CAMBRIDGE

Cambridge University Press
978-1-108-84704-9 — Shape It Level 4 Student's Book with Practice Extra American English
Samanatha Lewis , Daniel Vincent
Excerpt
More Information

7 Why are emotions important?

LEARNING OUTCOMES

I can ...

- understand texts about a growth mindset and reducing exam stress
- express sympathy and concern
- write an email reply
- understand gerunds and infinitives, and subject and object questions
- use adjectives that describe feelings and expressions with *heart* and *mind*
- personalize vocabulary, make fill-in-the-blank flashcards, learn synonyms and antonyms , and give my partner useful feedback

Start It!

1 Look at the photo. How does the girl feel?
2 Before you watch, what emotions do you associate with these colors: red, gray, purple, yellow?
3 What color can make you feel hungry? Watch and check.
4 What colors do you wear when you're happy and when you're sad?



Watch video 7.1



p85

Grammar in Action 7.2



p87

Grammar in Action 7.3



p88

Everyday English 7.4



p90

Globetrotters 7.5

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-84704-9 — Shape It Level 4 Student's Book with Practice Extra American English
Samanatha Lewis , Daniel Vincent
Excerpt
More Information

VOCABULARY
Feelings

1 Read the pamphlet. Do you agree with it?

2 7.01 Match the words in **bold** in the pamphlet with definitions a–m. Listen, check, and repeat.

a	happy	13
b	angry	
c	unhappy	
d	very silly	
e	feeling thanks	
f	not confident	
g	enthusiastic	
h	quiet and calm	
i	in emotional pain	
j	extremely happy	
k	finding something funny	
l	positive about the future	
m	pleased to achieve something	

3 7.02 Listen and complete the sentences. Write one word in each blank.

1 Sally feels absolutely _____.
2 The boy feels _____.
3 Javier felt absolutely _____.
4 The girl feels really _____.
5 Mandy feels a little _____.

LEARN TO LEARN
Remembering Adjectives

Think about your personal experiences to help you remember new adjectives.

4 Do Part 1 in the pamphlet. Think of a sentence for each adjective and write it in your notebook.

I feel amused when I watch comedy movies.

5 In pairs, read out your sentences. Do you have similar or different ideas?

I feel satisfied when I score a goal in soccer.

Use It!

6 Now do Part 2 of the pamphlet. Tell your partner your plans.

STAY POSITIVE!

For teenagers, life can be an emotional rollercoaster. Sometimes you're [1]**thrilled** to be alive; then you feel [2]**down** for no reason. You may feel [3]**insecure** about who you are or [4]**annoyed** with everyone on the planet. You might feel [5]**ridiculous** when you don't know something all your friends seem to know and [6]**hurt** that nobody seems to care how you feel. Of course, people do care, which is why we've created this exercise for developing positive emotions.

Part 1 For each word below (amused, etc.), think of a situation that helps you feel that emotion.

Part 2 Choose two positive emotions you want to focus on. In the chart, write something that will increase those emotions every day for a week.

I feel …	This week I will …
[7]**amused** when my best friend tells me jokes.	ask him to tell me some every day.
[8]**hopeful** when I make a wish.	make three wishes …
[9]**peaceful** when I walk on the beach.	
[10]**grateful** when people help me.	
[11]**eager** when I start a new art project.	
[12]**satisfied** when I've cleaned my room.	
[13]**glad** when my friends are happy.	

Explore It!

Guess the correct answer.

Complete the expression: *Laughter is the best …*

a communication. b exercise. c medicine.

Find out a fact about smiling. Write a question for your partner to answer.

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-84704-9 — Shape It Level 4 Student's Book with Practice Extra American English
Samanatha Lewis , Daniel Vincent
Excerpt
More Information

READING

A Magazine Interview

1 **Read and answer the question at the beginning of the interview.**

2 7.03 **Read the interview and match the interviewer's questions a–d with 1–4. Then listen and check.**

a You had a fixed mindset?
b Malcolm, what exactly is a growth mindset?
c What advice would you give our readers?
d How can you develop a growth mindset?

