaking

### Agreeing - Disagreeing

- 4** Look at the pictures. Then use the prompts to talk in pairs, as in the examples.

- I like/enjoy ...
  - I hate ...
  - It's not that bad.
  - 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 gardening.  
B: Neither can I. / Oh, it's not that bad.



snorkeling



canoeing



gardening



surfing the net



mowing the lawn



grocery shopping



ice-skating



washing the car



rollerblading

- 5** Ask and answer questions in pairs.

- 1 Paula – Brazil – gardener – take care of plants (♥)
- 2 Ann – England – babysitter – look after children (♥♥)
- 3 Costas – Greece – security guard – guard buildings (x)
- 4 Juan & Rosa – Spain – flight attendants – serve passengers (0)
- 5 Jacek – Poland – stockbroker – buy and sell stocks and shares (♥♥)

A: Where does Paula come from?

B: She comes from Brazil.

A: What does she do for a living?

B: She's a gardener.

A: What does she do at work?

B: She takes care of plants.

A: What does she think of her job?

B: She likes it.

| Key | ♥♥   | ♥    | 0            | x    |
|-----|------|------|--------------|------|
|     | love | like | not that bad | hate |

## Grammar

### Simple present vs. Present progressive

- 6** 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. I'm **typing** a letter for my boss right now. Next week I'm **going** on vacation to the Caribbean. I'm **looking forward to** it.

- b) Read the text again and find examples of:

- 1 a daily routine 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 \_\_\_\_\_

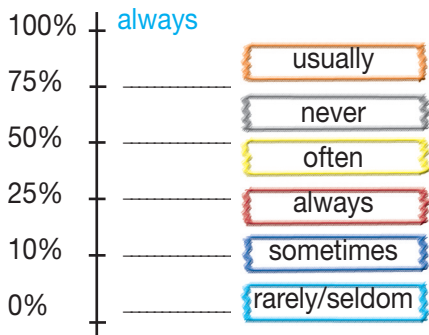
## Writing

- 7** **Project:** Look at the Photo File section and complete the article about Julie's daily routine.

## Grammar

### Adverbs of frequency

- 1 Put the adverbs of frequency in order. Then study the examples and use the adverbs of frequency to talk about your daily routine.


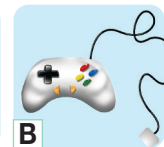
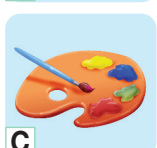

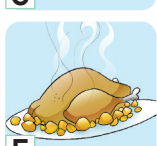





I **always** get up at 7 o'clock in the morning.

I **am** **sometimes** late for school.

## Listening

- 2 a) 1.6 What is each person doing? Listen and write the correct letter in each box, as in the example.

|  |  |   |
|--|--|---|
| <br>A | <br>B | Tony<br><input checked="" type="checkbox"/> D |
| <br>C | <br>D | Bill<br><input type="checkbox"/>              |
| <br>E | <br>F | Becky<br><input type="checkbox"/>             |
| <br>G | <br>H | Kate<br><input type="checkbox"/>              |
|  |  | Matt<br><input type="checkbox"/>              |
|  |  | Laura<br><input type="checkbox"/>             |

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

A: Is Matt reading a newspaper?

B: No, he's not. He's ...

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

- 3 Ask and answer questions in pairs, as in the example.



A: What does Irene do for a living?

B: She cuts hair.

B: She's a hairdresser.

A: Is she cutting hair now?

A: What does she do at work?

B: No, she's not. She's ...

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



S1: Are the Browns having a barbecue on Tuesday?

S2: No, they're not. They're visiting their parents. Are the Browns ...

- 5 Put the verbs in parentheses in the simple present or the present progressive. 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. Would you like to join me?
- \_\_\_\_\_ (you/want) to try rock climbing while you're here?
- He \_\_\_\_\_ (not/like) fishing.
- Jane \_\_\_\_\_ (look for) a new apartment right now.

## Vocabulary

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

## Listening

- 7  1.7 Listen and underline the correct word.

