

Lindsay Clandfield ■ Katherine Stannett

POTENTIAL

STUDENT'S BOOK WITH E-BOOK+



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



A2
Level 2

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	Listening	Speaking	Writing	Life skills and values / Project
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Going places

7

Objectives

Vocabulary

transport; travel verbs and prepositions

Grammar

future simple with *will*;
going to for future plans

Speaking

asking for clarification

Writing

an email about plans

Project

a travel plan for your city

Get ready!

Work in pairs. Ask and answer the questions.

- How often do you travel by train? What was your longest journey?
- Do you think you would like to be on the train in the photo? Why? / Why not?
- What do you usually do when you take public transport?

1  51 Match the transport words with the photos. Then listen, check and repeat.

bike coach ferry helicopter motorbike plane scooter taxi train tram underground



2 Look at the words in exercise 1 again. Find:

- 1 three types of transport with two wheels.
- 2 two types of transport that travel in the air.
- 3 one type of transport that travels on the water.
- 4 one type of transport that travels below the ground.
- 5 one type of transport that is a car.



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

3 Complete the texts with these words.

bikes coach helicopter plane scooters taxi underground

BLOG POST

Thursday 26th



I never travel by ¹_____ because I hate flying. Last year I took a ²_____ from Paris to Madrid. The journey was 16 hours long, but it was cheap and I enjoyed looking out of the window and chatting to the person next to me.

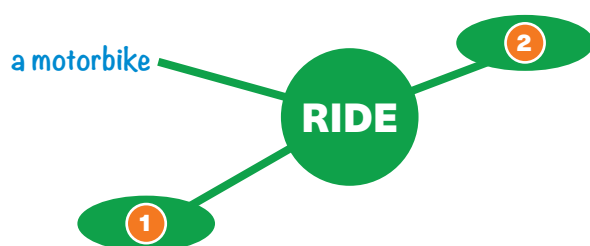


Can't wait to see you tomorrow! My house is just a 20-minute walk from the ³_____ station, but if you've got a lot of heavy bags, you can take a ⁴_____ – it isn't very expensive. I've got a couple of ⁵_____ at home, so we can cycle around the park in the afternoon and then go to the cinema in the evening.

This fantastic day trip starts with an amazing ⁶_____ flight over Table Mountain. After a quick lunch, you have two hours to explore Cape Town with our guide, on electric ⁷_____! A great way to see the city with no worries about parking or buying tickets.



4 52 Listen to the conversation, then complete the word maps.



5 Work in pairs. Ask and answer the questions.

- How do you get to school / the swimming pool / the centre of town / the library?
- What's your favourite way to travel? Why?
- What's the most dangerous way to travel?



Reading preview

Imagine a world with no cars. Do you think it is a better place to live? Why? / Why not?



THE FUTURE OF CARS



Imagine it's the year 2050. What will our roads look like? There are more than 1,000,000,000 (one billion) cars in the world today. Cars are useful. We drive to the shops, to school, to work, to the gym. But we also know cars can be bad for the environment and they can be dangerous. Every year, there are more than 1,350,000 (1.35 million) deaths on the roads. So, will cars be part of our future? We asked three people for their thoughts.



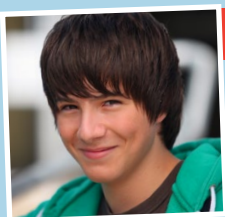
Maria

Will we still be car users in 2050? Yes! But we won't be car drivers. There are already more than 26 million electric cars on the road, and I think by 10 2050 all cars will be electric and self-driving. I think that's a good thing! There will probably be fewer accidents and roads will be much safer.



Tomasz

I predict that by 2050 there won't be any cars on the roads. There are already plans to build 15-minute cities, where we can walk or cycle no more 15 than 15 minutes to reach important services like shopping, work, education and health. For longer journeys, I think we'll travel by train or bus.



Ricardo

People love their cars. They like to make their own decisions about where and when to travel. I believe that won't change in the future. 20 But the cars of the future will be very different. They'll be cheaper, faster and quieter and the roads will be under the ground. This means our cities will be cleaner and will have more green spaces.

1 Work in pairs. Ask and answer the questions.

- How often do you travel by car?
- Which type of transport do you usually use?
- What transport problems are there in your country?
- Think of some advantages and disadvantages of travelling by public transport.

2 Read the article. Who thinks that in the future ...

- 1 our roads will be in a different place?
- 2 we will have cars, but we won't drive them?
- 3 we won't have any cars?
- 4 we will always want to travel by car?
- 5 we won't use cars to travel long distances?

3a Read the information in the box.