3 **Read the interview again and circle the correct answers.**

1 Even if you have a fixed mindset, you …
   a never change.
   b are bad at math.
   c can change.
   d like taking tests.
2 People with a growth mindset …
   a think they can get better.
   b are good at everything.
   c are scared of failing.
   d don't have to learn new skills.
3 Malcolm …
   a wanted to learn the piano.
   b played the piano for several years.
   c learned to play the guitar easily.
   d slowly improved his guitar playing.
4 Malcolm encourages readers to …
   a learn from their mistakes.
   b wait before trying new things.
   c ignore their mistakes.
   d try one thing at a time.

4 **Find words in the interview that mean …**

1 a feeling or opinion (paragraph 1). _____
2 not changing (paragraph 1). _____
3 without purpose (paragraph 2). _____
4 necessary (paragraph 4). _____
5 not a success (paragraph 4). _____

The Power of "Not Yet"



Imagine you've just failed an important math test. What do you think?

a I failed this test, but I can pass the next one if I study harder.
b I'm just not good at math. There's no point trying.

If you chose *a*, you have a growth mindset. People with a growth mindset are often happier and more successful. But if you chose *b*, don't worry – you can change. I spoke to psychologist Malcolm Adams to find out how.

1 ☐ A mindset is your attitude in life. Some people have a fixed mindset. These people often avoid trying new things because they're afraid of making mistakes. They refuse to try harder because they don't believe they can get better. On the other hand, people with a growth mindset believe they can improve with practice. They're eager to learn new skills and they're not afraid to fail sometimes. They often do well in life.

2 ☐ Let me tell you a story to explain this. When I was a kid, my parents made me learn the piano. I didn't like the piano, and it was really difficult. I remember feeling annoyed with myself whenever I made a mistake. After about a year, I stopped trying. I thought, "This is pointless. I don't have any musical talent."

3 ☐ Exactly. But later, in college, a friend said to me, "If you want to be good at something, you have to believe you can do it." So I thought, "OK, let's try again." I decided to learn the guitar, which I'd always adored. This time I told myself, "You can do it!" I practiced a lot. It was hard, but little by little I got better. I'll never forget playing for my friends for the first time. I was thrilled! My mindset had completely changed.

4 ☐ First, believe in yourself. Being positive is essential. Second, don't worry about making mistakes. A mistake isn't failure – it's an opportunity to learn. Finally, don't forget to use the power of "not yet." Never say, "I can't do this." Always remember to tell yourself, "I can – just not yet."

Voice It!

5 EXAM **Discuss the questions.**

1 Do you like to try new things? Why / Why not?
2 Where do you think you are on the scale for the activities in the box?

making art playing music and singing
playing sports speaking English

1 — 2 — 3

fixed mindset a mixture of both growth mindset

Finished? p124 Ex. 1

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-84704-9 — Shape It Level 4 Student's Book with Practice Extra American English
Samanatha Lewis , Daniel Vincent
Excerpt
More Information

GRAMMAR IN ACTION

Gerunds and Infinitives (with *to*)



Watch video 7.2
Why does Claire inspire him?
What did he try last summer?

Gerunds		Infinitives (with *to*)	
As a Subject	[1] Being (**be**) positive is essential.	**To Explain Purpose**	I spoke to him [4] _____ (**find out**) how.
After Prepositions	They're afraid **of** [2] _____ (**make**) mistakes.	**After Adjectives**	They're **eager** [5] _____ (**learn**) new skills.
After Certain Verbs (avoid, enjoy, finish, mind, miss, practice, risk, suggest)	These people often **avoid** [3] _____ (**try**) new things.	**After Certain Verbs** (decide, hope, promise, refuse, want, would like)	They **refuse** [6] _____ (**try**) harder.

1 **Complete the examples in the chart with the gerund or infinitive (with *to*) of the verbs in parentheses.**

Get It Right!

Some verbs, including **like**, **love**, and **start**, can take the gerund or infinitive with no change in meaning.

He loves going/to go for walks.

Gerunds	Infinitives
I **remember feeling** annoyed. (= *I have a memory of a past action or event.*)	Always **remember to tell** yourself … (= *don't forget …*)
I'll never **forget playing** for my friends for the first time. (= *I won't forget that memory.*)	Don't **forget to use** the power of "not yet." (= *Don't forget to do this in the future.*)
I **stopped trying**. (= *I didn't do this anymore.*)	I **stopped to rest** for a few minutes. (= *I stopped what I was doing for a while.*)

2 **Complete the text with the gerund or infinitive (with *to*) of the verbs in the box.**

develop feel help (x2)
increase ~~know~~ make say

THINK POSITIVE

You'll be glad [1] to know there are steps you can take [2] _____ a positive mindset. Psychologists suggest [3] _____ a list of activities that make you feel good and then doing one every day [4] _____ your positivity. [5] _____ others when they have a problem also makes us feel happier. Of course, it's important [6] _____ thank you to people for [7] _____ you. Try it! Everyone wants [8] _____ more satisfied with life.



