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.



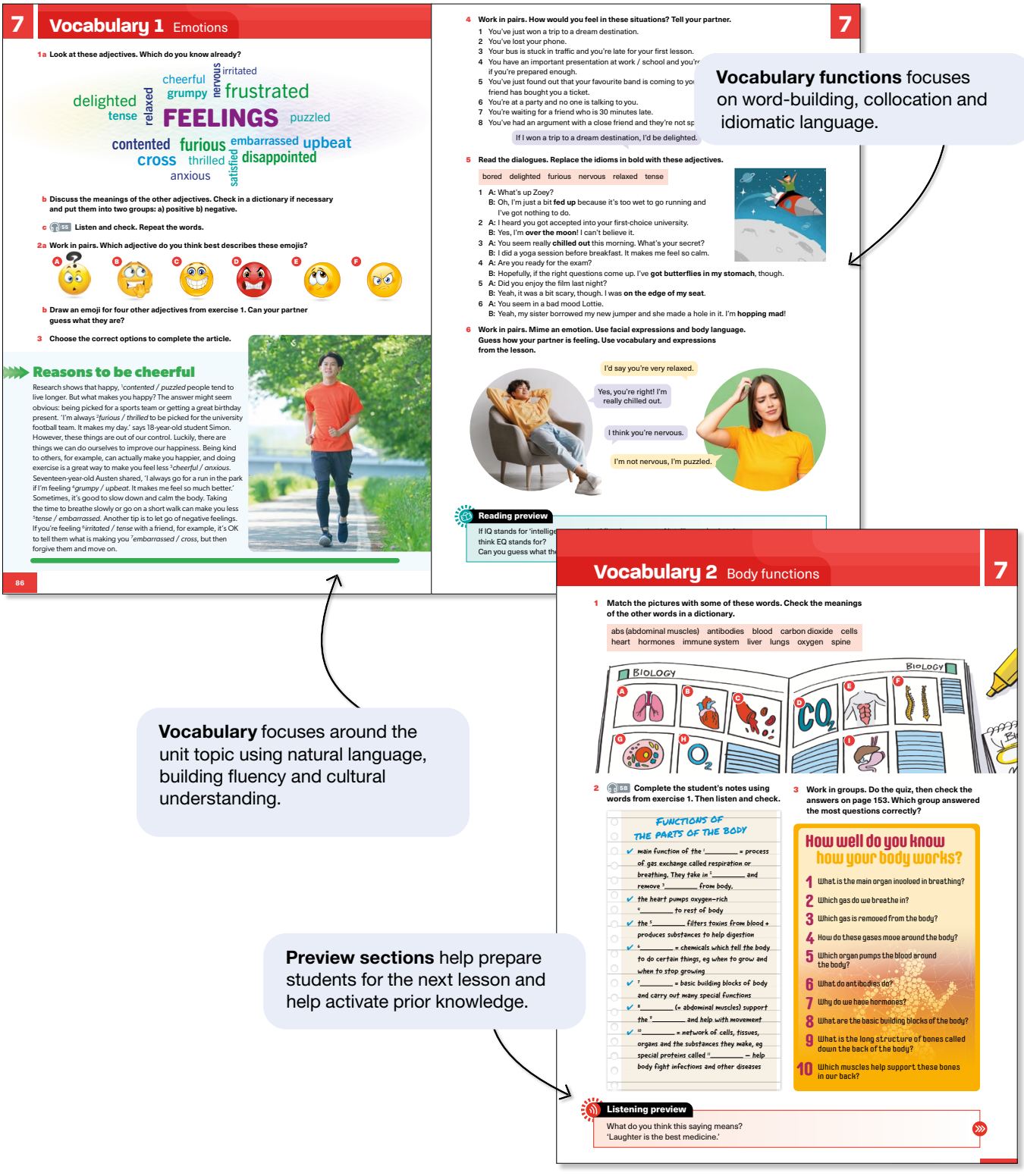
Questions designed to activate previous language and knowledge about the topic.

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.



