CAMBRIDGE

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VOCABULARY Describing People

- Read the definitions (1–6) and match them with the photos (a–f). Then listen and check.
 - 1 A **calm** person is relaxed and doesn't worry.
 - 2 An active person has a lot of energy.
 - 3 A cheerful person is happy.
 - 4 A **confident** person feels they can do something well.
 - 5 A **sensitive** person understands how others feel.
 - 6 A helpful person helps others.
- Listen and complete the definitions. Which adjectives are similar in your language? Which are different? How can you remember them?

angry decisions feel good at people successful

- 1 A sensible person makes good decisions.
- 2 An **ambitious** person wants to be
- 3 A **talented** person is naturally something.
- 4 A **sociable** person likes being with other
- 5 A **patient** person doesn't get when things take a long time.
- 6 An **inspiring** person makes you motivated.
- 3 What kind of people do you like to be around? Why?

LEARN TO LEARN

Opposites

When you learn a new adjective, write the opposite.

4 Match the words from Exercises 1 and 2 with their opposites.

1	grumpy	cheerful	7	silly
2	anxious		8	unambitious
3	impatient _		9	unhelpful
4	insensitive _	3-17	10	uninspiring
5	lazy		11	unsociable
6	shy _		12	untalented







Test a partner. Say a word. What's the opposite?



- 6 In your notebook, write three adjectives to describe you and say why.
 - sociable: I'm sociable because I love making friends and being with people.
- 7 Tell your partner your answers from Exercise 6. Do they agree? Did you both choose the same adjectives?

Explore It!

Guess the correct answer.

Some people in Japan believe your ... influences your personality.



a blood type b height c shoe size Find another interesting idea about what can influence your personality. Then write a question for your partner to answer.

More Information

READING An Article



The Man Who Taught Himself to See

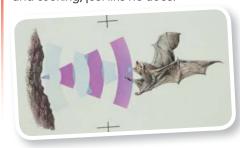
where sometimes say that a person who cannot see is "as blind as a bat," but bats actually have an amazing ability to "see" the world. The inspiring Daniel Kish lost his sight when he was a baby, but he learned to use sound to become more independent.

When he was growing up, his friends all rode bikes to school. Daniel wanted to be active like his friends, so he decided to teach himself to ride a bike by riding next to a wall. Soon he was biking to school.

One day, while Daniel was riding his bike, one of his friends realized something incredible. Daniel was making clicking sounds with his tongue and using his ears to "see" objects around him. Bats make similar sounds, and the sound waves

travel through the air until they hit something. The bats then listen to the sound waves as they bounce off the object and return to them with information. Using this technique, called echolocation, Daniel knows the size, position, and shape of an object so he can "see" it in his head.

Daniel believes anyone can train their brain to learn echolocation. While he was studying in college, he planned an echolocation training program. Now, he travels around the world giving talks and teaching the technique to other blind people. He inspires them to use echolocation so they can enjoy activities such as mountain biking, climbing, camping, and cooking, just like he does.



\cap 1	Mark (✓) the things in the box you
1.03	think Daniel uses to "see." Read and
	check.

brain dogs	hands nose	sticks tongue
ears 🗌	sounds	

2 Answer the questions.

- 1 Why is the phrase "as blind as a bat" strange?
- 2 What can Daniel do with sounds?
- 3 What does Daniel do now?
- 4 What does Daniel do in his free time?

3 Complete the chart with words from the article.

Verb	Noun	Adjective
¹ believes	belief	believable
2	inspiration	inspiring
	3	active
see	4	sighted
	independence	5
amaze	amazement	6

In your notebook, write sentences about Daniel with words from Exercise 3. Work in pairs. Compare your sentences.



- 5 Discuss the questions.
 - 1 Do you think Daniel Kish is inspiring? Why / Why not?
 - 2 Do you know any inspiring people? Why are they inspiring?