3 **Complete the questions with the gerund or infinitive (with *to*) of the verbs in parentheses.**

1. Do you remember meeting (meet) your best friend?
2. When you're studying, how often do you stop _____ (take) a break?
3. What would happen if you forgot _____ (set) your alarm the night before an exam?
4. Would it be hard to stop _____ (use) your phone?
5. What things do you have to remember _____ (do) this weekend?
6. Think of two people you'll never forget _____ (meet) on your first day at school. Who are they?

Use It!

4 **Ask and answer the questions in Exercise 3.**

Finished? p124 Ex. 2

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-84704-9 — Shape It Level 4 Student's Book with Practice Extra American English
Samanatha Lewis , Daniel Vincent
Excerpt
More Information

VOCABULARY AND LISTENING

Expressions with *Heart* and *Mind*

7.04 **1** **Match the phrases in bold in the thought bubbles with definitions a–j. Then listen, check, and repeat.**

I have to [1]**learn by heart** so many facts for that exam, but I don't have time!

What am I going to study in college? I have to [2]**make up my mind** soon.

I set a reminder on my phone in case it [3]**slips my mind**.

[4]**I have something on my mind** about school. Who should I talk to?

I want to become an actor, but what will Dad say? It'll [5]**break his heart** if I don't study science.

Education is a subject that [6]**is close to my heart**, but I don't know if I'd be a good teacher or not!

I need to choose my degree carefully. I can't [7]**change my mind** later.

I know if I [8]**put my heart into** this project, I'll do well, but I'm so tired!

It's just [9]**crossed my mind** that Dan might be at the party.

I must [10]**bear in mind** we can't use a pencil for the exam. I don't want to fail for something silly like that!



- a consider something important — 10
- b make an effort to do something
- c thought of something
- d make a decision
- e memorize
- f change a decision
- g forget about something
- h be worried about something
- i make someone really sad
- j be important to someone

LEARN TO LEARN

Fill-in-the-Blank Flashcards

Flashcards can help you learn expressions.

2 **Make flashcards for some of the expressions in Exercise 1, leaving a blank for *heart* or *mind*. Write the missing word on the back. Then test your partner.**



Use It!

3 **Choose six phrases from Exercise 1 and make sentences with the ideas in the box.**

clothes friends and family going out

When I go out in the evening, I have to bear in mind what time my parents want me to come home.

A Conversation

4 **Which of these things do you think can reduce exam stress?**

1 studying late at night
2 studying with friends
3 drinking energy drinks
4 doing exercise
5 eating apples
6 making lists

7.05 **5** **Listen to the conversation. Circle the things in Exercise 4 that the counselor recommends.**

7.05 **6** **Listen again and discuss the questions.**

1 Why is Gavin so stressed?

He's worried he's going to fail his exams.

2 Why does the counselor suggest making a list?
3 Why does the counselor recommend eating apples and nuts?
4 Why doesn't Gavin want to go to bed early?
5 Why is it important for Gavin to do well in every subject?
6 What is Gavin going to ask his sister tonight?

7 **Do you think the counselor's suggestions are useful?**

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-84704-9 — Shape It Level 4 Student's Book with Practice Extra American English
Samanatha Lewis , Daniel Vincent
Excerpt
More Information

GRAMMAR IN ACTION

Subject and Object Questions



Watch video 7.3
What's good about keeping a journal? Who helped her today?

Subject Questions	
1 Who helps you?	My sister (helps me).
2 _____ makes you think that?	Everything (makes me think that)!
Object Questions	
Who do you want to teach?	(I want to teach) elementary school kids.
3 _____ she study?	(She studied) physics.

1 **Complete the examples in the chart above.**

2 **Circle the correct words to complete the rules.**

1 The words in green are *subjects* / *objects*. The ones in purple are *subjects* / *objects*.
2 *Subject* / *Object* questions always use a form of *do*.