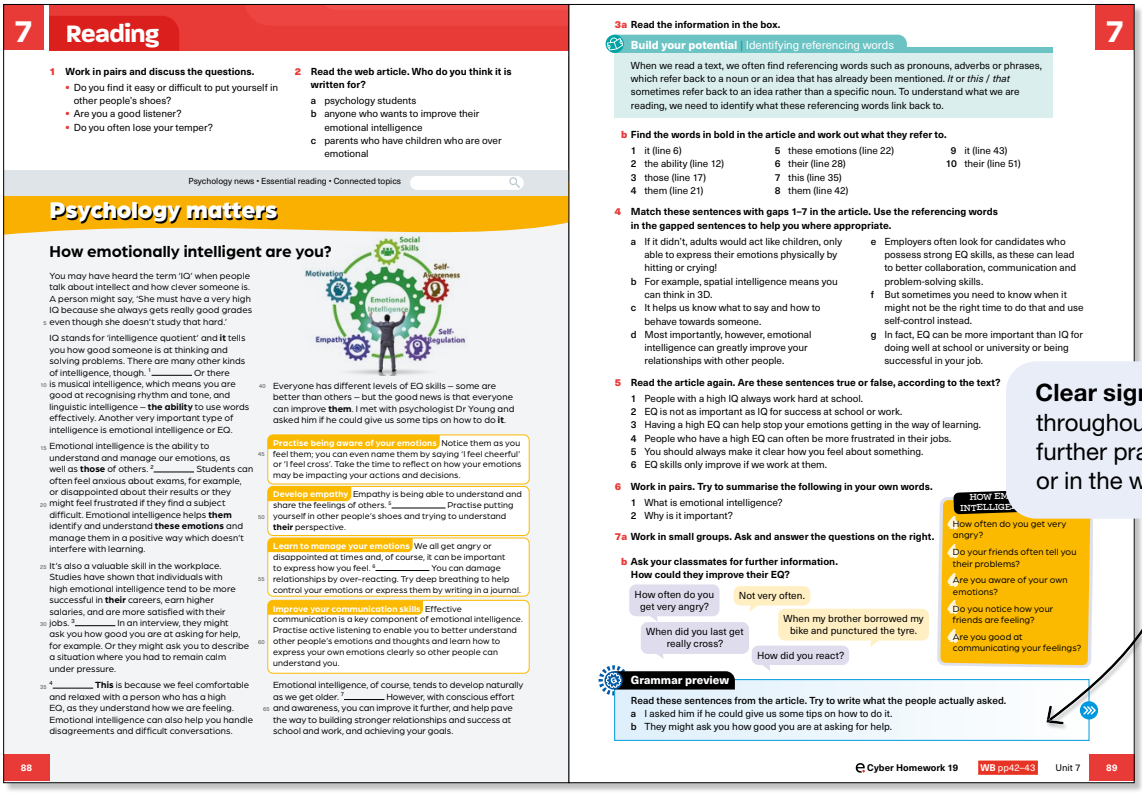
Vocabulary functions focuses on word-building, collocation and idiomatic language.

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.



