POTENTIAL

Reach Higher

A new four-level upper-secondary coursebook designed to help students achieve their full potential

by **Lindsay Clandfield**, **Katherine Stannett**, **Patricia Chappell**, **Amanda Maris**

HELBLING

POTENTIAL is the new upper-secondary course that gives students a wide range of tools to learn English and develop life skills, by encouraging creativity and critical thought, with a focus on motivating texts and topics.

Clear unit objectives help teachers quickly see purpose and structure.

Large, engaging photos to introduce students to the topic and generate interest.

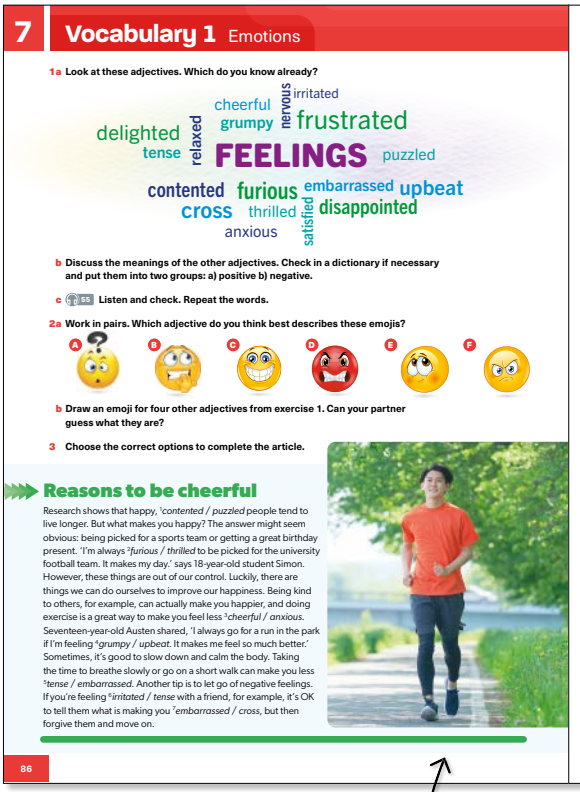
Questions designed to activate previous language and knowledge about the topic.

Engaging topics and meaningful communication

Each unit of Potential opens with large images and thought-provoking questions to spark interest in a topic and get students talking. The topics are chosen to provide a motivating source of information, with texts serving as a springboard for discussion or encouraging a personal response. Dedicated Speaking lessons focus on a specific skill or function, and spoken responses are encouraged throughout each unit.

A strong vocabulary focus

Vocabulary is systematically developed through two sections in each unit. The first is often a lexical set of words and phrases around the unit topic. The second often focuses on other aspects of vocabulary systems, such as word-building, collocation and idiomatic language.



7 Vocabulary 1 Emotions

1a Look at these adjectives. Which do you know already?

delighted tense relaxed cheerful grumpy nervous irritated frustrated FEELINGS puzzled contented cross furious thrilled anxious embarrassed satisfied disappointed upbeat

b Discuss the meanings of the other adjectives. Check in a dictionary if necessary and put them into two groups: a) positive b) negative.

c 55 Listen and check. Repeat the words.

2a Work in pairs. Which adjective do you think best describes these emojis?

A B C D E F

b Draw an emoji for four other adjectives from exercise 1. Can your partner guess what they are?

3 Choose the correct options to complete the article.

Reasons to be cheerful

Research shows that happy, ¹*contented / puzzled* people tend to live longer. But what makes you happy? The answer might seem obvious: being picked for a sports team or getting a great birthday present. 'I'm always ²*furious / thrilled* to be picked for the university football team. It makes my day.' says 18-year-old student Simon. However, these things are out of our control. Luckily, there are things we can do ourselves to improve our happiness. Being kind to others, for example, can actually make you happier, and doing exercise is a great way to make you feel less ³*cheerful / anxious*. Seventeen-year-old Austen shared, 'I always go for a run in the park if I'm feeling ⁴*grumpy / upbeat*. It makes me feel so much better.' Sometimes, it's good to slow down and calm the body. Taking the time to breathe slowly or go on a short walk can make you less ⁵*tense / embarrassed*. Another tip is to let go of negative feelings. If you're feeling ⁶*irritated / tense* with a friend, for example, it's OK to tell them what is making you ⁷*embarrassed / cross*, but then forgive them and move on.

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4 Work in pairs. How would you feel in these situations? Tell your partner.

1 You've just won a trip to a dream destination.
2 You've lost your phone.
3 Your bus is stuck in traffic and you're late for your first lesson.
4 You have an important presentation at work / school and you're if you're prepared enough.
5 You've just found out that your favourite band is coming to yo friend has bought you a ticket.
6 You're at a party and no one is talking to you.
7 You're waiting for a friend who is 30 minutes late.
8 You've had an argument with a close friend and they're not sp

If I won a trip to a dream destination, I'd be delighted.

5 Read the dialogues. Replace the idioms in bold with these adjectives.

bored delighted furious nervous relaxed tense

1 A: What's up Zoey?
B: Oh, I'm just a bit **fed up** because it's too wet to go running and I've got nothing to do.
2 A: I heard you got accepted into your first-choice university.
B: Yes, I'm **over the moon**! I can't believe it.
3 A: You seem really **chilled out** this morning. What's your secret?
B: I did a yoga session before breakfast. It makes me feel so calm.
4 A: Are you ready for the exam?
B: Hopefully, if the right questions come up. I've **got butterflies in my stomach**, though.
5 A: Did you enjoy the film last night?
B: Yeah, it was a bit scary, though. I was **on the edge of my seat**.
6 A: You seem in a bad mood Lottie.
B: Yeah, my sister borrowed my new jumper and she made a hole in it. I'm **hopping mad**!

6 Work in pairs. Mime an emotion. Use facial expressions and body language. Guess how your partner is feeling. Use vocabulary and expressions from the lesson.