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12 WHAT INSPIRES YOU? | UNIT 1



More Information

GRAMMAR IN ACTION

Simple Past and Past Continuous with *When* and *While*



Past Continuous	Simple Past	
Daniel was riding his bike	¹ when one of his friends realized something.	
² Daniel was riding his bike,	one of his friends realized something incredible.	
³ he was growing up ,	his friends all rode bikes to school.	



- 1 Complete the examples in the chart above. Use the article on page 12 to help you.
- 2 (Circle) the correct words.
 - 1 What did you do /were you doing when Icalled / was calling you?
 - 2 They were leaving / left when the phone was ringing / rang.
 - 3 I didn't see / wasn't seeing Tom while I played / was playing soccer.



We usually use **while** with the past continuous to emphasize an ongoing action in the past. We usually use **when** with the simple past to talk about an interrupting action.

I was walking my dog when it started to rain.

NOT *I* walked my dog when itwas starting to rain.

Complete the text with the correct form of the verbs in parentheses. Then listen and check.

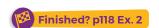
	Elvis Ingersoll, a 14-year-old from	California, ¹ was working
*	(work) in his family's restaurant or	ne day when suddenly, it
	2 (start) to rain	n. Elvis ³
	(look) out the window when he 4_	(see) an
R	old man walking across the street v	without an umbrella. Immediately,
	Elvis ⁵	(run) outside with an umbrella and
-	6(help)	the man cross the street. Elvis and the old man
V	7	(not know) that people in the restaurant
	8	_ (take) videos of them while they
	9	(cross) the street. Later, thousands of people
	10(share) v	ideos of the helpful teen and the old man online.

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use	IT:

4 Complete the questions with the correct form of the verbs in parentheses.

1	What <u>did</u>	you <u>see</u>	_(see) when you <u>were going</u> (go)
	to school this m	orning?		
2	it	(sno	ow) when you	(wake up)?
3	Whaty (see) your friend	•	(talk) about when you	
4	Whaty		(do) when you	(get)
5	Whaty (eat) breakfast t	•	(think) about while you	

5 Ask and answer the questions in Exercise 4.





More Information

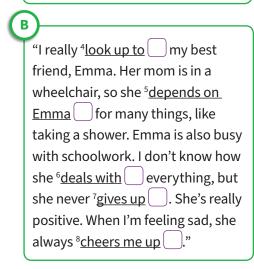
VOCABULARY AND LISTENING

Phrasal Verbs

Match the <u>underlined</u> phrasal verbs 1-8 with the definitions a-h. Then listen, check, and repeat.

During summer break, most teenagers ¹hang out h with their friends, but Ben volunteers at a children's summer camp. He ²takes care of the children.

"I³get along with the other volunteers," he says. "It's great!"



- a supervises or cares for
- b makes me feel happier
- c manages to do
- **d** admire
- e stops trying
- f have a good relationship with
- g needs Emma's help
- h spend time relaxing



Write true and false sentences about your friends and family with the phrasal verbs from Exercise 1. Can your partner guess which sentences are false?



A Radio Show

3 Look at the photo. What do you think the man's special talent is?

UEARN TO LEARN

Taking Notes

Writing key words can help you remember what the listening was about.

Listen to the radio show about Henry Fraser and take notes. Then compare with a partner. Whose notes are clearer? Why?

His life before the accident:

The accident:

His life after the accident:

- 5 Listen again and circle the correct answers.
 - 1 Henry hit his head because ...
 - a the water wasn't deep.
 - **b** he was running.
 - 2 After the accident, Henry ...
 - a needed help with some things.
 - **b** needed help with everything.
 - 3 Henry paints pictures of ...
 - a animals and people.
 - **b** animals, people, and things.
 - 4 Jeremy looks up to Henry because he ...
 - a is positive about a difficult situation.
 - b paints with his mouth.



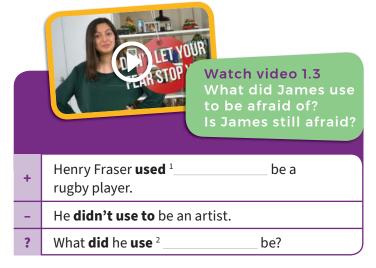
- 6 Discuss the questions.
 - 1 How do you think Henry felt after the accident?
 - 2 Why do you think he didn't give up?
 - 3 Do you think Henry is inspiring? Why / Why not?

