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POTENTIAL

STUDENT'S BOOK WITH E-BOOK+



- App with Audio and Video
- Cyber Homework
- Online Exam Practice

A1
Level 1



Contents

Unit	Vocabulary			
0 Welcome! p7	Saying hello; The alphabet; Everyday objects; Colours; Numbers 1–100; What's the time?; Days, months and dates; Instructions			
Unit	Vocabulary	Grammar	Reading	
1 You, me, us p13	Countries and nationalities; People I know	The verb <i>be</i> ; Questions with <i>be</i>  QUICK TALK VIDEO 1 Personal information	The friend-ship	
2 My family and me p25	Family  QUICK TALK VIDEO 2 Plural nouns	<i>have got</i> ; Possessive adjectives; Possessive 's	Families: big and small	
Review Units 1–2, p37		 Video 1: The Outback family, p38		
3 At home p39	Rooms and furniture; My things	<i>there is / there are</i> ; <i>some / any</i> ; <i>Is there / Are there ... ?</i>  QUICK TALK VIDEO 3 Test your memory	A home with a difference	
4 In town p51	Places in town; Places to meet  QUICK TALK VIDEO 4 Word stress	Countable / uncountable nouns (1); <i>How much / many?</i> , <i>a lot of</i> ; <i>this / that / these / those</i> ; Prepositions of place	15-minute cities	
Review Units 3–4, p63		 Video 2: A day in Brighton, p64		

	Listening	Speaking	Writing	How to ... / Life skills and values / Project
	Conversations: personal information	Saying hi and bye	Completing a form	 How to improve your reading
	Talking about photos	Talking about feelings	A blogpost: an important person to me	 How to improve your writing
	I've got my own room	Talking about your dream room	Describing an object	 How to improve your listening
	I'm new here	Asking for and giving directions	A review of a place	 Life skills and values: Caring for yourself

Contents

Unit	Vocabulary	Grammar	Reading	
5 Let's meet up! p65	Everyday activities; Free-time activities	Present simple; Present simple negatives and questions; Adverbs of frequency; Prepositions of time  QUICK TALK VIDEO 5 How many syllables?	Schools around the world	
6 I'm hungry p77	Food; Snacks and drinks  QUICK TALK VIDEO 6 Guess the words	<i>much / many / a lot of;</i> <i>a little / a few;</i> Countable / uncountable nouns (2); Object pronouns	Plant-based diets	
Review Units 5–6, p89		 Video 3: The perfect picnic, p90		
7 I can do that! p91	Skills; School subjects	<i>can / can't;</i> Past simple of <i>be</i>  QUICK TALK VIDEO 7 The past	In class or online?	
8 Not long ago p103	Technology; Money and shopping	Past simple (regular / irregular); Past simple (questions); <i>ago</i>  QUICK TALK VIDEO 8 Questions about the past	Life before smartphones	
Review Units 7–8, p115		 Video 4: Living in the past, p116		
9 Our planet p117	Clothes; Weather and seasons  QUICK TALK VIDEO 9 The weather	Present continuous; Comparatives	Focus on: Fashion	
10 Time to go! p129	Transport and travel; Holidays  QUICK TALK VIDEO 10 Holidays	Superlatives; <i>going to</i>	Explore!	
Review Units 9–10, p141		 Video 5: Travelling in the snow, p142		
Grammar reference, pp143–151		Irregular verbs, p151		

	Listening	Speaking	Writing	How to ... / Life skills and values / Project
	Free-time survey	Suggestions and invitations	An email to a friend (1)	 Project: A poster about reducing plastic
	Are you a good cook?	Likes and dislikes	My favourite meal of the week	 Life skills and values: Healthy eating
	A school project	Asking for permission	A student profile	 How to improve your speaking
	Voice messages	Describing an afternoon out	A short story	 Life skills and values: Being a good listener
	A school quiz	Giving opinions	Short messages	 How to improve your pronunciation
	Hi from me in Italy!	Making holiday plans	An email to a friend (2)	 Project: An audio guide about being a good tourist
Communication and extra activities, pp152–158				

POTENTIAL

Key features



Quick talk video challenges consolidate grammar, vocabulary and pronunciation.



Documentary style videos show real people's lives and give exposure to a mix of accents and cultures.



Reading previews spark interest in the Reading topic and lesson.



Grammar previews prepare students for a new language point.



Listening previews engage students in the Listening topic and lesson.



Build your potential sections focus on key subskills and learning strategies for Reading, Listening and Writing.



Life skills and values lessons develop students' social and emotional learning and help them gain an understanding of cultural and social diversity.