I'd say you're very relaxed.
Yes, you're right! I'm really chilled out.
I think you're nervous.
I'm not nervous, I'm puzzled.

Reading preview
If IQ stands for 'intellig
think EQ stands for?
Can you guess what th

7 Vocabulary 2 Body functions

1 Match the pictures with some of these words. Check the meanings of the other words in a dictionary.

abs (abdominal muscles) antibodies blood carbon dioxide cells heart hormones immune system liver lungs oxygen spine

2 58 Complete the student's notes using words from exercise 1. Then listen and check.

FUNCTIONS OF THE PARTS OF THE BODY

- ✔ main function of the ¹_____ = process of gas exchange called respiration or breathing. They take in ²_____ and remove ³_____ from body.
- ✔ the heart pumps oxygen-rich ⁴_____ to rest of body
- ✔ the ⁵_____ filters toxins from blood + produces substances to help digestion
- ✔ ⁶_____ = chemicals which tell the body to do certain things, eg when to grow and when to stop growing
- ✔ ⁷_____ = basic building blocks of body and carry out many special functions
- ✔ ⁸_____ (= abdominal muscles) support the ⁹_____ and help with movement
- ✔ ¹⁰_____ = network of cells, tissues, organs and the substances they make, eg special proteins called ¹¹_____ – help body fight infections and other diseases

3 Work in groups. Do the quiz, then check the answers on page 153. Which group answered the most questions correctly?

How well do you know how your body works?

1 What is the main organ involved in breathing?
2 Which gas do we breathe in?
3 Which gas is removed from the body?
4 How do these gases move around the body?
5 Which organ pumps the blood around the body?
6 What do antibodies do?
7 Why do we have hormones?
8 What are the basic building blocks of the body?
9 What is the long structure of bones called down the back of the body?
10 Which muscles help support these bones in our back?

Listening preview
What do you think this saying means?
'Laughter is the best medicine.'

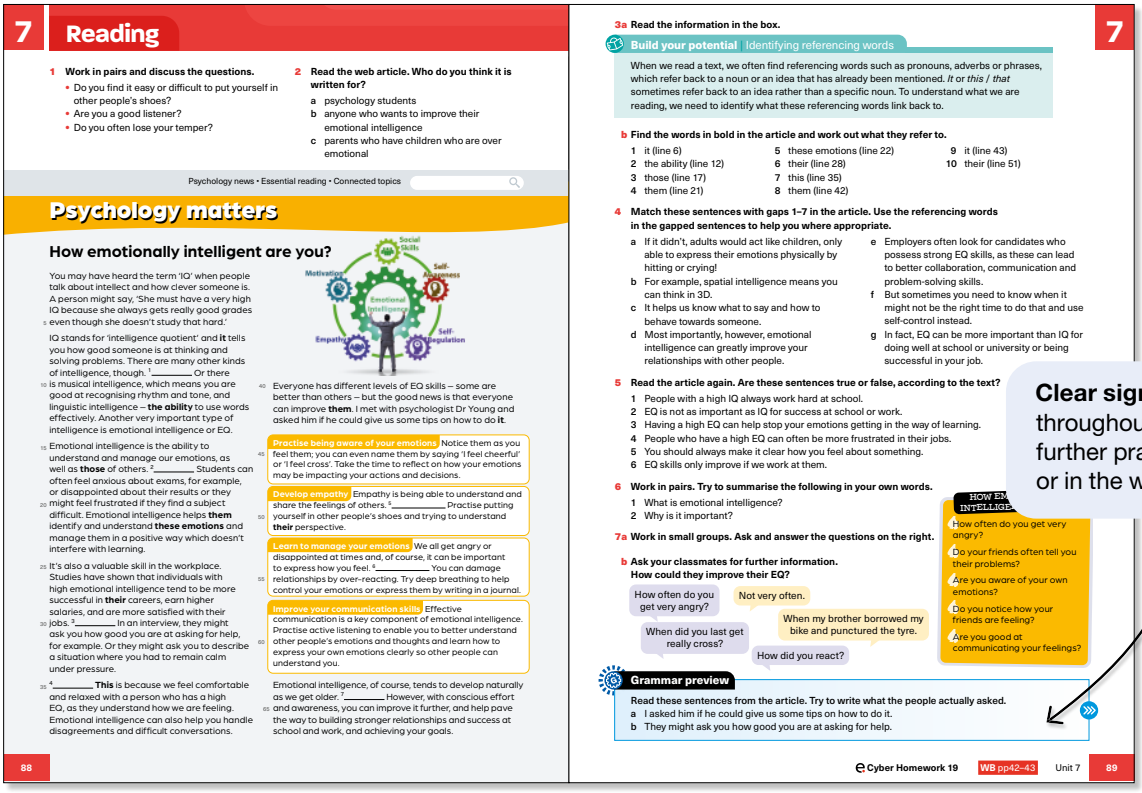
Vocabulary functions focuses on word-building, collocation and idiomatic language.

Vocabulary focuses around the unit topic using natural language, building fluency and cultural understanding.

Preview sections help prepare students for the next lesson and help activate prior knowledge.

Clear preparation

As well as reviewing learnt material, *Potential* regularly focuses on upcoming activities. **Preview sections** in Reading, Grammar and Listening lessons generate interest in the next class or can be used online as preparatory work before a lesson. Within Grammar lessons, short **Figure it out** sections encourage students to work out grammar in context, preparing them for the lesson ahead.



7 Reading

1 Work in pairs and discuss the questions.
- Do you find it easy or difficult to put yourself in other people's shoes?
- Are you a good listener?
- Do you often lose your temper?

2 Read the web article. Who do you think it is written for?
a psychology students
b anyone who wants to improve their emotional intelligence
c parents who have children who are over

Psychology news • Essential reading • Connected topics

Psychology matters

How emotionally intelligent are you?

