

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

Claire Thacker  
Martyn Hobbs  
Julia Starr Keddle



Edición especial para el  
Ministerio de Educación.  
Prohibida su comercialización.



**Richmond**



# Student's Book

# High School English

## 2

**Martyn Hobbs**

BA Hons in English Literature, (Sussex University)  
RSA Certificate in Teaching English as a Foreign  
Language (International House, London)

**Julia Starr Keddle**

BA Hons in English Literature (Sussex University)  
PGCE in English and English as a Foreign Language  
(Manchester Polytechnic)  
RSA Diploma in English Language Teaching  
(British School, Italy)

**Claire Thacker**

BA Hons in Spanish and French  
(University of Edinburgh)  
TEFL qualification (International House, Madrid)

**Student's Book High School English 2** has been adapted from the course *Achievers* by Richmond Publishing Department of Education under the direction of

**RODOLFO HIDALGO CAPRILE**

**Deputy Director:**

Cristian Gúmera Valenzuela

**Editorial Coordinator:**

Marcela Briceño Villalobos

**English Publishing Coordinators:**

Ly-Sen Lam Díaz

Manoli Camacho Ángeles

**Editor:**

Marlayna Danielle Clevenger

**Proofreading:**

Carlos Guzmán Santander

**Authors:**

Martyn Hobbs

Julia Starr Keddle

Claire Thacker

**Documentation:**

Cristian Bustos Chavarría

**Head of Design Department:**

M<sup>a</sup> Verónica Román Soto

**Design and Layout:**

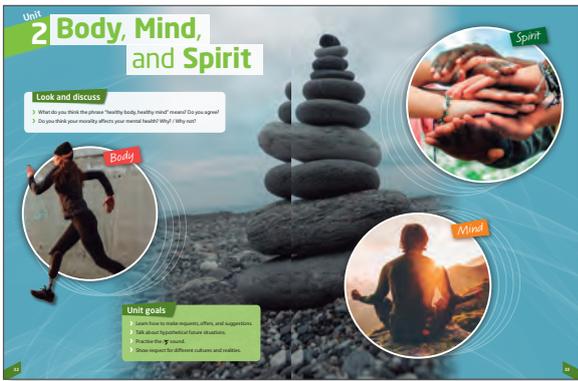
Vanessa Kusjanovic and José Luis Grez

**Original Texts References:** Achievers B1 Student's Book. Authors: Martyn Hobbs and Julia Starr Keddle. Printed in Oxford 2015. Achievers B1+ Student's Book. Authors: Martyn Hobbs, Julia Starr Keddle, and Claire Thacker. Printed in Oxford 2015.

Quedan rigurosamente prohibidas, sin la autorización escrita de los titulares del "Copyright", bajo las sanciones establecidas en la Ley de Propiedad Intelectual N° 17.336, la reproducción total o parcial de esta obra por cualquier medio o procedimiento, comprendidos la reprografía y el tratamiento informático, y la distribución en ejemplares de ella mediante alquiler o préstamo público.

©2021 por Richmond Publishing, de Santillana del Pacífico S.A. de Ediciones Av. Andrés Bello 2299, Providencia, Santiago (Chile).  
Impreso en Chile por Sistemas Gráficos Quilicura ISBN: 978-956-15-3669-2 Inscripción N° 2020-A-9596  
Se terminó de imprimir esta 2ª edición de 220.001 ejemplares, en el mes de agosto del año 2021. [www.richmondelt.com](http://www.richmondelt.com)

# 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

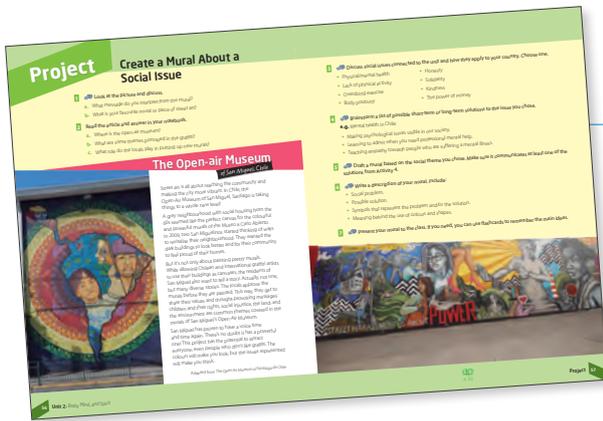
Each unit presents instances where you can evaluate your learning of the structures and vocabulary of each lesson via activities and games.

## 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**

**Spirit**

**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



Page

**Unit 3**

**Your Time to Shine**

**58**



Page

**Unit 4**

**A Day in the Life**

**84**

**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

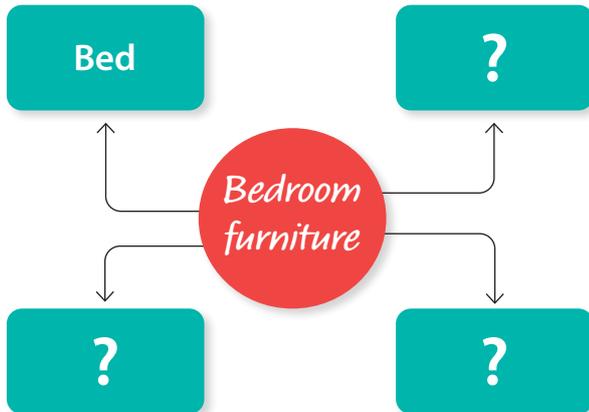
- › Express opinions – agreeing and disagreeing.
- › Describe actions that occurred in the past with present consequences.
- › Describe quantity and frequency.
- › Practice initial /t/ and /d/ sounds.
- › Show a positive attitude about your learning progress.



# 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.