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POTENTIAL

STUDENT'S BOOK WITH E-BOOK+



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



B1
Level 3

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Doctor! Doctor!

7

Objectives

Vocabulary

health; collocations with *have, get* and *take*

Grammar

past perfect; relative pronouns, defining relative clauses

Speaking

making suggestions

Writing

an informal email of apology

Life skills and values

self-care



Get ready!

Work in pairs. Ask and answer the questions.

- When was the last time you were ill?
- How often do you visit the doctor?
- What are some things people do to stay healthy?

1a Work in pairs: A and B. Read the Doctor, doctor jokes together.

b Explain the jokes to each other. Which ones do you think are funniest?

c Do you have similar jokes in your language? Which of these jokes work in your language?



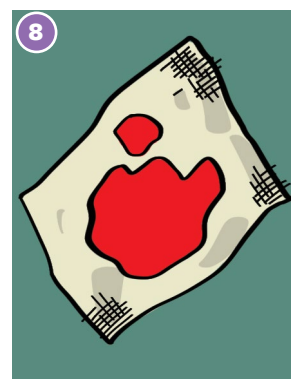
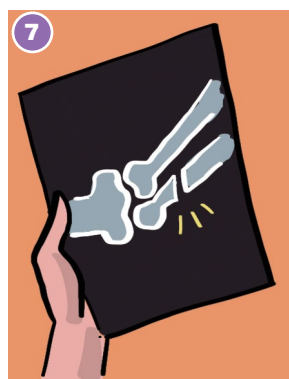
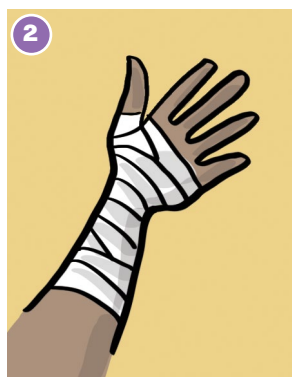
2a Find words in the jokes for these things.

- 1 _____ the person who visits a doctor
- 2 _____ a place where a doctor works
- 3 _____ something a doctor gives you to take when you feel ill
- 4 _____ a meeting with a doctor
- 5 _____ the feeling when you are anxious and tired
- 6 If part of your body is _____, then it is painful.
- 7 _____ something a doctor gives you so you can get medicine

b 59 Listen and check your answers. Repeat the words.

3a Label the pictures with these words.

a bandage to bleed blood a broken bone to cough a fever to rest to sneeze



b 60 Listen and check your answers. Repeat the words.

4a Look at the sentences.

I have a sore leg.

My arm is sore.

My back hurts.

I have a headache.

b Choose the correct option to complete the sentences.

- 1 She's coughing and she has a very *sore* / *ache* / *hurts* throat.
- 2 They went running today, and now their legs are *sore* / *ache* / *hurt*.
- 3 I think I ate something bad. I have a stomach *sore* / *ache* / *hurts*.
- 4 Ouch, my finger *sore* / *ache* / *hurts*.
- 5 He went climbing in the mountains and now he has *sore* / *ache* / *hurts* shoulders.
- 6 My leg *sore* / *ache* / *hurts*.



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

5 Work in groups. Discuss the questions.

- 1 What advice would you give to someone with a headache? With a stomach ache? With backache?
- 2 What are some things that make people stressed?
- 3 Have you ever broken a bone? Where?



Reading preview

Do you know anybody who is a doctor? What are the advantages and disadvantages of being a doctor? Do you know any funny stories about doctors?





DOCTOR STORIES

The first Monday in October is International Doctors' Day in many countries. We asked people to share some funny or interesting doctor stories with us online. Here are the best **ones**.

1

One time, a mother came to my surgery to give blood. She was with her child, a little girl. After the mother had given blood, the little girl asked me: 'Are you a vampire?' I said no. 'Then why do you need her blood?' **she** asked.

2

I went in for an appointment. I sat down on the bed and the nurse asked me some questions. Then she walked out. I lay down and I think I went to sleep. Finally, the doctor woke me up an hour later. Someone had turned out the lights, and the doctor didn't think there was anyone in the surgery.

3

It was embarrassing, but we went to the doctor's because my son had put two earbuds* into his nose. When the doctor saw **them**, she shouted across the surgery to her colleague. 'We've got another one!' and laughed. **It** was an internet challenge on social media, and they had seen a lot of people with earbuds in their noses.