You may have heard the term 'IQ' when people talk about intellect and how clever someone is. A person might say, 'She must have a very high IQ because she always gets really good grades even though she doesn't study that hard.'

IQ stands for 'intelligence quotient' and it tells you how good someone is at thinking and solving problems. There are many other kinds of intelligence, though. 1_____ Or there is musical intelligence, which means you are good at recognising rhythm and tone, and linguistic intelligence – **the ability** to use words effectively. Another very important type of intelligence is emotional intelligence or EQ.

Emotional intelligence is the ability to understand and manage our emotions, as well as **those** of others. 2_____ Students can often feel anxious about exams, for example, or disappointed about their results or they might feel frustrated if they find a subject difficult. Emotional intelligence helps **them** identify and understand **these emotions** and manage them in a positive way which doesn't interfere with learning.

It's also a valuable skill in the workplace. Studies have shown that individuals with high emotional intelligence tend to be more successful in **their** careers, earn higher salaries, and are more satisfied with their jobs. 3_____ In an interview, they might ask you how good you are at asking for help, for example. Or they might ask you to describe a situation where you had to remain calm under pressure.

4_____ **This** is because we feel comfortable and relaxed with a person who has a high EQ, as they understand how we are feeling. Emotional intelligence can also help you handle disagreements and difficult conversations.

Everyone has different levels of EQ skills – some are better than others – but the good news is that everyone can improve **them**. I met with psychologist Dr Young and asked him if he could give us some tips on how to do **it**.

Practise being aware of your emotions Notice them as you feel them; you can even name them by saying 'I feel cheerful' or 'I feel cross'. Take the time to reflect on how your emotions may be impacting your actions and decisions.

Develop empathy Empathy is being able to understand and share the feelings of others. 5_____ Practise putting yourself in other people's shoes and trying to understand **their** perspective.

Learn to manage your emotions We all get angry or disappointed at times and, of course, it can be important to express how you feel. 6_____ You can damage relationships by over-reacting. Try deep breathing to help control your emotions or express them by writing in a journal.

Improve your communication skills Effective communication is a key component of emotional intelligence. Practise active listening to enable you to better understand other people's emotions and thoughts and learn how to express your own emotions clearly so other people can understand you.

Emotional intelligence, of course, tends to develop naturally as we get older. 7_____ However, with conscious effort and awareness, you can improve it further, and help pave the way to building stronger relationships and success at school and work, and achieving your goals.

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3a Read the information in the box.

Build your potential Identifying referencing words

When we read a text, we often find referencing words such as pronouns, adverbs or phrases, which refer back to a noun or an idea that has already been mentioned. *It* or *this* / *that* sometimes refer back to an idea rather than a specific noun. To understand what we are reading, we need to identify what these referencing words link back to.

b Find the words in bold in the article and work out what they refer to.

1 it (line 6)
2 the ability (line 12)
3 those (line 17)
4 them (line 21)
5 these emotions (line 22)
6 their (line 28)
7 this (line 35)
8 them (line 42)
9 it (line 43)
10 their (line 51)

4 Match these sentences with gaps 1–7 in the article. Use the referencing words in the gapped sentences to help you where appropriate.

a If it didn't, adults would act like children, only able to express their emotions physically by hitting or crying!
b For example, spatial intelligence means you can think in 3D.
c It helps us know what to say and how to behave towards someone.
d Most importantly, however, emotional intelligence can greatly improve your relationships with other people.
e Employers often look for candidates who possess strong EQ skills, as these can lead to better collaboration, communication and problem-solving skills.
f But sometimes you need to know when it might not be the right time to do that and use self-control instead.
g In fact, EQ can be more important than IQ for doing well at school or university or being successful in your job.

5 Read the article again. Are these sentences true or false, according to the text?

1 People with a high IQ always work hard at school.
2 EQ is not as important as IQ for success at school or work.
3 Having a high EQ can help stop your emotions getting in the way of learning.
4 People who have a high EQ can often be more frustrated in their jobs.
5 You should always make it clear how you feel about something.
6 EQ skills only improve if we work at them.

6 Work in pairs. Try to summarise the following in your own words.

1 What is emotional intelligence?
2 Why is it important?

7a Work in small groups. Ask and answer the questions on the right.

b Ask your classmates for further information. How could they improve their EQ?

How often do you get very angry?
Not very often.
When my brother borrowed my bike and punctured the tyre.
When did you last get really cross?
How did you react?

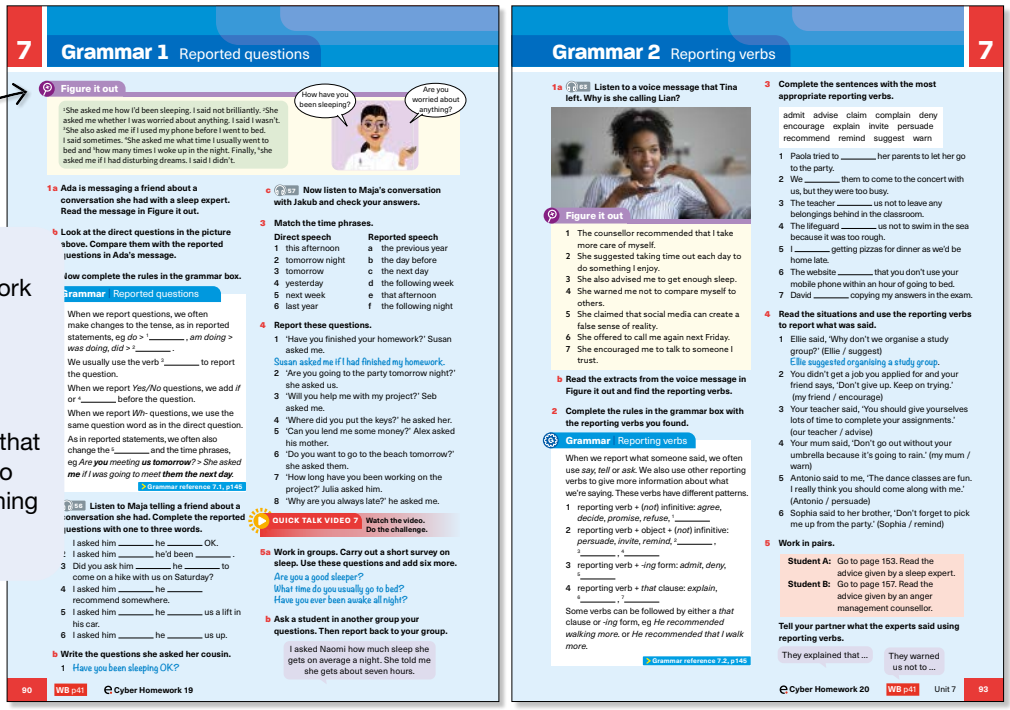
HOW EM… INTELLIGE…
How often do you get very angry?
Do your friends often tell you their problems?
Are you aware of your own emotions?
Do you notice how your friends are feeling?
Are you good at communicating your feelings?