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

## Reading

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

- Alain leads a normal life. **No! Alain doesn't lead a normal life. He leads a double life.**
- He drives to work.
- He leaves the office at 12 pm.
- Alain enjoys going skiing in his spare time.
- Alain hates working underwater.

### Study Skills

#### Note-Taking

When you take notes under headings, read the headings carefully, scan the text, and underline the information you are looking for.

## Speaking

- 9 Take notes under the following headings and talk about Alain Pepin. Before you jot down your notes, read the text again and underline the key words.

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

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



# 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 on 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 at 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?

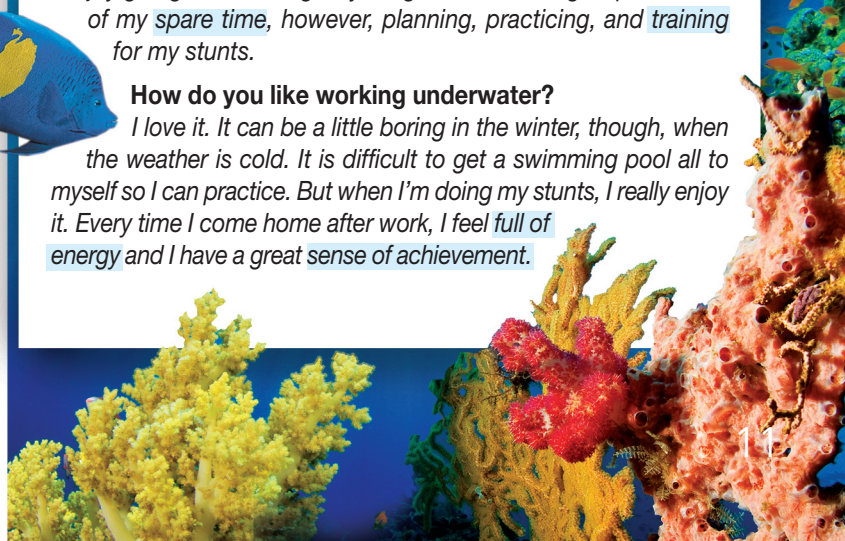
Well, I leave the office at 1 pm and have lunch. If the weather is good, I pack my equipment and set off to the location of the stunt. When I get there, I set up the equipment and get into the water. This is when the fun starts. I move around underwater in a wetsuit and helmet, performing tricks. It's rather 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 performing underwater stunts?

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

#### How do you like working underwater?

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



## Everyday English

### Giving personal information

- 1** **1.8** Listen and fill in the missing words. Then use the prompts to act out similar dialogues in pairs.

A: What's your 1) \_\_\_\_\_?  
 B: **Ricky**.  
 A: And your 2) \_\_\_\_\_?  
 B: **Connors**.  
 A: Can you 3) \_\_\_\_\_ that, please?  
 B: **C - O - N - N - O - R - S**.  
 A: What 4) \_\_\_\_\_ are you, Ricky?  
 B: I'm **American**.  
 A: Where are you 5) \_\_\_\_\_ in **the USA**?  
 B: I'm from **California**.

- Pierre Durall - France - Dieppe
- Keiko Miaggi - Japan - Tokyo
- Velia Rabal - Spain - Barcelona
- Fernando Lopez - Chile - Santiago

## Pronunciation

### Word stress

- 2** **1.9** Listen and underline the stressed syllable of each word. Listen again and repeat.

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

## Vocabulary Practice

- 3** Fill in with: *financial, photo, spare, underwater, report, sense, lead, sit, clerical, perform, part-time*. Then use them to make sentences.

- to \_\_\_\_\_ a double life
- a(n) \_\_\_\_\_ stuntman
- a(n) \_\_\_\_\_ shoot
- to \_\_\_\_\_ in front of a computer
- \_\_\_\_\_ work
- \_\_\_\_\_ time
- to \_\_\_\_\_ tricks
- a(n) \_\_\_\_\_ job
- a great \_\_\_\_\_ of achievement
- \_\_\_\_\_ records
- to \_\_\_\_\_ the news

- 4** Fill in the blanks with: *about, in, from, at, to, of, for or on*.