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

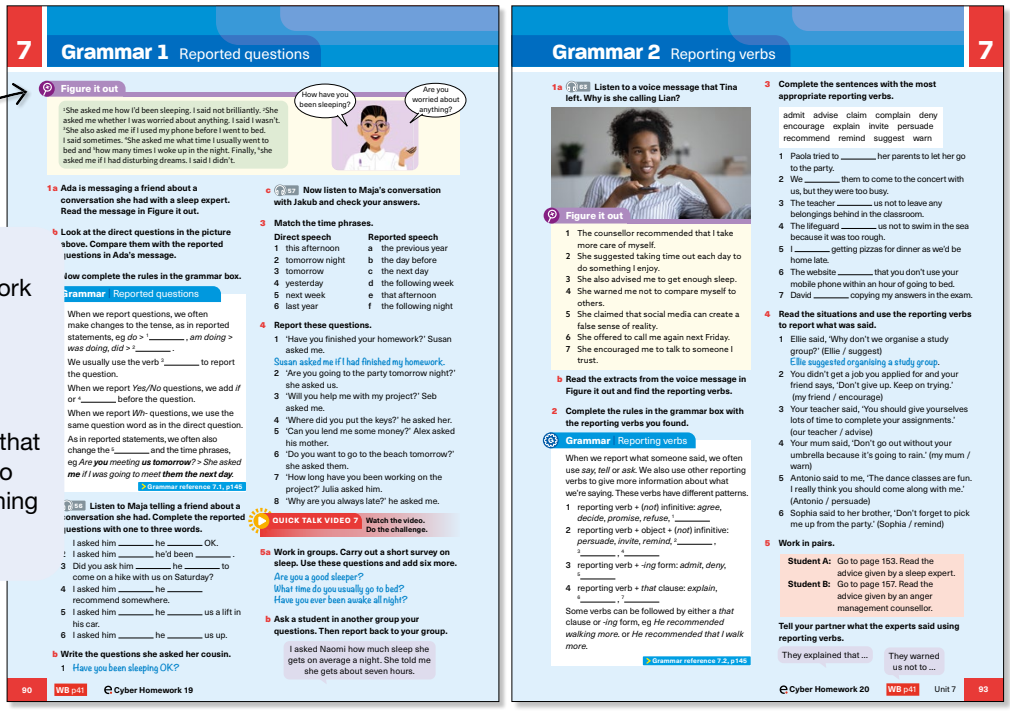
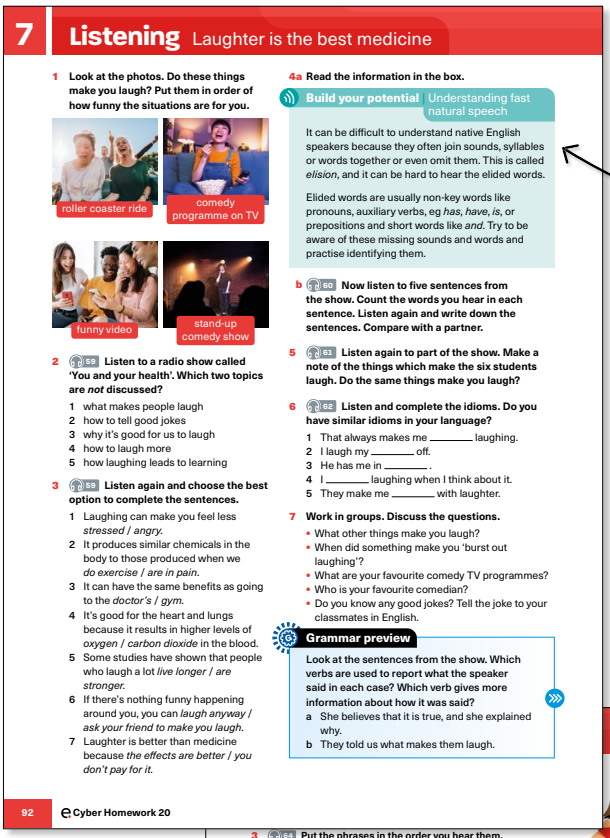


Figure it out sections encourage students to work out grammar in context, preparing them for the lesson ahead.

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 **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 **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 **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 **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 **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 **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.

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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.

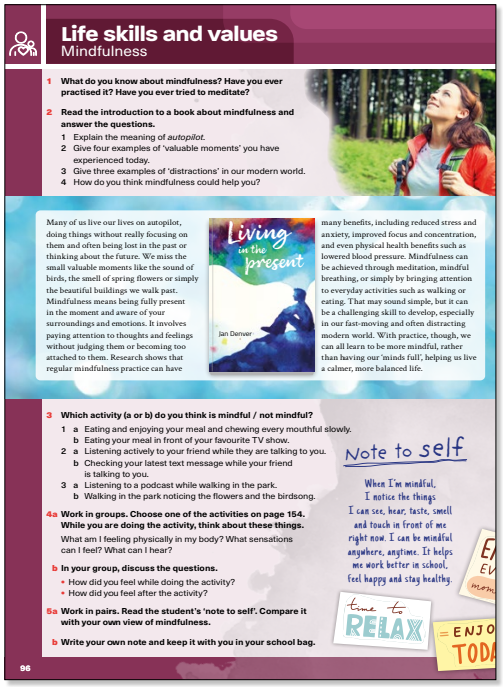
5 **Check your writing. Read your email again. Have you:**