Grammar preview

Read these sentences from the article. Try to write what the people actually asked.
a I asked him if he could give us some tips on how to do it.
b They might ask you how good you are at asking for help.

Cyber Homework 19 WB pp42–43 Unit 7 89

Clear signposting throughout highlights further practice online or in the workbook.



7 Grammar 1 Reported questions

Figure it out

'She asked me how I'd been sleeping. I said not brilliantly. 'She asked me whether I was worried about anything. I said I wasn't. 'She also asked me if I used my phone before I went to bed. I said sometimes. 'She asked me what time I usually went to bed and 'how many times I woke up in the night. Finally, 'she asked me if I had disturbing dreams. I said I didn't.

How have you been sleeping?
Are you worried about anything?

1a Ada is messaging a friend about a conversation she had with a sleep expert. Read the message in Figure it out.

b Look at the direct questions in the picture above. Compare them with the reported questions in Ada's message.

How complete the rules in the grammar box.

Grammar Reported questions

When we report questions, we often make changes to the tense, as in reported statements, eg *do* > 1_____, *am doing* > *was doing*, *did* > 2_____.

We usually use the verb 3_____ to report the question.

When we report *Yes/No* questions, we add *if* or 4_____ before the question.

When we report *Wh-* questions, we use the same question word as in the direct question.

As in reported statements, we often also change the 5_____ and the time phrases, eg *Are you meeting us tomorrow*? > *She asked me if I was going to meet them the next day.*

Grammar reference 7.1, p145

Listen to Maja telling a friend about a conversation she had. Complete the reported questions with one to three words.

1 I asked him _____ he _____ OK.
2 I asked him _____ he'd been _____.
3 Did you ask him _____ he _____ to come on a hike with us on Saturday?
4 I asked him _____ he _____ recommend somewhere.
5 I asked him _____ he _____ us a lift in his car.
6 I asked him _____ he _____ us up.

b Write the questions she asked her cousin.

1 Have you been sleeping OK?

c Now listen to Maja's conversation with Jakub and check your answers.

3 Match the time phrases.

Direct speech	Reported speech
1 this afternoon	a the previous year
2 tomorrow night	b the day before
3 tomorrow	c the next day
4 yesterday	d the following week
5 next week	e that afternoon
6 last year	f the following night

4 Report these questions.

1 'Have you finished your homework?' Susan asked me.
Susan asked me if I had finished my homework.
2 'Are you going to the party tomorrow night?' she asked us.
3 'Will you help me with my project?' Seb asked me.
4 'Where did you put the keys?' he asked her.
5 'Can you lend me some money?' Alex asked his mother.
6 'Do you want to go to the beach tomorrow?' she asked them.
7 'How long have you been working on the project?' Julia asked him.
8 'Why are you always late?' he asked me.

QUICK TALK VIDEO 7 Watch the video. Do the challenge.

5a Work in groups. Carry out a short survey on sleep. Use these questions and add six more.

Are you a good sleeper?
What time do you usually go to bed?
Have you ever been awake all night?

b Ask a student in another group your questions. Then report back to your group.

I asked Naomi how much sleep she gets on average a night. She told me she gets about seven hours.

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Grammar 2 Reporting verbs 7

1a Listen to a voice message that Tina left. Why is she calling Lian?

Figure it out

1 The counsellor recommended that I take more care of myself.
2 She suggested taking time out each day to do something I enjoy.
3 She also advised me to get enough sleep.
4 She warned me not to compare myself to others.
5 She claimed that social media can create a false sense of reality.
6 She offered to call me again next Friday.
7 She encouraged me to talk to someone I trust.

b Read the extracts from the voice message in Figure it out and find the reporting verbs.

2 Complete the rules in the grammar box with the reporting verbs you found.

Grammar Reporting verbs

When we report what someone said, we often use *say*, *tell* or *ask*. We also use other reporting verbs to give more information about what we're saying. These verbs have different patterns.

1 reporting verb + (*not*) infinitive: *agree*, *decide*, *promise*, *refuse*, 1_____
2 reporting verb + object + (*not*) infinitive: *persuade*, *invite*, *remind*, 2_____, 3_____, 4_____
3 reporting verb + *-ing* form: *admit*, *deny*, 4_____
4 reporting verb + *that* clause: *explain*, 5_____, 6_____

Some verbs can be followed by either a *that* clause or *-ing* form, eg *He recommended walking more.* or *He recommended that I walk more.*

Grammar reference 7.2, p145

3 Complete the sentences with the most appropriate reporting verbs.

admit advise claim complain deny encourage explain invite persuade recommend remind suggest warn

1 Paola tried to _____ her parents to let her go to the party.
2 We _____ them to come to the concert with us, but they were too busy.
3 The teacher _____ us not to leave any belongings behind in the classroom.
4 The lifeguard _____ us not to swim in the sea because it was too rough.
5 I _____ getting pizzas for dinner as we'd be home late.
6 The website _____ that you don't use your mobile phone within an hour of going to bed.
7 David _____ copying my answers in the exam.