3 **Complete the simple present questions with subject or object question forms.**

1 What *do you do* (do / you) on the weekend?
2 Who _____ (teach) you math?
3 Who _____ (send) you the most messages every day?
4 Which subjects _____ (put / you) your heart into?
5 Who _____ (help) you with your homework?
6 What _____ (happen) if you don't sleep enough?

4 **Complete the simple past questions with subject or object question forms.**

1 Who *taught* (teach) you English last year?
2 What _____ (eat / you) for breakfast today?
3 Who _____ (give) you presents for your birthday?
4 What presents _____ (give / they) you?
5 Which TV shows _____ (watch / you) yesterday?
6 Which country _____ (win) the last soccer World Cup?

5 **Ask and answer the questions in Exercises 2 and 3.**

6 7.06 **Complete the conversation with the correct subject or object question forms. Then listen and check.**



OWEN What's that?
ROSA It's a stress ball.
OWEN What [1] *does it do* (do / it)?
ROSA It helps you relax. Look, you squeeze it like this. It was a birthday present.
OWEN Wow, that feels great! Who [2] _____ (give) it to you?
ROSA My sister. She knows I get stressed out a lot so she thought it might help.
OWEN I want one.
ROSA You don't need one! You never get stressed.
OWEN That's not true. Who [3] _____ (tell) you that? I get stressed before exams.
ROSA Well, you could borrow this one if you like.
OWEN No, I'd prefer my own, thanks. Where [4] _____ (get / your sister) it?
ROSA Online, I think.
OWEN What site [5] _____ (use / she)? Do you know?
ROSA I'll ask her, but I'm sure you can get them in a lot of places. They've been around for years.
OWEN Really? Who [6] _____ (invent) them?
ROSA No idea. Let's look it up!

Use It!

7 **Ask and answer the questions.**

1 Who did you call/visit/help yesterday?
2 Who called/visited/helped you yesterday?

Pronunciation p142

Finished? p124 Ex. 3

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-84704-9 — Shape It Level 4 Student's Book with Practice Extra American English
Samanatha Lewis , Daniel Vincent
Excerpt
More Information

SPEAKING

Expressing Sympathy and Concern



1 **What problems do brothers and sisters usually have?**

7.10 **2** **Listen to the conversation. What is Jerry's problem?**

PAULA Hey, Jerry. What's [1]*the matter*? You look really down.
JERRY I am. It's my brother. He refuses to talk to me.
PAULA Really? That's not [2]_____. Why?
JERRY His tablet has stopped working. He thinks I took it without asking and broke it, but I didn't, I swear. Now, when I try to talk to him, he just walks away.
PAULA That's kind of harsh, isn't it?
JERRY The thing is, he ought to know I wouldn't take his stuff without permission. I feel really hurt.
PAULA I [3]_____. It's horrible when someone doesn't believe you. But bear in mind he's taking his final exams at the moment. He's probably really stressed out about everything.
JERRY I guess you're right, but I hope he calms down soon.
PAULA Is there [4]_____? I have an old tablet I could lend him.
JERRY That's kind of you, but you don't need to do that.
PAULA Don't mention it, but let me know if you change your mind. It'll [5]_____.

7.10 **3** **Complete the conversation with the phrases from the *Useful Language* box. Then listen and check.**

Useful Language

I can imagine. Is there anything I can do to help?
It'll be alright, you'll see. That's not very nice.
What's the matter?

4 **Replace the phrases in bold with the phrases in the *Everyday English* box.**

1 Do I need help? No, **that's a nice thing to offer**, but I'm fine. _____
2 **I'm absolutely certain** my keys are here. I had them a few minutes ago. _____
3 Your teacher gave you a talk for being two minutes late? That's **not fair**.
_____
4 Of course you're **totally nervous and worried**. It's your final exams! _____
5 A Thanks for letting me use your desk.
B **No problem at all**. _____



Watch video 7.4
Everyday English

kind of harsh Don't mention it. I swear
stressed out That's kind of you …

PLAN

5 **Take notes about one of the problems you thought of in Exercise 1.**

_____
_____
_____

SPEAK

6 **Explain the problem to your partner. Your partner should show sympathy. Remember to use gerunds and infinitives, vocabulary from this unit, and phrases from the *Useful Language* and *Everyday English* boxes.**