Build your potential | Fact or opinion?

It's important to know the difference between facts and opinions when you read a text.

- A fact is something that is always true. Facts often include numbers, dates or percentages, eg *2.6% of cars on the road are electric.*
- An opinion is something that you think or feel. People can have different opinions. We often use phrases like *I believe, I think* or *In my opinion* to introduce opinions, eg *I believe cyclists are better road users than car drivers.*

b Now find these sentences in the article. Are they fact (F) or opinion (O)?

- 1 There are more than one billion cars in the world today.
- 2 I believe that won't change in the future.
- 3 I think by 2050, all cars will be electric and self-driving.
- 4 Every year, there are more than 1.35 million deaths on the roads.
- 5 There will probably be fewer accidents and the roads will be much safer.

4 Find these words in the article. Then choose the best definition.

- 1 *dangerous* (line 4)
 - a the opposite of *clean*
 - b the opposite of *safe*
- 2 *self-driving* (line 10)
 - a able to travel without a human driver
 - b able to travel on the ground or in the air
- 3 *accidents* (line 11)
 - a unusual things that happen
 - b bad things that happen
- 4 *services* (line 15)
 - a systems that help people
 - b people who work for the community

5 Work in groups. Whose opinion do you agree with – Maria, Tomasz or Ricardo? Why?



Grammar preview

Find and complete these sentences from the article.

- a I predict that by 2050, there _____ be any cars on the roads.
- b _____ we still be car users by 2050?
- c Our cities _____ be cleaner and _____ have more green spaces.



Figure it out

In the future, we **will drive** flying cars. We **won't have** any traffic on the roads. **Will we be** happier? Yes, we **will**!



- 1 Read the text in Figure it out. Choose the correct option (a or b) in the grammar box for how we use the future simple.

Grammar | Future simple with *will*

We use the future simple for:

- a predictions about the future.
- b plans for the future.

- We form the future simple with subject + *will* ('ll) + verb. We often use *I think* at the beginning of the sentence.
*I think everyone **will drive** electric cars.*
- To form the negative, we use *will not* (*won't*).
*We **won't use** trams or buses.*
- To form questions, we use *will* + pronoun + verb.
***Will cars be** faster in the future?*
*Yes, they **will**. / No, they **won't**.*

➤ Grammar reference 7.1 p142

- 2 Complete the sentences with the future simple of the verbs.

- 1 We _____ (live) under the ground in the future.
- 2 I _____ (move) to Peru when I'm 30.
- 3 She _____ (not / learn) to drive because she hates cars.
- 4 It _____ (be) much easier to travel long distances in the future.
- 5 People _____ (not / use) bikes in the future, they _____ (ride) electric scooters.
- 6 A: What job _____ (you / do) when you're older?
B: I'm not sure, but I think I _____ (work) as a sports coach.

- 3a Complete the conversation with the correct future simple form of these verbs.

be build live not fly not use ride
stay travel wear

- A: ¹ _____ we _____ on other planets in the future? What do you think?
B: No, we ² _____. I think space travel is possible, but it ³ _____ very expensive and difficult. I think we ⁴ _____ better houses. They ⁵ _____ materials that are bad for the environment.
A: And what about transport? How ⁶ _____ we _____ in the future?
B: I think we ⁷ _____ electric bikes or scooters. We ⁸ _____ on planes. When we want to visit other countries, we ⁹ _____ at home and we ¹⁰ _____ VR headsets.



- b 53 Listen and check your answers.

- 4a Think about your predictions for the year 2050. Which things will be different? Which things will be the same? Write at least one prediction for each category.

- transport
- food
- houses
- work
- health

- b Work in groups. Compare your predictions. Do you have the same ideas?

I think in the year 2050 we won't buy food from supermarkets. We'll grow our own food.

- 5 Work in pairs. Take turns making predictions about your partner. Use the ideas below or your own ideas. Do you agree with your partner's predictions?

- get married
- work in another country
- have children
- become famous
- write a book
- be a social media star
- help other people

I think you'll be a social media star!

I agree! I'll be a social media star.

1a Match the words (1–12) with the verbs (a–d).

- | | | | |
|-----------|--------------|--------------|-----------------|
| 1 a train | 4 a bicycle | 7 a suitcase | 10 five o'clock |
| 2 home | 5 a backpack | 8 a hotel | 11 a bag |
| 3 a taxi | 6 a bus | 9 a plane | 12 a car |



a pack / unpack



b get on / get off



c get in / out of



d arrive (at) / leave

b Listen and check your answers. Repeat the phrases.

2a Choose the correct options to complete the conversation.

A: Hi! How was your trip?