4 Read the situations and use the reporting verbs to report what was said.

1 Ellie said, 'Why don't we organise a study group?' (Ellie / suggest)
Ellie suggested organising a study group.
2 You didn't get a job you applied for and your friend says, 'Don't give up. Keep on trying.' (my friend / encourage)
3 Your teacher said, 'You should give yourselves lots of time to complete your assignments.' (our teacher / advise)
4 Your mum said, 'Don't go out without your umbrella because it's going to rain.' (my mum / warn)
5 Antonio said to me, 'The dance classes are fun. I really think you should come along with me.' (Antonio / persuade)
6 Sophia said to her brother, 'Don't forget to pick me up from the party.' (Sophia / remind)

5 Work in pairs.

Student A: Go to page 153. Read the advice given by a sleep expert.
Student B: Go to page 157. Read the advice given by an anger management counsellor.

Tell your partner what the experts said using reporting verbs.

They explained that …
They warned us not to …

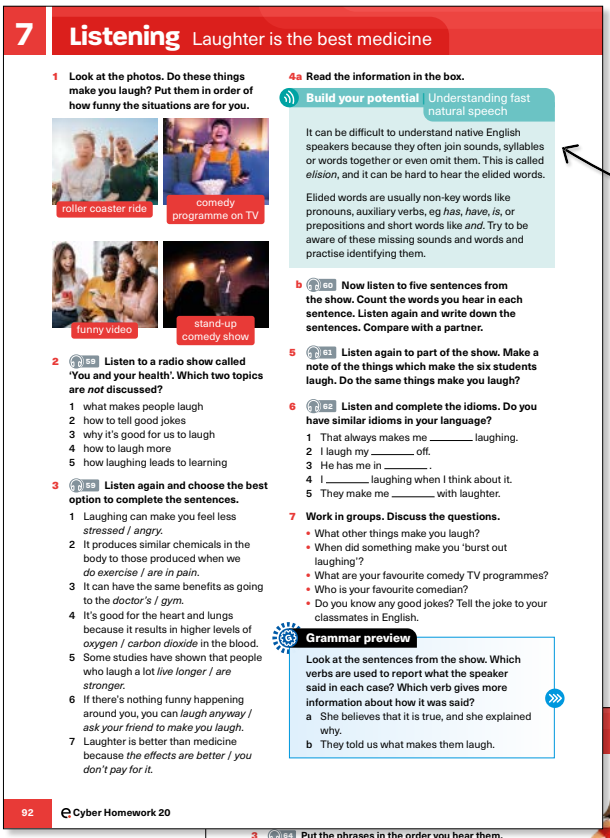
Cyber Homework 20 WB p41 Unit 7 93

Figure it out sections encourage students to work out grammar in context, preparing them for the lesson ahead.

Grammar is always presented **in context** so that students have a chance to notice patterns and meaning before practising.

Comprehensive skills practice

The Reading, Listening and Writing lessons have an explicit focus on subskills and learning strategies, with **Build your potential** sections designed to help students improve in these areas. These sections also appear in the Video lessons, helping students develop fluency and accuracy in spoken English.



7 **Listening** Laughter is the best medicine

1 **Look at the photos. Do these things make you laugh? Put them in order of how funny the situations are for you.**

roller coaster ride

comedy programme on TV

funny video

stand-up comedy show

2 CD 59 **Listen to a radio show called 'You and your health'. Which two topics are *not* discussed?**

1 what makes people laugh
2 how to tell good jokes
3 why it's good for us to laugh
4 how to laugh more
5 how laughing leads to learning

3 CD 59 **Listen again and choose the best option to complete the sentences.**

1 Laughing can make you feel less *stressed / angry*.
2 It produces similar chemicals in the body to those produced when we *do exercise / are in pain*.
3 It can have the same benefits as going to the *doctor's / gym*.
4 It's good for the heart and lungs because it results in higher levels of *oxygen / carbon dioxide* in the blood.
5 Some studies have shown that people who laugh a lot *live longer / are stronger*.
6 If there's nothing funny happening around you, you can *laugh anyway / ask your friend to make you laugh*.
7 Laughter is better than medicine because *the effects are better / you don't pay for it*.

4a **Read the information in the box.**

Build your potential Understanding fast natural speech

It can be difficult to understand native English speakers because they often join sounds, syllables or words together or even omit them. This is called *elision*, and it can be hard to hear the elided words.

Elided words are usually non-key words like pronouns, auxiliary verbs, eg *has*, *have*, *is*, or prepositions and short words like *and*. Try to be aware of these missing sounds and words and practise identifying them.

b CD 60 **Now listen to five sentences from the show. Count the words you hear in each sentence. Listen again and write down the sentences. Compare with a partner.**

5 CD 61 **Listen again to part of the show. Make a note of the things which make the six students laugh. Do the same things make you laugh?**

6 CD 62 **Listen and complete the idioms. Do you have similar idioms in your language?**

1 That always makes me _____ laughing.
2 I laugh my _____ off.
3 He has me in _____ .
4 I _____ laughing when I think about it.
5 They make me _____ with laughter.

7 **Work in groups. Discuss the questions.**

- What other things make you laugh?
- When did something make you 'burst out laughing'?
- What are your favourite comedy TV programmes?
- Who is your favourite comedian?
- Do you know any good jokes? Tell the joke to your classmates in English.

Grammar preview

Look at the sentences from the show. Which verbs are used to report what the speaker said in each case? Which verb gives more information about how it was said?

a She believes that it is true, and she explained why.
b They told us what makes them laugh.

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Build your potential focuses on key subskills for Reading, Listening and Writing, as well as exam preparation.