14 WHAT INSPIRES YOU? | UNIT 1



More Information

GRAMMAR IN ACTION Used To



- 1 Complete the examples in the chart above.
- 2 Complete the sentences with the correct form of used to and the phrases in the box.

be very active build things hate vegetables like coffee live in the country play with

1	Now my grandparents live in the city, but they used to live in the country.
2	1
	but now I drink it every day.
3	These days, Caroline doesn't do much exercise, but she
4	l,
	but now I have a salad for lunch every day.
5	A
	blocks when you were little?
	B Yes, I loved it. I

OGet It Right!

all the time.

To make negative sentences and questions, we use **did (not)** + **use to** + the base verb form.

He didn't use to live in the city. **NOT** He didn't used to live in the city.

Did you use to walk to school? **NOT** Did you used to walk to school?



Complete the conversation with the correct form of *used to* or the simple past and the verbs in parentheses. Then listen and check.

ALEX What do you want to be when you're older, Mia?

MIA I _used to want _ (want) to be a tennis player, but now I want to be a scientist.

ALEX Why ² (change) your mind?

MIA I ³ (see) a really interesting show about science on TV.

I ⁴ (not pay) attention in science, but now I love it. What about you?

ALEX I want to be an English teacher, but when I was younger, I had a different idea.

MIA Really? What was that?

ALEX I⁵______ (change) my mind all the time. For a while, I⁶_____ (want) to

be a photographer. Then I thought about being a singer ... or a painter.

MIA Well, we have a lot of time to decide!



4 In your notebook, write sentences about what you used to do when you were younger. Think about the things in the box.

elementary school food and drink games and toys vacations

When I was younger, I used to build things with blocks.

5 **©EXAM** Ask and answer the questions with a partner.

Student A:

What toys did you use to play with when you were younger?

What fun activities do you do now that you didn't use to do?

Student B:

What fun activities did you use to do when you were younger?

What foods do you eat now that you didn't use to eat?





More Information



JARED Hey, Sam. 1 Can lask you a few questions for the school magazine? SAM Sure. Go ahead. JARED , who's your hero and why? **SAM** My friend Elena. Last month she saved a boy at the swimming pool. JARED Really? 3 what happened? **SAM** He was playing with a ball when he fell in the water. The thing is, Elena isn't a great swimmer, but she jumped in and pulled him out. JARED Good for her! 4 in your opinion, what is a hero? SAM I used to think all heroes were famous. Now I think when someone does something brave, they're a hero. JARED I'm with you there. 5. Sam. Thanks!

Complete the conversation with the phrases from the *Useful Language* box. Then listen and check.

Useful Language

Can I ask you a few questions ...?
Can you tell us ...?
First of all ...
One more thing ...

That's all ...

16 WHAT INSPIRES YOU? | UNIT 1

3 Match the uses (1–4) with the phrases in the *Everyday English* box.

We say this when we ...

- 1 think someone did a good thing.
- 2 tell someone it's OK to start.
- 3 agree with someone.
- 4 introduce a problem.



The thing is ...

PLAN

- 4 Read the interview again. Work in pairs. Think of a hero you both have. Discuss the questions and take notes.
 - 1 Why is this person a hero?
 - 2 What is this person like?
- 5 Plan an interview. One of you is the interviewer and the other answers questions about the hero. Think of questions and answers for your interview.

SPEAK

6 Practice an interview. Remember to use past tenses, used to, and phrases from the Useful Language and Everyday English boxes.

