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CAMBRIDGE Global English

Learner's Book 5

Jane Boylan & Claire Medwell



Second edition

Digital access



Cambridge Assessment
International Education

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CAMBRIDGE Global English

for Cambridge Primary English as a Second Language

Learner's Book 5

Jane Boylan & Claire Medwell

Series Editor: Kathryn Harper

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	Writing/Projects	Use of English	Cross-curricular links	21st-century skills
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How to use this book



In this book you will find lots of different features to help your learning.

What you will learn in the unit or lesson.

We are going to...

- talk about our personalities
- read about people who protect the environment and help others

Big questions to find out what you know already.

Getting started

Where would be an ideal place to live?

- Look carefully at these optical illusion pictures. What different landscapes can you see?
- What's curious about them?
- What can you see in the sky?
- Discuss where you'd prefer to live. In the country? In the mountains? By the sea? In the city? Give a reason why.

The key words feature includes vocabulary from other subjects, Academic English terms and command words.

Key words: Diet

calcium: is good for your bones.
fibre: helps you to digest food properly.
protein: helps your body to grow and build muscles.
vitamins and minerals: give you healthy hair and skin.

Read real texts with helpful glossaries

Glossary

twirl: turn around quickly
frilly: decorative material on a dress or skirt
itch: rub or scratch your skin with your nails

Language detective boxes help you find out more about the main grammar in a unit.

Use of English – Past simple regular and irregular verbs

My grandad **rode** his bike to work.
He **lived** in a wooden house.
We don't add **-ed** to irregular verbs.
He **rode** his bike to work.

Helps you remember other grammar.

Language focus

Inferring

Inferring is making a guess or prediction about something you have some clues about.

It could be a...because ...
Perhaps, it's a...because...
I can make out a...I think, because...





Tips you can use to help you with your learning.

Speaking tip

Make notes

Make short notes to help you when you are giving a presentation – don't read your text word for word. Practise and look at your classmates when you are speaking.

At the end of each unit, there is a choice of projects to work on together, using what you have learned. You might do some research or make something.

> 6.6 Project challenge

Project A: Create an Aboriginal dot painting for a class mural

- 1 What can you see in this painting? Use the symbols on page 97 to describe the scene or the story.
- 2 Plan your painting. Decide on the following:
 - Think about the scene or story it is going to tell.
 - Decide on the symbols you want to use.
 - Think about a title for your painting.
 - Organise the things you will need – card/paper, coloured pencils or paints.
- 3 First, sketch out your scene in pencil.
- 4 Next, paint your scene using dots and symbols from page 97.

Questions to help you think about how you learn.

How well did your group work together on your project?

This is what you have learned in the unit.

Look what I can do

Write or show examples in your notebook.

- I can compare and talk about the city and the country.
- I can draw a 3D optical illusion.
- I can use the past simple to talk about places in the past.
- I can write a description about a fictional place.
- I can understand a story about *The Lost City*.



Games and activities that cover what you have learned in the previous 3 units. If you can answer these, you are ready to move on to the next unit.

Check your progress 1

- 1 Read the clues and guess the words.
 - a This adjective describes someone who studies hard.
 - b This is when your head hurts.
 - c This is something we walk over to cross a road safely.
 - d This is good for your bones.
 - e This adjective describes someone who talks a lot.
 - f This is something which controls the traffic.
 - g This helps your muscles to grow.
 - h This is the opposite of outgoing.
 - i This adjective means very big.



Audio is available with the Digital Learner's Book, the Teacher's Resource or Digital Classroom



Video is available with Digital Classroom

How to use this book: Teacher

Lesson 1: The Think about it lesson introduces the topic through topic vocabulary activities

3 Places

We are going to...

- compare and talk about the city and the country
- experiment drawing a 3D optical illusion
- use the past simple to talk about places in the past
- write a description about a fictional place
- enjoy and understand a story called The Lost City.

Getting started

Where would be an ideal place to live?