3 CD 64 **Put the phrases in the order you hear them. Then listen again and check.**

a I can see that ...
b I get why you ... (are / might be) ...
c You seem a bit upset. Are you OK?
d It sounds like ... (it's going to take time to adapt).
e That's tough.
f Do you want to talk about it?
g You must feel ... (nervous).
h How do you feel about it?
i I don't blame you for (feeling like that).
j I'd feel the same in your shoes.

4 **Complete the conversation with words and phrases from exercise 3.**

Ajay: What happened Jo? You seem a bit [1]_____ . Are you OK?
Jo: No, not really. I've just found out my bike's been stolen from outside the train station.
Ajay: Oh no, [2]_____ tough! I [3]_____ why you're angry. Have you reported it to the police?
Jo: Yeah, I already did that, but they're not very hopeful they'll find it. I worked so hard to save up for that bike. It's just so annoying that someone would do this.
Ajay: Yeah ... you [4]_____ be so fed up.
Jo: Honestly, I'm furious. I relied on that bike to get to school It's such a pain.
Ajay: I don't [5]_____ you for feeling like that. I'd [6]_____ the same in your shoes. Can I do anything?
Jo: Well, you're helping by listening. Thanks. Right now, I just need some time to calm down and figure out the next steps, like dealing with insurance and finding another means of transport!
Ajay: It [7]_____ like a real pain. Take your time, and if you need someone to listen, I'm here.
Jo: I appreciate that. Thanks.

5 **Work in pairs and act out the conversation.**

6a **Work in pairs. Read the tips for being a good listener.**

b **Student A:** Go to page 154.
Student B: Go to page 157.

Listen carefully to your partner's problem. Respond using the phrases in exercise 3 and the tips opposite.

How to be a good listener

☐ Hearing
☑ Listening

- Let your friend speak without interrupting.
- Be patient – if your friend stops talking, wait. They might be trying to find the right words to continue.

94 WB p43 Cyber Homework 21

Writing An informal email asking for advice 7

1 **Read the email quickly. Why is Maria writing to Luis? Discuss the meaning of 'ghosting' in line 8.**

Hey Luis,

How are you doing? I've been worrying about something and I'm writing to ask you for some advice. Elena's been kind of ghosting me lately, and I don't know what to do about it. I haven't heard from her for two weeks. We used to message pretty much every day! But she hasn't replied to any of my texts, and when I call her, she doesn't pick up! It's been bugging me. The only thing I can think of is that maybe I've done something to annoy her. Has she said anything to you? If I've done something, I'd like to know what! She could just be feeling a bit down I guess, and want some time to herself. What do you reckon? I really don't get it. Shall I stop messaging, and give her some space? Or maybe I could get in touch with her sister and ask her if she's OK? What do you suggest? You always have good advice. If you're free for a coffee sometime this week, let me know. It'd be great to meet and catch up.

Take care

Maria

2a **Read the information in the box.**

Build your potential Using informal language

When you write an email to a friend or someone you know well, make the tone friendly and personal. Use ...

- contractions.
- direct questions.
- everyday language you use when speaking, eg *kind of ghosting me*, *bugging me*, *catch up*.
- question marks to suggest you're not sure or exclamation marks to emphasise something.
- informal phrases to start and end the email, eg *Hey*, *Take care*, *See ya*.

b **Find informal phrases in the email with a similar meaning to these words and phrases.**

1 How are you?
2 to some extent
3 answer her phone
4 bothering
5 depressed
6 What do you think?
7 understand
8 contact
9 get up to date with what's been happening

3 **Correct the mistakes in these sentences.**

1 My dad's really bugging to me at the moment. He says I'm not studying hard enough.
2 We must catch in very soon and have a coffee or something.
3 I'm sorry I can't come to the film, but I'm kind at busy at the moment.
4 I called the box office to try and change the tickets, but nobody picked on.
5 I must get on touch with Zoe. I haven't seen her for ages.

4a **Find three ways of asking for advice in the email.**

b **Choose one of these situations. Write an email to a friend asking for advice. Use an informal style. Write about 200 words.**

Your brother or sister is being very annoying, taking your phone charger and not putting it back, borrowing your clothes without asking, not helping with chores around the house, etc. You don't want to cause arguments, but you feel constantly irritated when you are in the house with them.

A friend of yours seems addicted to their mobile phone. It's annoying for you on the one hand, but you are also worried for them. They constantly look at their phone when they are talking to you and never seem to be listening properly. They get very anxious if their phone is not charged or they have no connectivity.

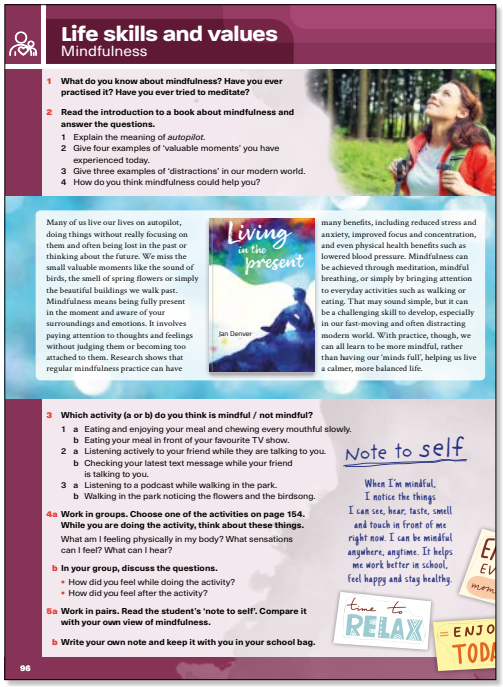
5 **Check your writing. Read your email again. Have you:**