CHECK

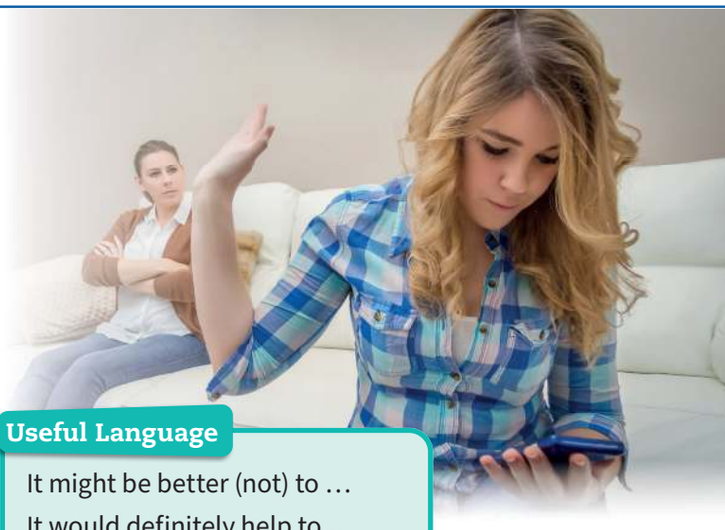
7 **Work with another pair. Listen to their conversation and complete the notes.**

What problem did they talk about? _____
_____
How sympathetic did the conversation sound?
_____

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-84704-9 — Shape It Level 4 Student's Book with Practice Extra American English
Samanatha Lewis , Daniel Vincent
Excerpt
More Information



WRITING
An Email Reply

1 **Look at the photo of a teenager and her mom. What do you think is the problem?**

2 **Read the email to a teenage magazine and the reply. Who is asking for advice? Who is giving it?**

Dear Abby,
I want to follow my daughter on social media because I'm worried about who she might become friends with, but she says I can't because it would be "totally embarrassing" if I posted on her wall. I feel hurt by her reaction. You're a teenager – how can I change her mind?
Thanks,
Janelle

Dear Janelle,
I'm glad you wrote. First, this is a common problem, so don't feel down. Your daughter's reaction isn't unusual. It doesn't mean she doesn't love you, but she needs space.
I would recommend telling her why you are worried. It would definitely help to talk. Why don't you suggest following her, but promise not to post on her wall? If she isn't happy with that, it might be better not to follow her at all. Whatever you do, don't get annoyed with her and don't forget to tell her that you trust her.
Good luck, and let me know how it goes.
Abby

3 **How useful is Abby's advice?**

4 **Look at the *Useful Language* box. Find and underline the phrases in Abby's email.**

5 **Complete the mini-conversations with the phrases from the *Useful Language* box.**

1 A So the party starts at seven, right?
B Yes, but _____, don't tell Pablo. It's a surprise.

2 A My best friend is stressed about her exams.
B _____ joining a study group?

3 A Joe has to take his medicine.
B Yes, but _____ not to wake him. He needs to rest, as well.

4 A What's a good way to get fit and have fun?
B _____ joining a soccer team.

5 A Felix isn't talking to me.
B Well, _____ say sorry.

Useful Language

It might be better (not) to …
It would definitely help to …
I would recommend … (+ *-ing*)
Whatever you do, don't …
Why don't you suggest … (+ *-ing*)?

PLAN

6 **Imagine you are Abby, and prepare a reply to an email from a worried parent. Choose one of the problems below. Think of three things that they should or shouldn't do.**

- My son never does his homework on time.
- His teachers are angry and I don't know what to do.
- My daughter refuses to help with the housework. She says she's too busy studying.

WRITE

7 **Write your email reply. Remember to include your ideas from Exercise 6, language from this unit, and phrases from the *Useful Language* box.**

CHECK

8 **Do you …**

- say what the person should do?
- say what the person should not do?
- think the advice is useful?

Finished? p124 Ex. 4

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-84704-9 — Shape It Level 4 Student's Book with Practice Extra American English
Samanatha Lewis , Daniel Vincent
Excerpt
More Information

AROUND THE WORLD

READING

A Report About Schools in Denmark

1 **What do you think is most important in making a school a happy place? Why?**

7.11 **2** **Read the report and match paragraphs 1–5 with headings a–e. Listen and check your answers.**

a Enjoying *Hygge* Is for Everyone
b Conclusion
c Introduction
d Understanding Other People
e Learning with Others Builds a Better Society



Globetrotters

Watch video 7.5 Happiness Around the World

- What different things can make us happy?
- Are Costa Rica and Norway considered happy countries? Why?
- What do Ecuador and Bhutan have in common?