Projects encourage learner independence and teamwork. Online project planner worksheets help students plan and organise their ideas.



How-to ... pages develop skills and confidence in Reading, Writing, Listening, Speaking and Pronunciation.



Content on Helbling e-zone – exam worksheets, Cyber Homework, project planner worksheets



Cross reference to Workbook material

I can do that!

7

Objectives

Vocabulary

skills; school subjects

Grammar

can / can't; past simple of *be*

Speaking

asking for permission

Writing

a student profile



Get ready!



Look at the photos. Answer the questions.

- Which of these things are:
 - fun?
 - useful?
 - silly?
 - clever?
- Which can you do?
- Which would you like to do?

1a Look at the photos. Find two activities that you like and two that you don't.

b Work in groups. Share your ideas.

2a Complete the phrases with these verbs.

play ride run speak



1 dance



2 draw



3 paint



4 _____ chess



5 _____ the drums



6 _____ the piano



7 _____ a bike



8 _____ a horse



9 _____ fast



10 sing



11 _____ three languages



12 swim

b 80 Listen, check and repeat.

3 81 Listen to eight sounds. Take turns saying the correct activity from exercise 2.

1 swim

4 Match 1–6 with a–f to make sentences.

- | | |
|--|--|
| 1 I love art, so I ... | a speak three languages. |
| 2 My dad is from the USA, my mum is German and we live in Spain. I ... | b ride my horse every Saturday morning. |
| 3 Music is my favourite thing. I ... | c play chess online every day. |
| 4 You need to practise to understand the game, so I ... | d swim at the local pool every week. |
| 5 I love animals and being outside. I ... | e draw and paint all the time. |
| 6 I don't like team sports like football, but I ... | f play the drums and I want to have piano lessons. |

5a Cover exercise 2. Complete the messages with the correct vowels (a, e, i, o, u).

WHAT ARE YOU GOOD AT?

Are you arty, sporty or musical?



GEMMA I'm sporty! I ¹play football and basketball, and I go swimming every week. I also ²rd my bk to school every day. And I can ³rn fst!



RICKY I'm musical. I ⁴ply the g_tr and the p_n_. I want to ⁵ply the drms too. I can ⁶sng and I love different types of music.



BEATRIZ I think I'm arty. I love colours, and I ⁷p_ nt and drw a lot. And I take photos of people and places. But I like music too. I ⁸dnc to pop videos in my bedroom.

b Who are you most similar to: Gemma, Ricky or Beatriz? Is it important to be good at different things? Why? / Why not?

6a Choose an activity from exercise 2 for each thing in this list.

Something you ...

- 1 do every day
- 2 do just at weekends
- 3 never do
- 4 would like to do.

b Work in pairs. Compare your answers.



Reading preview

Do you prefer learning in class or online? Why?



IN CLASS OR ONLINE?

Meet Adam and Mila. They have lessons in different places and in different ways.

A



My name's Adam. I'm 14 and I'm from Bristol, a city in the UK. I go to a school with about 800 students. Here's what's good and what's bad about it.



- I **enjoy** learning in groups. It's fun studying with other teenagers.
- There are students from different countries, so I **find out** about other places in the world.



- I love music. I can sing, but I can't play the guitar. I need a teacher, but we don't have music lessons at school.
- I'm not very good at sport. I can swim, but I can't play team sports. We have sports lessons every week at school. I think they're boring.

1a Look at the photos and the title of the article. Who studies in class and who studies online?

b Read the first paragraph of texts A and B and check.

2a Read the information in the box.



Build your potential | Reading for the main idea

The first time you see a new text:

- read all of the text quickly
- focus on content words (nouns, adjectives, etc), not grammar words (articles, pronouns, etc)
- don't worry about new vocabulary
- ask *What is the main idea? What is the text for?*

b Read all of the article quickly and choose the correct answers (a, b or c).

- What is the main idea of the article?
 - how to be a good student in class and online
 - the differences between learning in class and online
 - how many students you need in class and online
- What do Adam and Mila do in the article?
 - describe their favourite things about school
 - tell the reader about a typical school day
 - talk about what they like and don't like

B



I'm Mila. I'm 13 years old and I'm American. I don't go to a school, so I have all my lessons online. Here's what's good and what's bad about it.



- I'm good at languages. I can speak Spanish, Italian and Japanese. My classmates are from **all over the world**, so we chat in different languages.
- Our classes are small, with just 8–10 students. The teacher helps us when we don't understand the lesson.