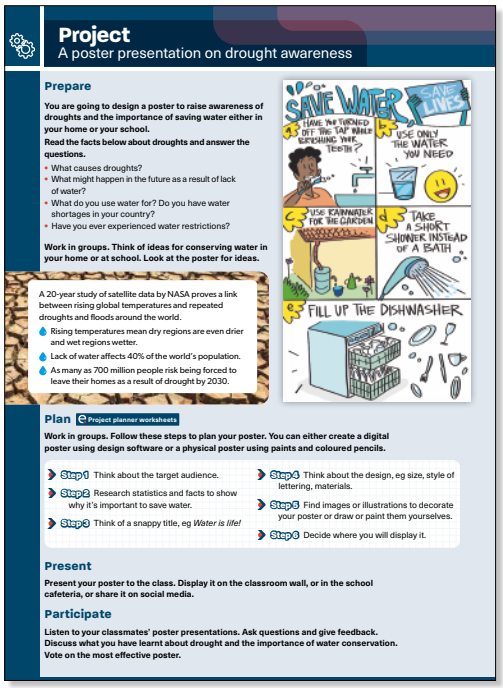
- used contracted forms?
- used a variety of informal language?
- used different phrases for asking for advice?

Cyber Homework 21 WB p44 Unit 7 95

Social and emotional learning

Life skills and values lessons are designed to develop students' soft skills – their ability to be resilient, resourceful and empathetic learners. These lessons focus on personal development, but also encourage students to look beyond their own experiences and expand their awareness of cultures, beliefs and identities around the world.



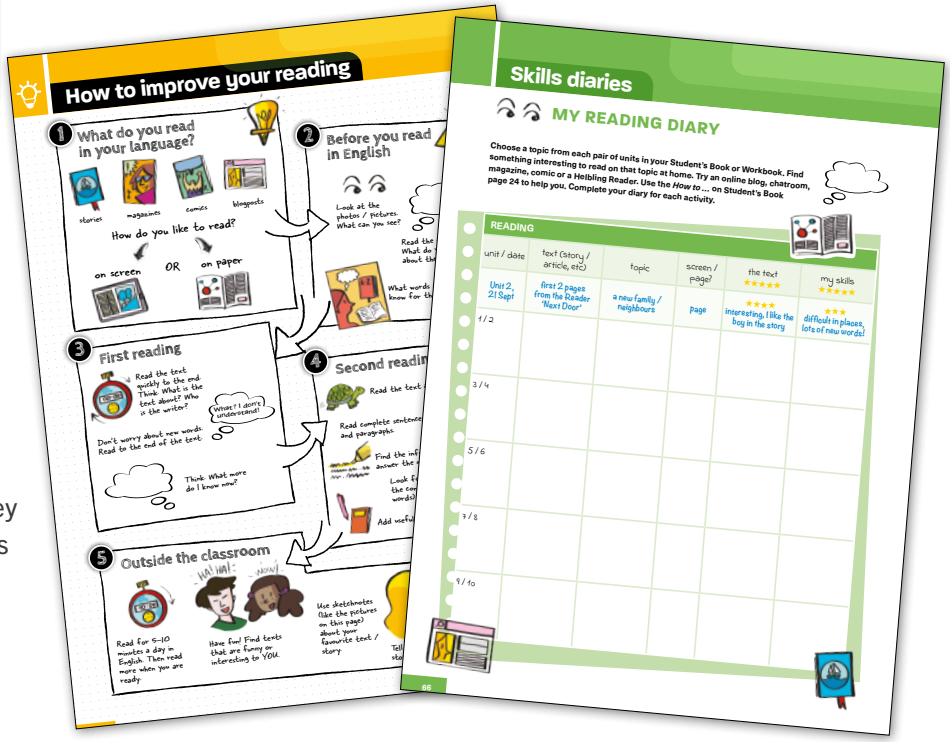


Projects

Regular Projects are designed to foster learner independence and group work, to allow for creative expression using a variety of media and to encourage awareness of important world issues such as sustainability and the environment.

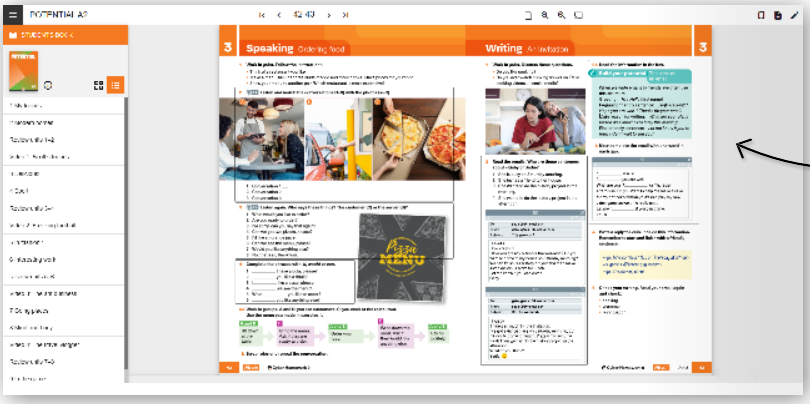
How-to pages

How-to pages in A1 help students develop skills and confidence in Reading, Writing, Listening, Speaking and Pronunciation. They are used alongside the Student skills diaries in the Workbook.

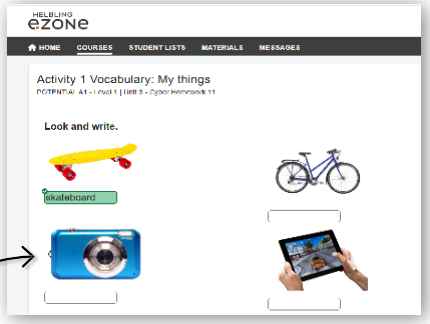


Digital

The **full digital offer** is accessible via our user-friendly platform HELBLING e-zone. The HELBLING Media App is also available for audio and video on the go, including **e-book+ for class presentation** for teachers.