B: It was very long. We woke up at five and ¹*packed / unpacked* our bags.
We ²*arrived / left* the house at six.

A: How did you get here?

B: We took a taxi and then we ³*got off / got on* a plane. Then we ⁴*got on / got off*
a bus and travelled for another two hours.

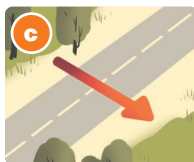
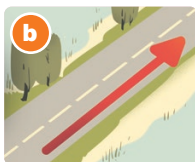
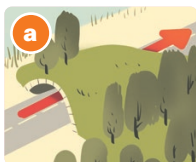
A: Wow. Was it night when you ⁵*arrived / left* here?

B: Yeah, when we ⁶*got on / got off* the bus it was dark. We ⁷*arrived at / left* the
hotel and we didn't even ⁸*unpack / pack* our bags, we just went to bed.

b Listen and check your answers.

3 Match the prepositions (1–6) with the pictures (a–f).

- | | | |
|----------|-----------|----------|
| 1 across | 3 through | 5 around |
| 2 up | 4 down | 6 along |



4 Complete the sentences with words from exercise 3.

- Be careful when you go _____ the road. It's very busy here.
- Every morning she goes running _____ the beach.
- We're very high up. Don't look _____ !
- The bus goes _____ the centre of the city and stops at many places.
- We're on level 2 and the restaurant is on level 3. We need to go _____ the stairs.
- The car is blocking the road; you have to go _____ it.

5a You are going to write about an interesting trip. Go to page 149.

Complete the information with your own ideas.

b Work in pairs. Complete the text on page 149 with your ideas.

c Read your text to your partner. Who had the most interesting / funny trip?



Listening preview

Think of a time when you were on a very long bus / train / car journey.
How long did it take? Where did you go? Did you like it?



7 Listening Across the USA

- 1 Look at the pictures of the longest bus journey in the United States. How many hours do you think it takes?



- 2 56 Listen to a tour guide talking to a group of people about this trip. Check your answer to exercise 1.
- 3 56 Read the information in the box. Then listen again and complete the notes about the trip.

Build your potential | Taking notes

When we are listening for information, it helps to take notes. Here are some tips for good note-taking:

- Write only the important words and phrases. You don't have to write full sentences. Write in your own words.
- Organise your notes. Use different colours, or underline words to organise the information.

Bus trip: New York to ¹ _____

Total trip: 2,902 miles / 4,670 km

Start in ² _____

Stop in Washington DC for ³ _____

Trip continues for ⁴ _____ days

Go through ⁵ _____ states – see mountains, desert, plains

Arrive on ⁶ _____ morning

No ⁷ _____ on bus – bring a tablet and battery ⁸ _____

Water on bus, stopping for ⁹ _____

Wear comfortable ¹⁰ _____ + _____ !!!

- 4 Would you like to do a trip like this? Why? / Why not? Tell a partner.



Grammar preview

Look at these sentences from the recording. They are about making plans in the future. What is the missing word?

We are _____ to be on the bus for three days.

The bus is _____ to stop for meals.



Figure it out

- A: I'm going to travel across the country with my parents.
 B: When are you going to leave?
 A: Next summer. We aren't going to fly. My mother is going to drive.



1 Read the conversation in Figure it out and complete the rules in the grammar box.

Grammar | *Going to* for future plans

- We use *going to* to talk about future plans. The form is:
you / we / they + ¹ _____ + *going to* + verb
he / she / it + ² _____ + *going to* + verb
- To make the negative, we add *not* / ³ _____ to the verb *be*.
- To make a question, we put the verb *be* before the subject.

➤ Grammar reference 7.2 p142

2 Complete the sentences with the affirmative or negative form of *be*. Use contractions when possible.

- We _____ going to stay with my family. ✓
- I _____ going to leave early today. ✗
- My father _____ going to meet us after work. ✓
- They _____ going to live in another country. ✓
- Our teacher _____ going to teach us next year. ✗

3a 57 Listen to the sentences in exercise 2. How is *to* pronounced in *going to*?

b 57 Listen again and repeat the sentences.

4 Put the words in the correct order to make questions.

- going to / how many / are / visit / you / countries?
- travel / going to / how / you / are?
- by plane / you / are / travel / going to?
- see / going to / are / what / you / ?
- alone / travel / going to / you / are?
- when / going to / you / are / start?

5 Work in pairs. Imagine this situation. Interview your partner. Use the questions in exercise 4.

Congratulations!

You are the winner of an
AROUND THE WORLD
 trip!

Your prize includes:

- travel and transport!
- luxury accommodation!
- all food and drink!