- There aren't any after-school clubs. I chat online with other teenagers, but we can't meet up at the park or a café.
- I'm in front of a **screen** all day and then I do my homework. My **eyes** get tired!

3 Read the article again. Are these sentences true or false?

- 1 Adam doesn't like working with his classmates.
- 2 He is musical, but not sporty.
- 3 All the students at his school are British.
- 4 Mila doesn't always speak English with her classmates.
- 5 She doesn't go out with people her age after school.
- 6 She doesn't have homework, so she isn't tired in the evening.

4 Who says these things? Add the sentences to the correct part of the article (+ or -).

- 1 I have more free time because I don't travel to and from school. **Mila, text B, +**
- 2 In classes with a lot of students, it's sometimes difficult to get help from the teacher.
- 3 All my friends go to my school, so I never feel lonely during the day.
- 4 I'm not very active during the school day. I sit in the same chair in the same room.

5 Look at the words in **blue** in the article. Find the words or phrases that mean:

- 1 the parts of your body you use to see
- 2 different countries
- 3 learn / get information
- 4 the part of a computer with the picture or text
- 5 like

6a Think about Adam and Mila's way of learning. Add one more example (+ or -) to text A and text B.

b Write two examples (+ or -) about how you learn at your school. Then compare your ideas in groups.



Grammar preview

Find and complete the sentences from the article.

- a I ¹ _____ speak Spanish, Italian and Japanese.
- b I ² _____ sing, but I ³ _____ play the guitar.



 Figure it out

I'm **good at** languages. I **can** speak Spanish, Italian and Japanese.

I'm **not very good at** sport. I can swim, but I **can't** play team sports.

A: **Can** you play the guitar?

B: Yes, I **can**. What instruments **can** you play?

A: I **can** play the piano and the drums.

1a Read the sentences in Figure it out. Notice the words in **blue**.

b Choose the correct options to complete the rules.

 Grammar | *can / can't*

- We use *can* + verb to talk about skills and abilities.
 - The verb is the same for all forms: *I can swim. He can run fast.*
 - We ¹use / don't use 'don't / doesn't' in negatives: *I can't play team sports.* (can't = cannot)
 - We ²use / don't use 'do / does' in questions: *Can you swim?* (not *Do you can swim?*)
 - We ³repeat / don't repeat the verb in short answers: *Can you sing? Yes, I can.* (not *Yes, I can sing.*)

>>> Grammar reference 7.1 p147

2a  **82** Listen and repeat the sentences.

- | | |
|-------------------|-------------------|
| 1 a I can swim. | b I can't swim. |
| 2 a She can sing. | b She can't sing. |
| 3 a We can dance. | b We can't dance. |

b  **83** Listen. Which sentences do you hear?

3 Write sentences with *can* and *can't*.

- I / sing (✓), play the piano (✓)
I can sing and I can play the piano.
- My sister / ride a bike (✓), ride a horse (X)
My sister can ride a bike, but she can't ride a horse.
- My friends / play chess (✓), play video games (✓)
- My teacher / speak Spanish and English (✓), speak Italian (X)
- We / draw (✓), paint (✓)
- My dad / swim (✓), play basketball (X)

4 Write four true sentences about you and people you know. Use *can* and *can't*.

I can run fast, but I can't ride a horse.

5a Write six questions about the activities in exercise 2 on page 92.

b Work in groups. Ask and answer the questions.

Can you ride a horse?

Yes, I can.

No, I can't.

6a Read the text. Think about your answers to the questions.

I can tidy the house in 30 seconds.

WHAT ARE YOUR SUPERPOWERS?

Imagine you are a superhero or heroine. What can you do to help ...

- at home?
- with your studies?
- your town?
- the world?



b Work in groups. Compare your ideas.

1 Work in pairs. Ask and answer the questions.

- What's your favourite day at school?
- What day don't you like very much? Why?
- When do you have English lessons at school?
Which days and what time?

2a Match these school subjects with the pictures.

art computing English foreign languages geography
history maths music PE (physical education) science



b **84** Listen, check and repeat.

3a **85** Listen and complete Matt and Lisa's timetable for Mondays.

Monday	
Morning	
8.45-9.30	1 maths
9.35-10.20	2 _____
10.20-10.40	BREAK
10.40-11.25	3 _____
11.30-12.15	4 _____

Monday	
Afternoon	
12.15-13.30	LUNCH
13.30-14.15	5 _____
14.20-15.05	6 _____

b What subjects does Lisa like? What about Matt?

4 Put the subjects in exercise 2 in order from 1 to 10 (1 = your favourite).

5 Work in groups. Ask and answer questions about the subjects. Use these answers to help you.

I love it. / It's my favourite subject. It's OK. / It's not bad. I hate it. / It's boring.