- Look carefully at these optical illusion pictures. What different landscapes can you see?
- What's curious about them?
- What can you see in the sky?
- Discuss where you'd prefer to live. In the country? In the mountains? By the sea? In the city? Give a reason why.

3.1 Where do you live?

We are going to...



- talk about the city and the country.

1 Vocabulary: Work in pairs. Look at the words. Which do you find in a city? Which do you find in the country?

mountains paths office buildings forests traffic lights
fields pavements hospitals rivers zebra crossings

2 Can you think of three more things you usually see in a city and the country?

3 Word study: Use words from Activity 1 to ask questions about these photos.

a  **b** 

Can you see any office buildings? Yes, maybe in photo A.

4 Listen: How do we describe places? Listen to two children talking about where they live.

- Which photo is each child describing?
- Write a list of the adjectives they use to describe where they live. It's a beautiful village.

5 Listen again. What do these adjectives describe?

spectacular peaceful narrow ancient
noisy colourful busy amazing

6 Use of English: Look at the Use of English box and answer the questions.

1 What do we add to short adjectives to make comparative and superlative adjectives?

2 How do we change a short adjective ending in 'y' to make it a comparative adjective?

3 How do we make a long adjective with two syllables or more comparative and superlative adjectives?

7 Talk: What do they look like? Describe the pictures of two places in Scotland using adjectives from Activity 5.

8 Write: Research online and find out more about each location. Write about and compare the two places. Use comparatives and superlatives in your description. Tobermory is more peaceful than Edinburgh. Tobermory is one of the prettiest villages in Scotland.

9 Talk: Which place would you prefer to visit and why? Discuss with your partner.

Engage with the topic of the unit and generate discussion using the image, the video and the big question.

Lesson 2: The cross-curricular lesson prepares learners to learn in English across the curriculum.

A non-fiction text exposes learners to cross-curricular language.

3.2 Street art and optical illusions

We are going to...

- learn about street art.

1 Talk: What's special about this photo? In pairs, talk about what you can see.

2 Read and listen to the text. How does an optical illusion work?

Do you ever see street artists in your town? There are lots of famous artists who draw optical illusion drawings on the street for everyone to enjoy. This photo is an optical illusion painting on the street. What can you see? A big hole in the middle of a street? A melting glacier? You think there is a big hole, but there isn't! Optical illusions are very clever because they work with light, patterns and colours to create an image to trick your brain. You see things which aren't really there! When you look at the photo, your eyes and brain work together. It takes less than a second for the brain to work out the information your eyes can see. You can then understand and describe what you are looking at.

3 Answer the questions about optical illusions.

- Do you see real things in an optical illusion?
- What does the illusion work with to trick your brain?
- What works with your eyes to understand and describe an object?
- Do you like looking at optical illusions? Why? Why not?
- Have you ever seen a street artist do something similar in your town or city?

4 What can you see? Try out these illusions. Compare with your partner.

- There are two correct answers.
- How many legs does the elephant in Picture B have?
- Can you see one or two animals in Picture C?

5 Listen to the instructions to draw the impossible oval. Number the pictures below.

6 Can you draw the impossible oval? Look at the drawings to help you do it.

Language focus

Inferring

Inferring is making a guess or prediction about something you have some clues about. It could be a... because... Perhaps, it's a... because... I can make out a... I think, because...

Key words: Art words

sketch curved shade

The opening lesson includes listening.

In this lesson you'll find Language focus and key words boxes.

There will be opportunities to think critically about the information in the text.

Lesson 3: The Talk about it lesson develops learners' speaking skills.

Listening models and speaking tips help provide scaffolding for speaking.

3.3 Describing places past and present

We are going to...

- compare a city in the past and the present.

1 Talk: How long have you lived in your town, city or village? How has it changed? Compare the two photos of Tokyo.

2 Listen to Akira's presentation about her city, past and present. Which does she prefer - her city in the past or in the present? Why?