4

A woman came into the surgery the other day with her baby for an appointment. She had a bottle for the baby, and it was full of a brown liquid. I thought it was chocolate milk. So I began to explain nicely to her that it isn't a good idea to give a baby chocolate milk. 'Oh no!' she said, 'This isn't chocolate milk. It's coffee. He loves **it!**'

5

I arrived at the hospital because I was sure I'd broken my hand. I'd fallen off my bike, and **it** hurt terribly. When the doctor saw me, he said 'Oh, don't worry, I know what to do here. I watched a video on how to do this online'. I didn't feel better when I heard that.

6

We often ask patients to count to ten when we sedate* **them** for an operation*. The other day we had a patient in this situation. When he woke up, he was still counting – 77, 78, 79 ... It sounded like he hadn't stopped counting in his sleep!

Glossary

- earbud (n):** a very small headphone that you wear inside your ear
operation (n): the process of opening a person's body for medical reasons
sedate (v): to give someone drugs to make them calm or make them sleep

- 1 Do you like going to doctors' appointments? Why? / Why not? Tell a partner.**
- 2 Read stories about International Doctor's Day. Which stories are written by patients? Which stories are written by doctors? Choose *P* or *D*.**
- | | | |
|-------|-------|-------|
| 1 P D | 3 P D | 5 P D |
| 2 P D | 4 P D | 6 P D |
- 3 Read again and match the titles (a–g) with the stories (1–6). There is one extra title you do not need.**
- | | | |
|------------------------|------------------|----------------------|
| a By the numbers | d Doctor Dracula | f Challenge accepted |
| b Bedtime appointment | e Doctor Who? | g Tutorial videos |
| c A bit young for that | | |

4a Read the information in the box.



Build your potential | Identifying referencing words

Writers use words like *here*, *there* and pronouns (*it*, *him*, *her*, *they*) to replace nouns and ideas. If you understand which nouns or ideas these words refer to, you will understand the text better.

b What do the words in bold in the text refer to? Choose the correct option (a, b or c).

- | | | | |
|-----------------------|--------------------------------|----------------------|----------------------|
| 1 ones (introduction) | a doctors | b patients | c stories |
| 2 she (text 1) | a the daughter | b the mother | c the doctor |
| 3 them (text 3) | a the son and mother | b the challenges | c the earbuds |
| 4 It (text 3) | a the reason for the situation | b one of the earbuds | c the surgery |
| 5 it (text 4) | a coffee | b chocolate milk | c the bottle |
| 6 it (text 5) | a the bike | b the patient's hand | c the emergency room |
| 7 them (text 6) | a numbers | b patients | c operations |

5 Which story do you like best? Work in pairs and follow the instructions.

- Choose one story.
- Write three or four key words from the story.
- Close your books.
- Tell the story to a partner in English. Use the key words to help you.



Grammar preview

We went to the doctor's because my son had put two earbuds into his nose.

Underline the verbs. What is different about each one?

Which event happened first: going to the doctor or putting earbuds in the nose?



7 Grammar 1 Past perfect

Figure it out

Megan went to the doctor's surgery. She **had** an appointment at 12 pm. She was late and she **arrived** at 12.30 pm. The doctor **wasn't** there. The doctor **had left** his surgery at 12.15. He **had gone** to lunch. She **had missed** her appointment.

1 Read the text in Figure it out. Answer the questions.

- Look at the verbs in bold. Which tenses are they in?
- Put these events in order:
 - The doctor went to lunch;
 - Megan arrived at the surgery;
 - Megan had an appointment.
- Complete the information in the grammar box.

Grammar Past perfect

We use the past perfect to talk about an action or event in the past that happens before another action or event in the past. To form the past perfect, use the auxiliary _____ + past participle.

► Grammar reference 7.1 p143

2 Read the situations. Make sentences in the past perfect from the prompts.

- I went to the hospital last week.
I / break / my arm
- The nurse removed the bandage.
The bleeding / stop
- They felt a lot better.
They / rest / for a few hours
- The doctor arrived at the station late.
The bus to the hospital / leave / ten minutes before
- She became a doctor.
Her parents / be / doctors
- My grandfather had an appointment yesterday.
He / not see / a doctor / in years.

3 Choose the correct tense, past simple or past perfect, to complete the text.



Elizabeth Blackwell ¹*was / had been* the first woman in America to receive a medical degree. Her family ²*arrived / had arrived* in the USA in 1832; they ³*lived / had lived* in England before that. When her father died, Elizabeth and her sisters ⁴*got / had got* jobs as teachers. Elizabeth ⁵*decided / had decided* to become a doctor after a friend of hers died. It was difficult for her to get accepted at a school, because before her, no woman ⁶*was / had been* to medical school. After she ⁷*finished / had finished* medical school, she ⁸*opened / had opened* her own clinics for women and children. Elizabeth Blackwell ⁹*taught / had taught* at many different medical schools. After that, she ¹⁰*opened / had opened* a medical college in New York City.

