

Student's Book
**High School
English 2**

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Edición especial para el
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Prohibida su comercialización.



Richmond

Student's Book

High School English

2

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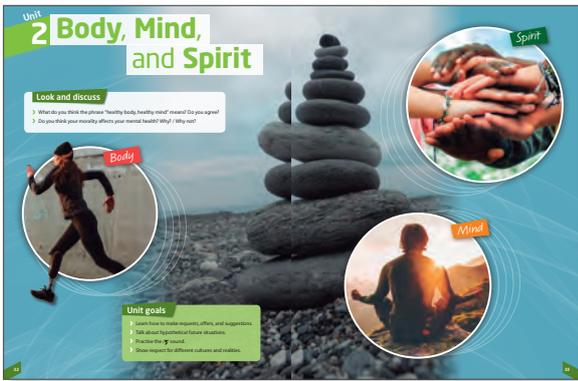
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Student's Materials



Presentation

Each unit begins with two pages that will encourage discussion in the class. These pages introduce the theme of the unit. It also shows the unit goals.

Checkpoint / Reflect

In each unit, you will have Checkpoint and Reflect sections. These activities will foster your creativity, collaboration, and critical thinking skills.

Reviews

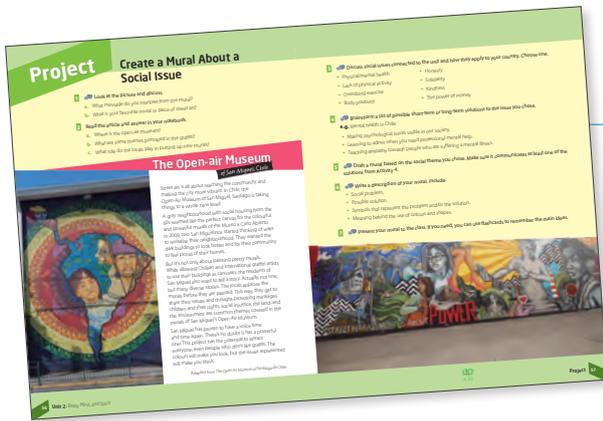
Each unit presents instances where you can evaluate your learning of the structures and vocabulary of each lesson via activities and games.

Think Back / 3Ws

At the end of each lesson and unit, we invite you to reflect on your learning process by answering questions about the themes seen during the lesson and overall unit.

Extra Material

Throughout the book, you will have Extra Material given by your teacher to help you complete certain activities.



Project

Each unit ends with a project which is aimed at doing an activity that has an impact at a school level. The idea is that you can share a meaningful experience with your classmates which has an actual impact.

Exercise Book

Your Exercise Book contains extra material for you to reinforce what you have learnt in each lesson. It contains, at the end of each unit, a Test Yourself section, where you can measure your knowledge and an assessment sheet for the unit project.



Icons



This icon indicates an activity in pairs or groups.



This icon shows the pages in the Exercise Book where you can continue your learning.



This icon indicates a listening activity.



Unit 1

Our Home

Page

6

Unit 2

Body, Mind, and Spirit

Page

32

Lesson 1 My Style 8

- Reading 8
 - Language in Use 10
(Present Perfect)
- Listening 11
- **CLIL** / Social Studies 12
- Speaking 13
 - Pronunciation 13
(Initial /d/ sound)
- Reading 14
 - Language in Use 15
(Present Perfect and Past Simple)
- Writing (A Journal Entry) 16
- Review 17

Lesson 2 Save the Planet 18

- Reading 18
 - Language in Use 20
(Describing Quantity)
- Listening 21
- **CLIL** / Science 22
- Speaking 23
 - Pronunciation 23
(Initial /t/ sound)
- Reading 24
 - Language in Use 25
(Describing Frequency)
- Writing (An Article) 26
- Review 27

- **Final Review** 28
- **Project** 30

Lesson 1 Healthy Body, Healthy Mind .. 34

- Reading 34
 - Language in Use 36
(Modals: Offers and Requests)
- Listening 37
- **CLIL** / Maths 38
- Speaking 39
 - Pronunciation 39
(/ʒ/ sound)
- Reading 40
 - Language in Use 41
(Modals: Suggestions)
- Writing (A Brochure) 42
- Review 43

Lesson 2 Moral Dilemmas 44

- Reading 44
 - Language in Use 46
(Second Conditional)
- Listening 47
- **CLIL** / Personal Development 48
- Speaking 49
- Reading 50
- Writing (A Discussion Essay) 52
- Review 53

- **Final Review** 54
- **Project** 56

Contents



Unit 3

Your Time to Shine



Unit 4

A Day in the Life

Lesson 1 Let's Celebrate 60

- Reading 60
 - Language in Use 62
(Reported Speech)
- Listening 63
 - Pronunciation 63
(Initial /sp/ sound)
- **CLIL** / Music 64
- Speaking 65
- Reading 66
- Writing (An Informal Letter) 68
- Review 69