6a What are you going to do this year? Make four sentences about your plans with these words.

free time friends and family
 study travel

I'm going to watch a new series.
I'm going to study more.

b Compare your ideas with a partner.



1a Work in pairs. Look at the photo. Where is the man? What's he doing?

b 58 Listen and check.

2 59 Listen to the rest of the conversation and answer the questions.

- 1 What number bus does the woman say?
- 2 What number bus does the man hear?
- 3 What stop does the bus leave from?
- 4 Does the man decide to buy an express bus ticket or a standard bus ticket?
- 5 How much does his ticket cost?

3 59 Listen again and complete the phrases with these words.

did don't mean more repeat say slowly understand you

- 1 Sorry, _____ you _____ 66?
- 2 Can you _____ that, please?
- 3 I'm sorry, I _____ quite _____.
- 4 Could you say that _____, please?
- 5 Do _____ I must ... ?

4 Look at the phrases in exercise 3 again. Choose the correct phrase (1–5) for each situation (a–e).

- a The person is speaking very fast.
- b You want to check that you heard something correctly.
- c You want the person to say something again.
- d You want the person to use different, easier words.
- e You want to check that you understood something correctly.

5 Work in pairs.

Student A: Go to page 149.

Student B: Go to page 151.

1a Read the situation.

An exchange student from another country is going to visit you. He/ She is going to stay at your house and go to school with you. It is his / her first time in your country.

b Work in pairs. What interesting activities or places can you show the exchange student? Make notes in the diary. Include four things you can do.

Diary	
Monday	Friday
Tuesday	Saturday
	visit museum
Wednesday	Sunday
Thursday	NOTES

2 Read the email and answer the questions.

- 1 When is Lisa going to visit?
- 2 How is she going to travel?
- 3 What information does she want to know?

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To:

From: Lisa

Subject: Exchange visit

Hi there

It's Lisa. I'm going to be your exchange student next month. I'm very happy to visit your city. It is my first visit to another country! My family lives far away from the airport, so it's going to be a long trip for me. First, we are going to go by car to the nearest train station. Then my mother and I are going to take a train to the airport. After that, I'm going to get on a plane for the first time in my life! I'm excited, but also a bit scared. Finally, I'm going to visit you!

Please write and tell me about any plans for the week. What are we going to do? Do I have to bring any special clothes?

Looking forward to the trip!

Bye,

Lisa

3a Read the information in the box.



Build your potential | Using sequencers

Sequencers are words that help you order your writing. These are words like *after that*, *finally*, *first*, *next*, *then*. We use these words to give instructions, tell stories or describe events. We usually put a comma after *after that*, *finally*, *first* and *next*.

b Find the sequencers in Lisa's email and put them in order.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

4 Complete the sentences with one word.

- 1 First, I wake up at seven. _____ I have a shower. After that, I have breakfast.
- 2 We're going to see a movie. After _____, we're going to have dinner.
- 3 First, he went to Germany. Then he travelled to Switzerland. After that, he visited Italy. _____, he went home to England.
- 4 _____, you have to buy a ticket. Then you show your ticket to the driver. After that, you can sit down.

5 Write an email answer to Lisa. Include your plans from exercise 1b and answer Lisa's questions. Write 60–80 words. Use sequencers in your writing.

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

- spelling
- grammar
- punctuation.





Project

A travel plan for your city

Prepare

Look at different ways that transport in a city can be more friendly to the environment.
Which of these things do you have in your city?



Areas with no cars

More public buses, trams or underground

Cheaper tickets for public transport

Car sharing programmes

Bicycle and scooter lanes

Renting public bicycles

Plan Project planner worksheets

Work in groups. Follow these steps to plan a slideshow with suggestions on how to make transport in your city more friendly to the environment and people.

- **Step1** Choose two to four of the ideas above.
You can add your own ideas.
- **Step2** Plan a slideshow about your ideas.
Follow this format.
 - **Part 1 (1–2 slides):** Information about transport in your city. What problems are there?
 - **Part 2 (3–5 slides):** Ideas for better transport.
 - **Part 3 (1 slide):** Summary of ideas.
- **Step3** Find information about your suggestions.
You can use websites in your language, but any information you share must be in English. Find pictures to go with your slides.
- **Step4** Create your slideshow. Use images and text on your slides. Use a dictionary to help you.
- **Step5** Read your slideshow again. Check:
 - spelling
 - grammar
 - punctuation.

Present

Present your slideshow to other groups. Take turns talking about different slides.

Participate

Listen to other presentations. Ask questions. Answer questions about your own slideshow.