4a Work in pairs.

Student A: Go to page 148.

Student B: Go to page 150.

- b** With your partner, think of other reasons for the pictures in exercise 4a. Make similar sentences.

1a Complete the text with these phrases.

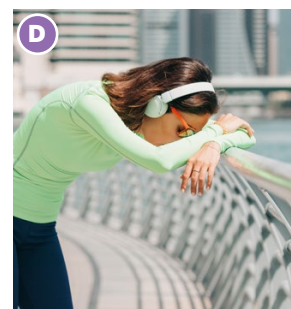
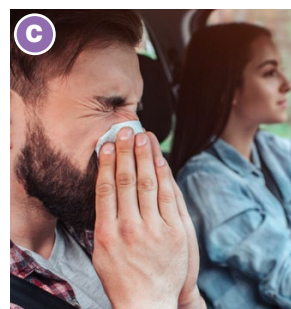
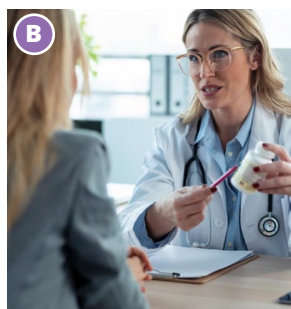
get better got much worse had an accident
have an operation took a long time took some medicine

I've always loved running. When I ¹ _____ last year and fell off a ladder, hurting my leg, I was really worried. I ² _____ for the pain and went to bed. The next day, the pain had ³ _____. In fact, my leg was broken. I had to go to hospital and ⁴ _____. It ⁵ _____ for me to _____, and I had to do lots of exercise to make my leg stronger. But now I'm one of the fastest runners in my class again.



b 61 Listen and check your answers.

2a Match the dialogues (1–4) with the photos (A–D).



- A: I need to do more exercise. I *have / take / get* out of breath really quickly.
B: Why don't you join my gym? It's very cheap.
- A: I feel so bad. I've got a headache and I feel really hot.
B: Maybe you *have / take / get* flu. I'll *have / take / get* your temperature.
- A: I *have / take / get* a really bad cold. Why do I always *have / take / get* ill when I'm on holiday?
B: I'm so sorry. That's really bad luck.
- A: Can you give me anything for my sore shoulder?
B: Yes, *have / take / get* these pills twice a day. They should help.

b Work in pairs. Choose the correct option to complete the dialogues.

c 62 Listen and check your answers.

3 Write the phrases from exercises 1 and 2 under the correct heading.

have	get	take

4 Work in pairs. Complete the questions. Then take turns asking and answering them.

- Have you ever _____ an operation?
- Do you know how to _____ someone's temperature?
- What should you do if you think you _____ flu?



Listening preview

Name some popular quiz shows that are on TV. What are the rules?



1 Work in pairs. Discuss the questions about quizzes.

- 1 What are your favourite quiz subjects?
- 2 Which do you prefer watching: quiz shows with celebrities or quiz shows with members of the public? Why?
- 3 Imagine you have to choose three people for your dream quiz team. They can be people you know or famous people. Who would you choose and why?



2 63 Listen to the beginning of the quiz show. Choose the best explanation (a, b, or c) for the rules of the game.

- a The contestants have to listen to a word and give the definition.
- b The contestants have to listen to a definition and guess the word.
- c The contestants have to decide whether a definition of a word is true or false.

3 64 Listen to the whole quiz show. Complete the sentences with *Taiju* or *Gabby*.

- 1 _____ chooses the topic *Health and medicine*.
- 2 _____ answers the first question correctly.
- 3 _____ thinks that a chemist is a person who is ill and is getting medical help.
- 4 _____ gives the correct word for 'It is a person who cares for ill people'.
- 5 At the end of the round, _____ has more points than _____.

4a 65 Read and listen to the information in the box.

Build your potential | Listening for intonation

We can often understand how a speaker is feeling by the intonation they use. When someone is not sure about something, they use a rising intonation.


An apple is a type of fruit.

When they are sure about something, they use a rise-fall intonation.


An apple is a type of fruit.

b 64 Now listen to the quiz show again. Decide if the speakers are certain (C) or uncertain (U) when they give these answers.

- 1 The word is *prescription*.
- 2 The word is *chemist*.
- 3 I think the word is *patient*.
- 4 I'm going to say the word is *nurse*.

5a Work in groups. Play 'What's the Word?'.

Team A: Choose three new words from Units 1–6 of this book.
Write definitions of the words.