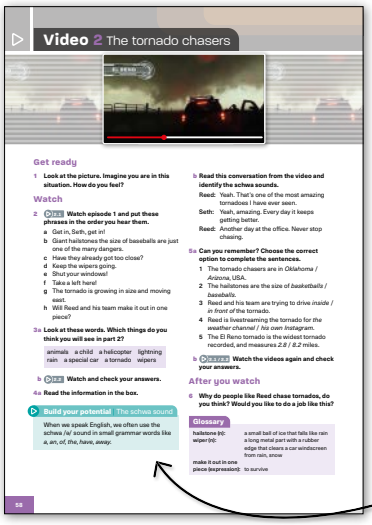
e-book+ – an interactive version of the Student's Book and Workbook, including all video and audio, plus extra interactive reading and listening activities.



Cyber Homework – interactive activities covering grammar, vocabulary, pronunciation, reading, listening and language for speaking and writing.

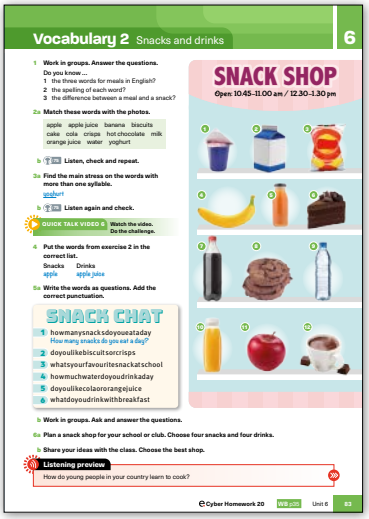
Presentation Software – the teacher's version of the student's material for presentation on an interactive whiteboard (IWB) for face-to-face classes or for screen-sharing in virtual classrooms.

Video



Documentary videos at each level provide a change of focus and give more listening and language practice.

Build your potential sections in the Video lessons concentrate on common issues with spoken English.



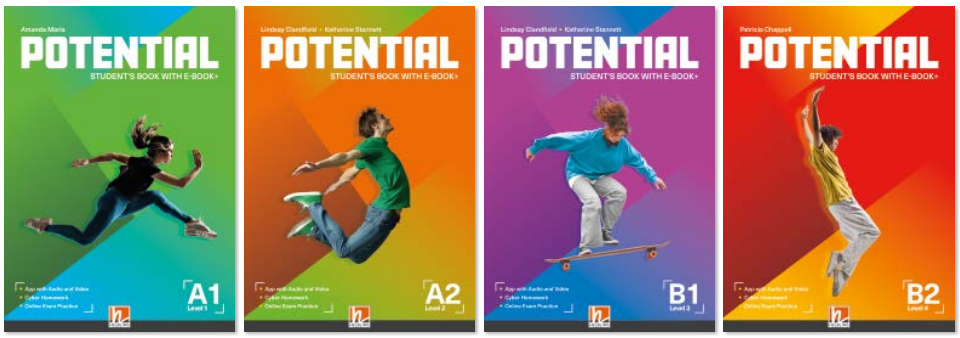
Quick talk videos in each unit are short video challenges aimed at consolidating vocabulary, grammar or pronunciation.

POTENTIAL

Student's Book

ON e.ZONE
- Interactive e-book+
- Cyber Homework
- Online tests
- Exam Practice

ON HELBLING MEDIA APP
- Audio
- Video



Workbook

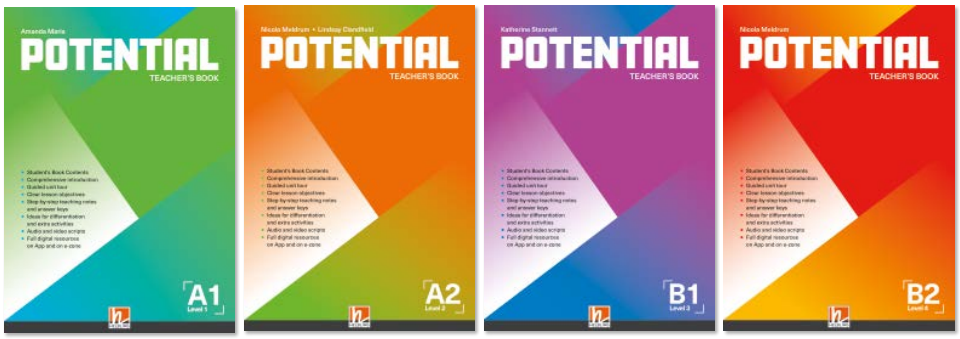
ON e.ZONE
- Interactive e-book+

ON HELBLING MEDIA APP
- Audio

Teacher's Book

ON e.ZONE
- Presentation Software (IWB)
  - e-book+ for class presentation
  - All audio and video
  - Teacher's Book
  - Exam worksheets
  - Project planner worksheets
- Testbuilder + Test Audio
- Placement Test

ON HELBLING MEDIA APP
- Audio
- Video
- e-book+ for class presentation (offline for Windows/macOS)



Level	CEFR	Cambridge English Exams
Potential 1	A1	Towards A2 Key for Schools
Potential 2	A2	A2 Key for Schools
Potential 3	B1	B1 Preliminary for Schools
Potential 4	B2	Towards B2 First

ALL DIGITAL RESOURCES ARE AVAILABLE FOR FREE VIA THE ACCESS CODE IN THE BOOK

POTENTIAL	LEVEL A1	LEVEL A2	LEVEL B1	LEVEL B2
Student's Book + app + e-zone	978-3-7114-0399-5	978-3-7114-0402-2	978-3-7114-0405-3	978-3-7114-0408-4
Workbook + app + e-zone	978-3-7114-0400-8	978-3-7114-0403-9	978-3-7114-0406-0	978-3-7114-0409-1
Teacher's Book + app + e-zone	978-3-7114-0401-5	978-3-7114-0404-6	978-3-7114-0407-7	978-3-7114-0410-7

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GRUPO difusión

La Rambla, 124, planta 3
08002 Barcelona (España)
Tel: (+34) 932 680 300
atencion.cliente@difusion.com

If you would like to request more information, please fill the form via this QR code and our educational consultants will contact you as soon as possible.

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