Voice It!

3 **Discuss the questions.**

1 Which of the ideas in the report do you think is best for developing empathy? Why?
2 Why is empathy important in life?
3 What would you do differently based on the report?

The Happiest Children in the World

1 ☐

We have written this report to describe some of the reasons why Danish children are the happiest in the world. It is part of our school project, "Happier Students, Happier Societies."



2 ☐

One of the most important reasons Danish children are so happy is that they are taught empathy from a very young age. Empathy is the ability to imagine what it must be like to be another person. In preschool, Danish children learn to do this by studying facial expressions. They are shown pictures of the faces of other children showing anger, fear, sadness, etc. The preschool children say what they think the children in the pictures are feeling and try to imagine being them. Schoolchildren never stop learning about empathy. Even 15- and 16-year-olds continue to have one hour a week of empathy as a **required** subject.

3 ☐

Danish teenagers also have "class time." This is a special time when students come together to talk about any individual or group problems they are having. This could be a personal issue between two students or even something **unrelated** to school. During this time, everyone bears in mind the feelings of others and avoids criticizing anyone. The group tries to find a solution together. They do this in a peaceful environment, with everyone glad to take part. "Class time" is **connected** to *hygge*, a Danish word that is **tricky** to translate into English but means "relaxed and cozy."

4 ☐

In Danish schools, students with different **strengths** and weaknesses study together in mixed groups. This helps to develop their empathy by showing them that everyone has strong points, talents, and positive qualities. One student might find English difficult, for example, but be good at math. Another might find English easy but find it difficult to understand math. In a Danish school, these two students would help each other in class, and often between classes, as well. The system develops teamwork, respect, and collaboration. These are essential qualities for a successful, happy life both at school and in the adult world.

5 ☐

In summary, the main reason that Danish children are so happy is very simple: they develop empathy, and empathy increases happiness by making everyone feel included and understood. They do this in a number of different but connected ways: learning to read the feelings of others, discussing problems together, and working in mixed groups. We believe that introducing any one of these methods into our own school would be **straightforward** and would improve our school life a great deal. Imagine what we could achieve if we tried all three!

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-84704-9 — Shape It Level 4 Student's Book with Practice Extra American English
Samanatha Lewis , Daniel Vincent
Excerpt
More Information

4 **Read the report again and circle the correct answers.**

1 This report was written by …
- a teachers.
- b students.

2 Preschool Danish children look at pictures of …
- a themselves.
- b children they don't know.

3 Danish teenagers …
- a can study empathy if they want to.
- b have to study empathy.

4 In "class time" students talk about …
- a all kinds of problems.
- b their individual problems.

5 In Danish schools, students with different abilities …
- a help each other in class.
- b help each other in and out of class.

6 To improve their own school, the writers suggest …
- a trying all the ideas in the report.
- b trying only one of the ideas.

LEARN TO LEARN

Synonyms and Antonyms

Learning words with similar and opposite meanings can help you increase your vocabulary quickly.

5 **Complete the chart with words in bold from the report.**

	joy	2 _____	related	difficult	6 _____	simple
Synonym	happiness	obligatory	3 _____	5 _____	strong points	7 _____
Antonym	1 sadness	optional	4 _____	easy	weaknesses	complicated



Explore It!

Guess the correct answer.

Which of these can make you happier?

a smelling flowers c being outside
b the color yellow

Find another interesting fact about happiness. Write a question for your partner to answer.

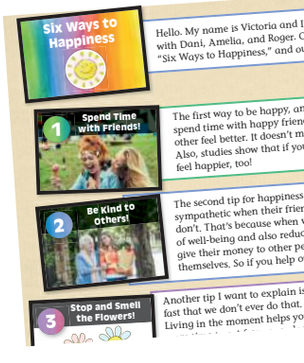
SHAPE IT!

CULTURE PROJECT

A Presentation

A presentation gives information in a clear, organized, and engaging way. Prepare a presentation on how to be happy.