1 to work \_\_\_\_\_ an office; 2 \_\_\_\_\_ weekends;  
 3 to think \_\_\_\_\_ something; 4 a lot \_\_\_\_\_ fun;  
 5 a typical day \_\_\_\_\_ his life; 6 to work \_\_\_\_\_  
 nine \_\_\_\_\_ five; 7 to stay \_\_\_\_\_ home; 8 to be  
 full \_\_\_\_\_ energy; 9 to look \_\_\_\_\_ sb  
 (= search); 10 to wait \_\_\_\_\_ sb;

- 5** Complete the blanks with the synonyms of the words in parentheses.

- What is a t \_\_\_\_\_ day like in the life of a secretary? (**ordinary**)
- She works from 9 am to n \_\_\_\_\_, and then she takes a lunch break. (**midday**)
- 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**)

- 6** In teams, make sentences with the words/phrases in the list below.

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

## Game

The teacher chooses one student to be the leader. The leader chooses a place: at school/work/the beach/in the bedroom/kitchen/yard/living room/park, etc. and tells the class. Then, the leader thinks of an action but does not tell the class. In teams, try to guess what he/she is doing now. The team that guesses correctly gets 1 point. The teacher chooses another student and the game continues. The team with the most points is the winner.

Leader: I'm in the kitchen. What am I doing? Guess.

Team A S1: Are you reading a newspaper?

Leader: No, I'm not. etc.

**Study Skills**

**Topic sentences**

When writing, start each paragraph with a topic sentence (i.e., a sentence that introduces or summarizes the topic of the paragraph). This helps the reader follow your writing.

**Writing**

(a letter to a friend)

**7** Read the letter and fill in the topic sentences, A-E. There is one extra topic sentence.

- A There's so much to do here that I don't know where to start.
- 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.

June 28

Dear Angie,

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

**2**  In the mornings we have Art classes or we go swimming. In the afternoons we go canoeing or horseback 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 have a lot of exciting plans. On Saturday we're going rafting. We're spending the whole day on the river and having a picnic. Then on Sunday we're having a big party with live music and lots of food and drinks. I can't wait!

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

Love,  
Ryan

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

- 1 Who is the letter from? Who is the letter for?
- 2 How does the letter start/finish?
- 3 Which of the following phrases can you use instead of *Love*? Check (✓). *Yours* \_\_, *Thanks again* \_\_, *Best wishes* \_\_, *Lots of love* \_\_, *Fine* \_\_.
- 4 Which paragraphs are about Ryan's daily routine/fixed arrangements? What tenses does Ryan use in these paragraphs?
- 5 Which paragraphs include Ryan's opening/closing remarks?

b) Replace the topic sentences in the letter with other appropriate ones.

**9** Imagine you are at Sunrise Summer Camp. Read the following ad. Then, using activities from the ad, answer the questions.

**SUNRISE SUMMER CAMP**  
California - USA

**MORNING ACTIVITIES** sailing, Drama classes, water-skiing

swimming, water sports **AFTERNOON ACTIVITIES**

**EVENING ACTIVITIES** play games and tell stories around campfire

this weekend: Sat: visit a ranch Sun: have a big party

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

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

**Plan**

Date

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

Love,  
(your first name)

**11** Fill in the correct number: 18,000, 70,000, and 400.

**Did you know?**

- In the USA there is one doctor for every \_\_\_\_\_ people.
- In Afghanistan there is one doctor for every \_\_\_\_\_ people.
- In Ethiopia there is one doctor for every \_\_\_\_\_ people.

# Double

# CLICK 2

**Double Click 2 is a modular course for learners of English at the beginner 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
- a wide variety of listening practice
- Writing sections containing models and project work
- a variety of stimulating and interesting texts
- Pronunciation sections, games, and songs
- self-assessment tests after every module
- an illustrated story giving learners the chance to have fun while learning
- fully dramatized audio CDs

## Components

- Student Book
- Teacher's Edition (interleaved)
- Workbook & Grammar Book
- Workbook & Grammar Book Teacher's Copy
- Test Booklet CD-ROM
- Class Audio CDs
- Student's Audio CD
- DVD
- DVD Activity Book
- My Language Portfolio



**Express Publishing**

ISBN 978-1-4715-4785-0