Team B: Listen to the definitions. Can you guess the words?

b Swap roles and play again.



Grammar preview

Can you remember which words the presenter uses?

It's a piece of paper **which** / **who** you get from the doctor.

It's a person **which** / **who** cares for ill people.



Figure it out

- A: Who were you talking to?
 B: That was Patrice. He's the nurse **who** / **that** visited my grandmother when she was ill last year.
 A: Does he work at the hospital?
 B: No, he works at the clinic **which** / **that** is next to the the park.



- 1 Read the conversation in Figure it out and look at the words in bold. Then complete the rules below.

Grammar Relative pronouns, defining relative clauses

A defining relative clause gives us important information about something or someone. We use the relative pronouns **who**, **which** and **that** at the beginning of a defining relative clause.

We use the relative pronoun ¹ _____ when we are talking about people.

We use the relative pronoun ² _____ when we are talking about things.

We can use the relative pronoun ³ _____ to talk about people or things.

▶ Grammar reference 7.2 p143

- 2 Choose the correct relative pronoun to complete the sentences.

- The doctor **who** / **which** gave you those pills has worked here for 23 years.
- I can't find the bandage **who** / **which** I bought yesterday.
- The operation **who** / **which** I had was successful, and I feel much better now.
- The person **who** / **which** I spoke to on the phone wasn't very helpful.
- The patient **who** / **which** left hospital yesterday has just fallen downstairs and broken her leg.
- The pills **who** / **which** were on the table have disappeared.

3a Read the rules in the Grammar box.

Grammar Omitting the relative pronoun

Some defining relative clauses don't need the relative pronoun.

When the relative pronoun is followed by the subject of the verb, we don't have to include the relative pronoun.

The shoes (which) I want to wear tonight are under my bed.

When the relative pronoun is followed by the verb, we have to include the relative pronoun.

The man who wrote this book works with my aunt.

▶ Grammar reference 7.2 p143

- b Tick (✓) the sentences which don't need a relative pronoun.

- The sandwich that I ate was delicious.
- He's lost the prescription which was in his bag.
- The medicine which you bought is in the cupboard.
- The nurse who helped me used to work at my school.
- I've just spoken to the doctor who performed my operation.
- The man who you sat next to on the bus is a famous singer.

- 4a Complete these sentences with the correct relative pronoun and your own ideas.

- The person _____ is most important in my life is ...
- Something _____ I always have in my bag is ...
- Something _____ I often forget to bring to school is ...
- The earliest memory _____ I have is ...
- The friend _____ makes me laugh the most is ...

- b Work in pairs. Compare your sentences. Do you have the same ideas?

1 Look at these different items. What do they have in common?



C



2 66 Listen to a conversation between a man and his mother. Check your answer to exercise 1.

3 66 Listen again and number the items in exercise 1 in the order you hear them.

4a 66 Listen again and use these words to complete the phrases for making suggestions.

about better don't (x2) ought should

- 1 How _____ drinking something hot?
- 2 I _____ think you should have hot coffee.
- 3 You _____ to drink tea.
- 4 You'd _____ see a doctor.
- 5 I think you _____ really eat more fruit.
- 6 Why _____ you call me back later?

b 67 Listen, check and repeat the phrases.

5 Put the words in the correct order to make sentences, then say them.

- 1 the / why / doctor's / don't / go / you / to / ?
- 2 rest / you / to / ought
- 3 some / better / water / you'd / drink
- 4 walk / about / for / a / how / going / ?
- 5 down / think / you / I / should / lie

6a Work in pairs. Choose one of the situations below. Prepare a short conversation. One person has the problem, the other person makes suggestions.

- You have an important exam next week and you don't feel ready.
- You received some money for your birthday and you don't know what to buy.
- You had an argument with a friend and you want to make things better.

b Work with another pair. Read your conversation.

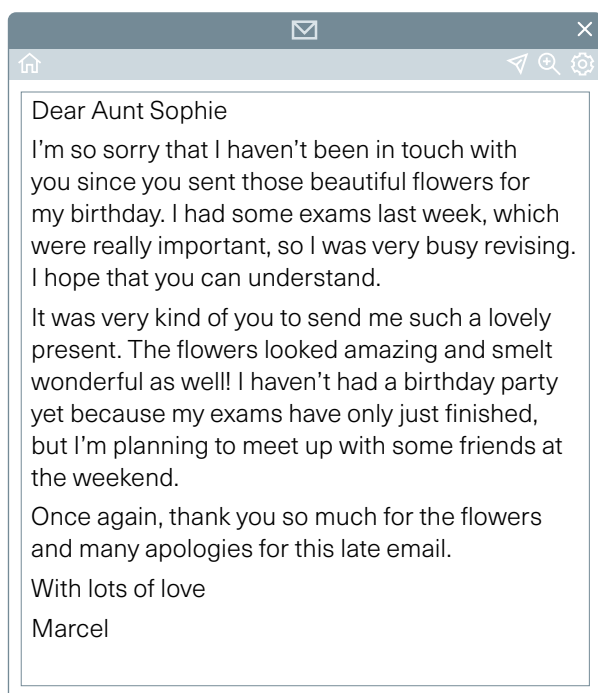
c Listen to the conversations. Is it good advice? Discuss in small groups.