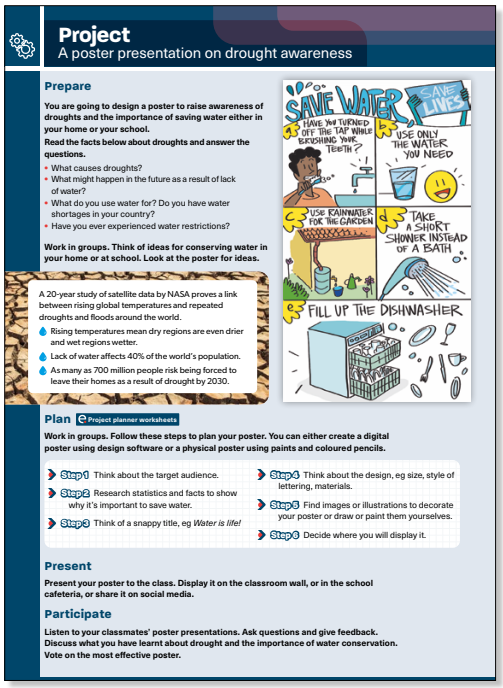
- used contracted forms?
- used a variety of informal language?
- used different phrases for asking for advice?

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.



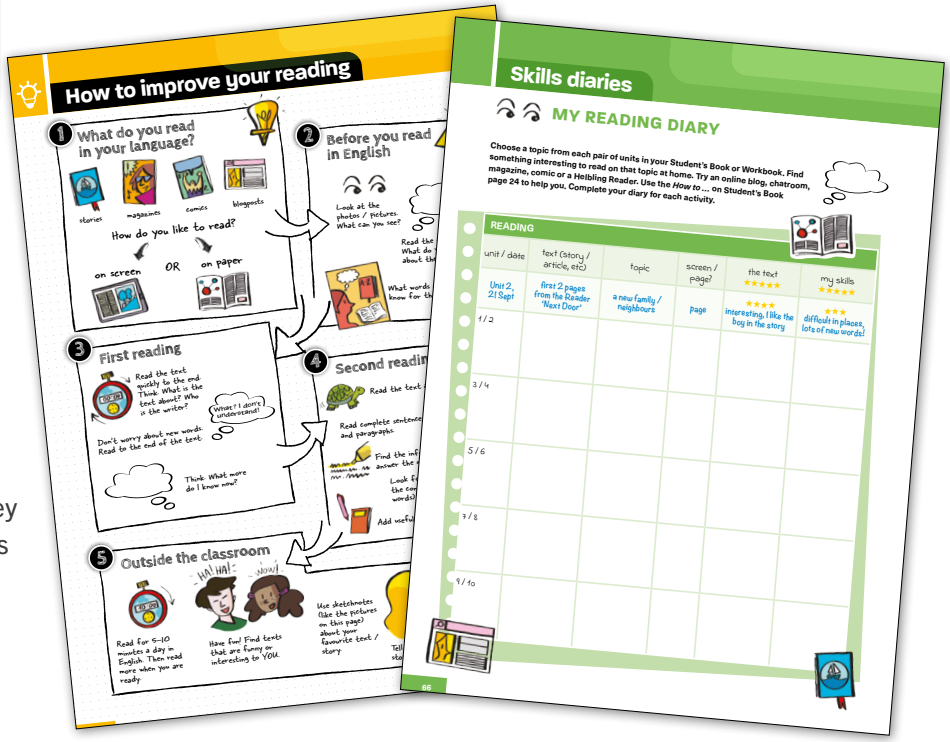


Projects

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.

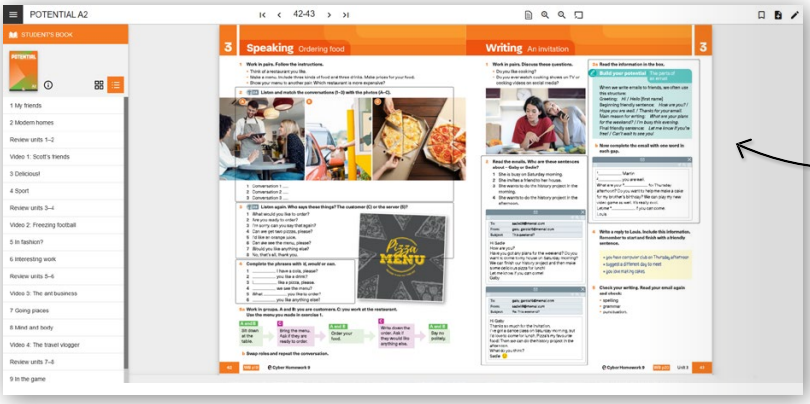
How-to pages

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.