CHECK

7 Work with another pair. Listen to their interview and answer the questions from Exercise 4.

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WRITING

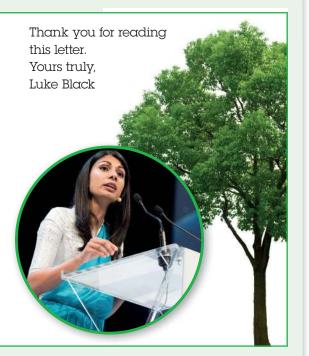
A Letter to a Magazine

I am writing about your "Inspiring Person" competition. Personally, I think Anoka Primrose Abeyrathne should win the competition.
 In 2004, Anoka was living in Sri Lanka when

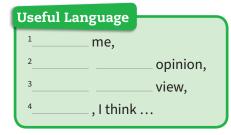
In 2004, Anoka was living in Sri Lanka when a tsunami destroyed a lot of the coast, so she decided to start a project to plant new trees. Now she works with other young people to take care of the environment and help people around the world. For me, her most

exciting project is "Make It Green Again." For this project, **Anoka** made Sri Lanka's first environmental music video because she wanted people to think about the environment.

In my view, Anoka is an inspiring person because she's ambitious and helpful. I look up to her because she used to be a normal student and now she's changing the world. In my opinion, Anoka should win because she cares about the environment.



- 1 Do you know any inspiring teens? What inspiring things do they do?
- 2 Teen Magazine is having a competition to find an inspiring person. Read Luke's letter. Who does he want to win?
- 3 Match questions a-c with paragraphs 1-3.
 - a Why should this person win the competition?
 - **b** Who should win the competition?
 - c What inspiring things does this person do?
- 4 Complete the phrases in the *Useful* Language box. Then check in the letter.



PLAN

5 Write your own letter to the editor about an inspiring person you know. Read the notes. Use them to write your own notes.

Who? my friend Gina

What does she do? runs a lot, raises money for sick children Why should she win? never gives up, cheerful, talented

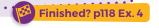
6 Decide what information to include in each paragraph. Use the questions in Exercise 3 to help.

WRITE

7 Write your letter. Remember to include three paragraphs, past tenses, *used to*, and phrases from the *Useful Language* box.

CHECK

- 8 Do you ...
 - introduce the person in the first paragraph?
 - say why the person should win?
 - use language for giving opinions?





AROUND THE WORLD

READING An Article

- 1 Do you know where Freetown is? How do you think life in Freetown is different from where you live?
- Read the article and check your answers from Exercise 1.
 - 3 Put the events in order.
 - a He built a radio station.
 - He made a battery.
 - c He played music on the radio.
 - **d** He found objects in the street.
 - He went to a summer camp.
 - f 1 The lights in his community didn't always work.



- Who is your hero? Why?
- Which heroes are mentioned? What did they do?
- What type of personality do heroes have?

Voice It!

- 4 Discuss the questions.
 - 1 When you show initiative, you help in a big way when no one expects you to. How does Kelvin show initiative?
 - 2 Is it easy to show initiative? Why / Why not?
 - 3 Why is it important to show initiative?

The Boy Who Brought Light to

Freetown



Can you imagine life with no TV?
What about life without a computer,
or music, or even lights?

Kelvin Doe is an inspiring young man from Freetown, Sierra Leone. When he was growing up, the electricity in his neighborhood didn't always work, so the lights only used to come on once a week.

As a boy, Kelvin was interested in how things worked and he used to get excited about making things. While he was hanging out with his friends, Kelvin used to find materials in the street and make useful things from them.

His mom used to get tired of finding pieces of garbage everywhere, but he made some amazing things. He used old electronic items to repair broken TVs and radios. At 13, he even made a battery so that his family and neighbors had lights at night.

When Kelvin was in high school, he participated in a summer innovation camp. Students had to think of a way to deal with a problem in their community. Radio is important in Sierra Leone, and Kelvin knew that his community would be proud of their own radio station. So, while he was there, Kelvin built a radio station. He played music on the radio and when he wasn't playing music, he interviewed people about life in Freetown. His radio show was very popular because Kelvin gets along well with everybody and was good at talking to people. People called him DJ Focus because he believes that when you focus on something, you can do anything.

18 WHAT INSPIRES YOU? | UNIT 1



More Information