- 1 Work in pairs. Think of more reasons why you might apologise to someone.**

forgetting a birthday, being late to an important event, ...

- 2 Read the email below quickly. Why is Marcel apologising to Aunt Sophie?**

- He forgot to give her a birthday present.
- He didn't say thank you for her birthday present.
- He didn't invite her to his birthday party.



- 3 Read the email again and find phrases for expressing apology. Complete the phrases below.**

Phrases for expressing apology

I'm ¹ _____ that ...

I hope that ² _____ .

Many ³ _____ ...

I owe you an apology for ...

I'm writing to say how sorry I am that ...

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



Build your potential | Using paragraphs

When you write an email of apology, use paragraphs to organise your ideas.

- Start your first paragraph with your apology and give a reason.
- In the second paragraph, give some more information.
- In the third paragraph, apologise again.

Remember to use informal language if you are writing to a friend or someone in your family.

- b Look at the sentences below from an email of apology. Decide if they are from the first (1), second (2) or third (3) paragraph.**

- I've still got your present here, so maybe I can bring it to your house later this week?
- I'm writing to say how sorry I am that I didn't come to your party at the weekend.
- With apologies again and hope to see you soon.
- I saw some of the photos from the party on social media and it looked amazing!
- I was feeling really ill and so I decided to stay at home and go to bed early.

- 5 Read the information below. Write an email to apologise to your friend. Explain why you forgot and suggest that you meet up at the weekend. Write between 80 and 120 words.**

You forgot your friend's birthday because your grandmother was in hospital, and you were very worried about her.

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

- Did you cover all the points in the task?
- Did you organise your email into three paragraphs?
- Did you use informal language?
- Did you use phrases for expressing apology?



Life skills and values

Self-care

- 1a** Work in pairs. Read the definition of *self-care* below. Think of three ways that you practise self-care.

self-care (n): looking after yourself, both physically and emotionally, so that you feel well

- b** Work with another pair of students and compare your ideas.

- 2** Read the text quickly. Does it include any of your ideas from exercise 1?

SELF-CARE

There are lots of ways that we can help ourselves to feel well. To start with, we should all take regular exercise, eat healthy food, drink plenty of water and make sure that we get enough sleep every night. These are the basic things that everyone should try to do. But what about other activities? We asked young people around the world about their 'self-care strategies', and this is what they said.

SAM

'I love being outside, looking at nature. If I don't have time to go for a walk, just having plants in my room or listening to the sound of a river can make me feel relaxed and happy.'

RILEY

'Being creative is really important for me. I spend time every day drawing and painting. When I'm doing something creative, I forget about all my problems.'

TAYLOR

'Sometimes, if I feel a bit sad, I put on some music and dance around my room. I'm probably not a very good dancer, but it doesn't matter. I always feel better after a dance!'

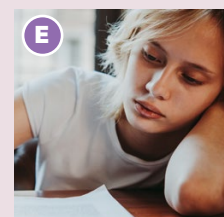
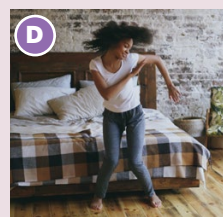
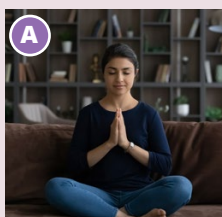
NIKOLA

'When I'm in a bad mood, I often want to stay in my room and be on my own. But I know that talking to my friends is helpful. I write down my problems in a notebook and then sometimes I share them with my friends when I feel a bit happier.'

FLORES

'I start every morning with a meditation. I use an app and I set a reminder on my phone so that I don't forget to do it. It helps to keep me calm and to stop me worrying about things that I can't control.'

- 3** Match the people from the text with the photos below.



- 4a** Make a schedule for the next week. Include one self-care activity for every day. You can use the ideas from the text or your own ideas.

- b** Work in groups. Compare your ideas. Do you want to make any changes to your schedule?