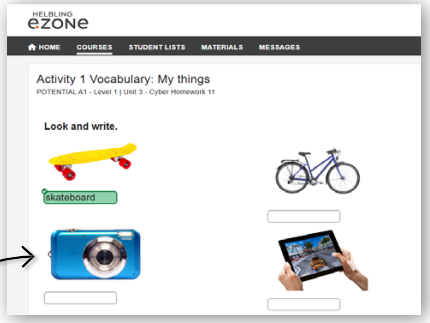


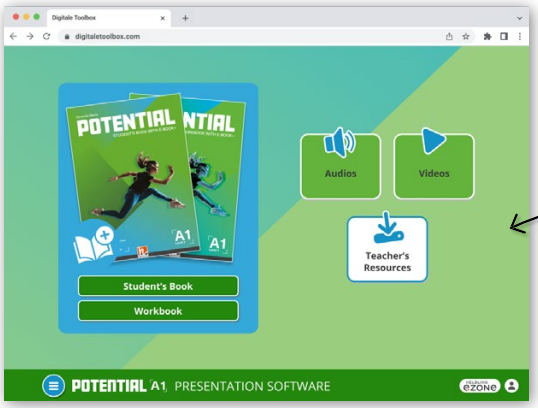
Digital

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.

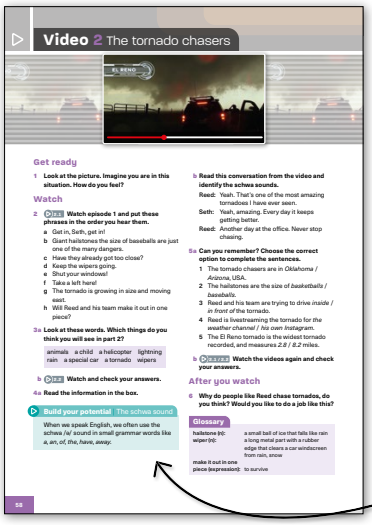




Cyber Homework – interactive activities covering grammar, vocabulary, pronunciation, reading, listening and language for speaking and writing.

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.

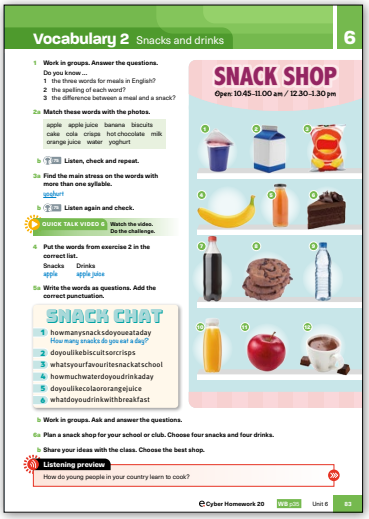
Video





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 ezone
- Interactive e-book+
- Cyber Homework
- Online tests
- Exam Practice

ON HELBLING MEDIA APP
- Audio
- Video



Workbook

ON ezone
- Interactive e-book+

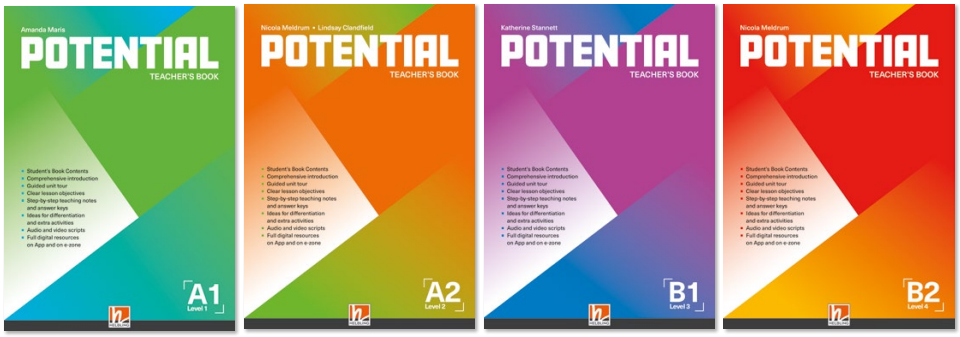
ON HELBLING MEDIA APP
- Audio



Teacher's Book

ON ezone
- 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