Lesson 2 Life Changes 70

- Reading 70
 - Language in Use 72
(Present Tense - Review)
- Listening 73
- **CLIL** / Arts 74
- Speaking 75
 - Pronunciation 75
(Initial /st/ sound)
- Reading 76
- Writing (A Biography) 78
- Review 79

- Final Review 80
- Project 82

Lesson 1 In the News 86

- Reading 86
 - Language in Use 88
(Past Simple and Past Continuous)
- Listening 89
- **CLIL** / Technology 90
- Speaking 91
 - Pronunciation 91
(Stressed syllables)
- Reading 92
 - Language in Use 93
(Past Perfect)
- Writing (A News Piece) 94
- Review 95

Lesson 2 What Your Future Holds 96

- Reading 96
 - Language in Use 98
(Present Perfect Continuous)
- Listening 99
- **CLIL** / Language and Communication 100
- Speaking 101
- Reading 102
- Writing (A Story) 104
- Review 105

- Final Review 106
- Project 108

- Glossary 110
- Extra Reading 1 114
- Extra Reading 2 116
- Extra Reading 3 118
- Extra Reading 4 120
- Extra Reading 5 122
- Irregular Verbs 124
- Bibliography 125

Look and discuss

- › What current affair does this picture represent?
- › How does this global problem affect you and your home?
- › What daily habits can you change to help the planet?

Unit goals

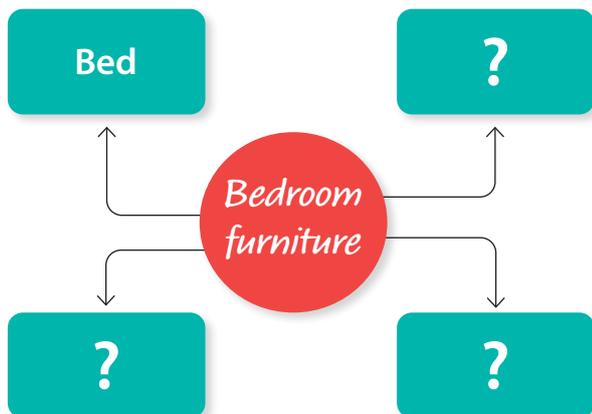
- › Express opinions – agreeing and disagreeing.
- › Describe actions that occurred in the past with present consequences.
- › Describe quantity and frequency.
- › Practice initial /t/ and /d/ sounds.
- › Show a positive attitude about your learning progress.



1 My Style

Reading

- 1 Think of words you know for bedroom furniture. Make a spidergram in your notebook with the words you remember.



- 2 Read a blog about teenage bedrooms. Write any new furniture words in your spidergram from Activity 1.
- 3 Complete the sentences in your notebook with the correct names.
- e.g. *Silvia* has a small bed.
- ... is learning to play guitar.
 - ... plays computer games.
 - ... has just changed rooms.
 - ... shares a room.
 - ... hasn't decorated his/her room much.
 - ... hasn't had his/her own room before.
- 4 Discuss your ideal bedroom. Think about:

colour - decoration - furniture

Blog

Teenage Bedrooms 😊

This is my new bedroom. My family and I have just moved to a new house. I've never had my own space before – I used to share a room with my brother. As you can see, I'm pretty tidy. You can also tell I love science... Look at those planets over my bed!



This is a typical day in my room. Dad went to work, and my little sister is still sleeping late. My bed here is small, but at least I sleep alone. Don't get me wrong! I love sharing the space with them, but they can get really messy sometimes! Good thing this girl here always helps me put everything in order every day.



Have you just decorated your room? Or do you simply love your space and want to share it with us? Post a picture and description on this site!

OMG, my room is so messy already! I just cleaned it yesterday. My favourite place is my desk. I spend all my free time sitting there playing computer games. I made sure to get a comfortable chair. I always keep my blinds closed because I don't like watching people go by.

Laura



Here's a pic of my room! I haven't really decorated it much. The white walls make the room feel bigger, and the big window gives me lots of light. I'm really excited about my new guitar – I just got it a week ago! I'm still learning how to play it, though.

Samuel



- 5 In your notebook, write a description of your own bedroom. Use vocabulary from the text and the words below to help you.

bedside table - duvet - chest of drawers - bedside lamp - TV - wardrobe - computer

Checkpoint

- 6 Present your bedroom to the class.
- Make a sketch of your room.
 - Use the description you wrote in Activity 5.
 - Present your room to the class.

My Bedroom



My bedroom has a bed, a desk, and a chair. I have prints of my favourite artwork on the walls and a colourful rug. I keep my computer on the desk. I don't have a bedside table, but I have a lamp over my bed. The walls are painted light blue and the curtains are cream-coloured.