Do you like science?

Yes, I love it.

6a Imagine a dream day at school. Write a timetable for that day with times and subjects.

b Work in pairs. Ask and answer questions about your dream day at school. Can you write your partner's timetable?

What time is your first lesson?

At ten o'clock.

What is it?

Art.



Listening preview

Find out what a 'vlog' is. Who are the most popular teenage vloggers in your country?



7 Listening A school project

1a Mark is doing a vlog for a school project. Look at the photos and guess the subject.

- a maths b history c science



b 86 Listen to Mark's teacher and check your answer.

2 Look at the photos again. What words do you think you will hear?

street, restaurant, shop, ...

3a Read the information in the box.

Build your potential | Taking notes

Before you listen:

- think about the topic and the words in the recording
- read the notes and look carefully at the words before and after each gap
- think about the information (date / time / number, etc.) or word (noun / verb / adjective, etc.) you need.

After you listen, check the spelling and grammar in your answers.

b Read the notes. What type of words go in the gaps (1–8)?

1 a date

BLACK COUNTRY MUSEUM

Date of visit: ¹ _____ September

Place: ² _____, near Birmingham, West Midlands

Time in history: 1900s

Travel was by: ³ _____; not many cars

Places you can visit: shops, a restaurant, a house, a ⁴ _____

Favourite place: ⁵ _____; reason: interesting to see a ⁶ _____ from the past

Year of the class: ⁷ _____

Teachers: not very ⁸ _____

4a 87 Listen to Mark and complete the notes about the museum.

b 87 Listen again and check your answers. Complete any information you missed.



Grammar preview

Which sentence is about past time? How do you know?

- a I'm at school today. b I was at school yesterday.



Figure it out

We **were** at the museum on 17th September.
My favourite place **was** the school. It **was** interesting to see a lesson from the past.
The classroom **wasn't** comfortable and the teachers **weren't** very friendly.

1a Read the text in Figure it out. Notice the verbs in blue.

b Complete the table with the correct verb forms.

past simple of <i>be</i>		
affirmative		
I / He / She / It	¹ was	late.
We / You / They	² _____	
negative		
I / He / She / It	³ _____	friendly.
We / You / They	⁴ _____	

2a Read the information in the box.

Grammar | Past simple of *be*

- *was / were* is the past of *am / is / are*.
- We use different time expressions to talk about the present and past.

► Grammar reference 7.2 p148

b Choose the correct past time expressions.

today / yesterday / last week / this week
then / now / last month / this month
tonight / last night

3 Complete the sentences with *was*, *wasn't*, *were* or *weren't*.

- Today is Tuesday. Yesterday **was** Monday.
- My birthday _____ on a Saturday last year.
- I wasn't at school last week. I _____ ill.
- We _____ at school yesterday. It _____ a holiday.
- You _____ late for school yesterday. _____ there a problem with the bus?
- They _____ at the skatepark last Saturday. It _____ closed.

4 **88** Listen and repeat the questions and answers.

- A: Where were you last weekend?
B: I was on holiday.
- A: Were you at home last night?
B: Yes, I was.
C: No, I wasn't.



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

5a Where were you at these times? Include two false answers.

- at midnight last night
- yesterday morning
- last Wednesday after school
- last weekend
- on your last birthday

b Work in pairs. Ask and answer questions about the times. Can you guess the false information?

6a Write questions with these words about your first day at this school.

- you nervous?
- your best friend with you?
- the teachers friendly?
- how many / students in your class?
- what / your first lesson?
- who / your teacher?

b Work in groups. Ask and answer the questions.

Were you nervous?

Yes, I was.



1 Look at the pictures. What does each person want or need?



2 Listen and match conversations (1–6) with the pictures (a–f).

1 d

3a Complete the questions from the conversations with these words.

ask borrow go have open use

- | | |
|---|--------------------------------------|
| 1 Can I borrow some money, please? | 4 Can I _____ your phone, please? |
| 2 Can I _____ the window, please? | 5 Can I _____ a question, please? |
| 3 Can I _____ some water, please? | 6 Can I _____ to the toilet, please? |

b Listen again and check.

4a Choose the correct option to complete the answers.

- 1 Sure, *not* / *no* problem.
- 2 Yes, of *please* / *course*.
- 3 Sure. Here you *are* / *have*.

b Which expression do you use when you give something to someone?