Teacher's Resource Bank



© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-84704-9 — Shape It Level 4 Student's Book with Practice Extra American English
Samanatha Lewis , Daniel Vincent
Excerpt
More Information

7 REVIEW

VOCABULARY

1 **Circle the correct words.**

Hi Lee,

How's it going? I've been in Mexico for a month. I'm [1]*glad* / *hopeful* I came to a town and not a city. It's more [2]*peaceful* / *grateful*. I've been practicing Spanish a lot – you know me, I'm [3]*eager* / *insecure* to learn! I felt [4]*satisfied* / *ridiculous* at first, but I'm improving. I'm [5]*thrilled* / *annoyed* when people understand me, although sometimes people are [6]*hurt* / *amused* by my mistakes. Mario has introduced me a lot of people. I'm really [7]*grateful* / *down* to him.

Anyway, how are you? Write back soon!

James

2 **Complete each sentence with the correct form of an expression with *heart* or *mind*.**

1 The party totally _____. I'm afraid I can't go now.
2 Excuse me! I've _____. I'll have pizza, not pasta.
3 My sister's great at _____ all sorts of facts and dates _____.
4 Pollution is an issue that's really _____. That's why I don't drive.
5 It takes me forever _____ about what to wear in the morning. I'd prefer a school uniform!
6 Can I talk to you? I have _____. It's about my best friend.

GRAMMAR IN ACTION

3 **Complete the sentences with the gerund or infinitive form of the verbs in parentheses.**

1 I'm not shy about _____ (give) presentations.
2 I was so glad _____ (see) my cousin at the party.
3 I remember _____ (feel) really insecure on my first day at school.
4 My baby brother is always amused at something. He never stops _____ (laugh).
5 _____ (keep) notes on new vocabulary is really important when you study.

4 **Complete the subject and object questions with the correct form of the words in parentheses.**

EMMA Happy birthday!
CARLOS Thanks, guys! This is amazing. Who [1]_____ (make) the cake?
TIM Emma did.
CARLOS It's delicious. What [2]_____ (put / you) in it, Emma?
EMMA Sorry – that's a secret! Anyway, what [3]_____ (you / think) of your birthday playlist?
CARLOS I love it. Who [4]_____ (make) it?
TIM Emma put it together.
CARLOS Who [5]_____ (choose) the song that's playing now? It's one of my favorites.
TIM That was me!
EMMA So tell us – what presents [6]_____ (get / you)?
CARLOS Some clothes and this fidget spinner.
TIM Who [7]_____ (give) you that?
CARLOS My cousin. He knows I collect them.
TIM What [8]_____ (want / you) to drink? Some juice, some soda? We have everything.

Self-Assessment

I can talk about feelings.	😕	😐	🙂
I can use expressions with *heart* and *mind*.	😕	😐	🙂
I can use gerunds and infinitives.	😕	😐	🙂
I can use subject and object questions.	😕	😐	🙂

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-84704-9 — Shape It Level 4 Student's Book with Practice Extra American English
Samanatha Lewis , Daniel Vincent
Excerpt
More Information

LEARN TO … GIVE YOUR PARTNER USEFUL FEEDBACK

You can help your partner improve their speaking by giving useful feedback. When you work together, they can help you improve, too.

1 **Match 1–5 with a–e to complete the advice about giving feedback.**

Giving your partner feedback can help them speak, but there are some important things to bear in mind.

1 Being positive is important, so always tell your partner	a talking about unrelated things.
2 You don't want your partner to feel hurt, so	b to give ideas for how your partner can improve.
3 Remember to focus on their English and avoid	c say anything negative in a friendly way.
4 Feedback should be useful, so don't forget	d better or worse than it really is.
5 Be honest. Don't say something is	e what you liked and what they did well.

2 **Look at the feedback that seven students have given Dario. Do they follow the advice in Exercise 1? Why / Why not?**



1 *You didn't speak very clearly. I couldn't hear what you were saying.*

2 *I'm glad you used a lot of the new vocabulary. That was nice!*

3 *I like your shoes.*

4 *You repeated some words a lot. I would recommend using synonyms next time.*

5 *You made some grammar mistakes but maybe because you were nervous.*

6 *That was absolutely the most awful presentation in history!*

7 *I think you'll sound more natural next time if you don't learn everything by heart.*

3 **Prepare a talk about a topic in the box.**

a happy memory
growth mindset
how to deal with exam stress
how to stay positive

SHAPE IT!

4 **Take turns giving your talks. While your partner is speaking, think about these things.**

- What do you like about their talk?
- What language do they use well?
- How can they improve next time?

5 **Give your partner useful feedback using the advice in Exercise 1. Is your partner's feedback on your own talk useful? How?**

© in this web service Cambridge University Press www.cambridge.org