5 Work in pairs. Practise conversations for these situations. Take turns starting and answering.

- | | |
|------------------------------|---|
| 1 You need a pen. | 4 You want to sit down. |
| 2 It's hot in the classroom. | 5 You need to use your friend's computer. |
| 3 You're hungry. | 6 You need some money to buy a drink. |

6a What can and can't you do at school? Write sentences.

- eat in class
- wear everyday clothes
- use your phone in class
- be late
- copy another student
- ask questions during a lesson
- use teachers' first names
- have blue / red / green hair

You can't eat in class.

b Work in groups. Which rules are helpful? Which are silly? Compare your ideas.

1 Read the webpage. What can this website find for you?

- a a teacher to help you with any subject
- b a penfriend to chat to online
- c a student to help you with your studies

School Study Buddies

Welcome to School Study Buddies! Do you need help with maths, English, science or any subject? Write your profile on the School Study Buddies site. Then find a student to study with. You can work together at home or online.




[Find a Study Buddy >](#)
[Add your profile >](#)
[Ask a question >](#)

2a Read the information in the box.

Build your potential | Writing paragraphs

- A paragraph is a group of sentences with one main idea.
- Each sentence in the paragraph:
 - starts with a capital letter (I, L, M, O, etc.) and ends with a full stop (.) or question mark (?)
 - follows on the same line after a full stop / question mark.
- There is usually a line without text between paragraphs.

b Read texts A and B. Which text is a good paragraph? Why?

A

my name's DEMIR and i'm 13
 i'm from a big family
 I've got two Brothers and two sisters
 My mum and dad are teachers
 I can swim and skateboard
 we live in a flat in istanbul in türkiye

B

I'm Alessia and I'm 14 years old. I'm from Genoa in Italy. I'm an only child, so I'm from a family of three. There's my mum, my dad and me. Our flat is near the centre of the city.

3a Which sentence in text A is in the wrong paragraph? Why?

b Write text A as a good paragraph with the correct punctuation.

My name's Demir ...

4a Read Paula's profile. Divide the text into three paragraphs.



My name's Paula Granger and I'm from York, a city in the UK. I'm 14 years old and I've got a brother and a sister. After school and at weekends, I play basketball and I go swimming. I also

love music. I can play the piano. I'm good at singing and dancing too. I go to The City Academy and I'm in Year 9. I'm good at maths and science. They're my favourite subjects. I enjoy my Spanish lessons, but I'm not very good at languages. I'd like to have a study buddy in Spain. We can work together online.



Look!

good at / not very good at

- + noun: *I'm **not very good at languages**.*
- + -ing form: *I'm **good at singing and dancing**.*

b Match these topics with the correct paragraphs. There is one topic you don't need.

my studies my city about me my free time

5a Make notes about you under the three topics you need from exercise 4b.

b Write your student profile for the School Study Buddies site. Write 60–80 words.

6 Check your writing. Read your profile again and check:

- spelling
- grammar
- punctuation.



How to improve your speaking



1

How do you feel about speaking in your language in these situations?



with one friend / classmate

in a small group in class

in a big group in class

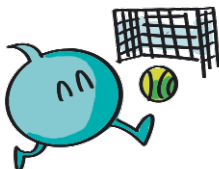
on video

in front of people you don't know

In class

2

Have a communication goal for each lesson. Start simple, eg 'I'm going to ask three questions.' Then choose bigger goals when you are ready.



Don't worry about mistakes. Speaking is about communication, not perfect English.

3

Try not to speak in single words. Build your vocabulary into phrases.

What time is it?

It's lunch time.

time

I haven't got time.

Hi, how are things?

Can I borrow your pen?

Use it or lose it! Practise everyday language in your lessons.

4



Remember that listening is part of communication.



Repair breaks in communication – ask for repetition, use different words, point to an object, etc.



For discussion activities, try these four stages.

5

Outside the classroom

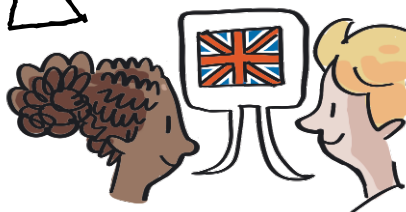
Practise, practise, practise! Look for ways to speak English every day.



Record yourself. Listen and review. Repeat the same task after 3–4 weeks. Check your progress.



Practise 'self-talk'. Talk to yourself in English about everyday life. Use a mirror or make a video diary / vlog.



Find a study buddy. Work together for just 5–10 minutes a day. Then practise for longer when you are ready.

Computer, what's today's date?

The third of May.

Use technology, social media and apps.



Have fun! Sing songs, say poems, act out short plays, make your own commentary for a favourite video.