3 Listen again. Make notes about transport and buildings or houses in Tokyo past and present.

	Past	Present
Transport	Horse and cart,	
Buildings (houses)		

4 Use of English: What are the differences between Tokyo in the past and in the present day? In the past, they travelled by horse and cart, now they travel by train.

5 Pronunciation: Listen to the pronunciation of the regular verbs. Write them in the correct column.

/d/	/t/	/d/
travelled		

6 Present it: Research interesting facts about your town online. How has it changed over the last hundred years? Ask your family.

- Find out how homes and buildings have changed in your area.
- Find out how transport has changed.
- Divide your presentation into sections, as Akira did in her presentation.
- Use photos to compare the past and present. Give your opinion. Which do you prefer?
- Remember to use comparatives to compare and the past simple.
- Practise your presentation with a partner.
- Perform your presentation in front of the class.

Use of English - Past simple regular and irregular verbs

My grandad **reads** his bike to work. He **lived** in a wooden house. We **don't add -ed** to irregular verbs. He **could** his bike to work.

Speaking tip

Sequencing words

Use words and phrases to show your listeners where you are in your presentation. This will help you to order your ideas as you present them.

First: I'm going to show you photos of... **Then:** I'm going to compare... **Next:** I'm going to talk about... **Finally:** I'd like to say...

Pronunciation is supported through paired activities

Lesson 4: The Write about it section supports learners to write effective texts.

Model texts with callouts support the writing process.

3 Places

3.4 Fictional places

We are going to...

- write about a fictional place.

- 1 **Talk:** Think of a book or a film you have read or seen recently. Was it set in a fantasy world or somewhere unusual? Why was it special or unusual?
- 2 In pairs, look at the film posters and talk about the questions.
 - a Have you seen these films?
 - b Which are your favourite places in the films? Why?
 - c Think of adjectives to describe these places.
- 3 **Word study:** Use the adjectives to describe the places in the pictures. Use your dictionary to check words you don't know.

magical scary-looking huge enchanting
mysterious exciting incredible exotic
- 4 Use the adjectives in Activity 3 to complete the descriptions.
 - a The Lost City of Gold is an exotic place.
 - b The Hidden World is an exciting and place.
 - c The Woods are mysterious and .
- 5 **Talk:** What's your favourite fictional place? Compare with a partner. Use the adjectives above.
 - A. Which is your favourite fictional place?
 - B. My favourite place is... because...

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3.4 Write about it

6 **Read** the description. What's the name of this island? What is unusual about it?

My favourite fictional place paragraphs

- 1 My favourite fictional place is the remote island of Isla Nublar near Costa Rica. This is the island that becomes a huge dinosaur theme park in the James Cameron Park and Jurassic World. **collocations**
- 2 There are huge green forests and exotic plants on Isla Nublar and the northern part of the island is very mountainous. The biggest mountain is called Mount Sibo. There are 34 species of dinosaur on the island. The most famous ones are the Velociraptors, which are intelligent and fast, and the Tyrannosaurus Rex, which is strong and extremely dangerous. **an opinion**
- 3 I'd love to ride around this incredible park in one of their jeeps because I'm really interested in dinosaurs. It would be so exciting to watch a Brachiosaurus eating leaves from the tall trees in the huge forests. Although, I wouldn't like to meet the really scary ones because they are carnivores!

7 **Read** the description again and answer the questions.

- 1 Match these headings to the paragraphs.
 - a Description
 - b Location
 - c Opinion
- 2 Find examples in the text of adjectives used to describe the place and the animals.
- 3 Which expressions does the writer use to express his/her opinion? Find examples.

8 **Write** a description of your favourite fictional place.

Step 1: Make notes Write a list of adjectives to describe this place and its features.

- Remember to use paragraphs.
- Check for correct punctuation and good use of adjectives.
- Give your personal opinion.

Step 2: Read and check Swap with a partner. Give your opinion.

I'd love to visit this place too because...

Writing tip Use paragraphs. Organise your essay into clear paragraphs: Location, Description, Opinion.

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Step by step tasks supports learners in their planning, writing and editing.

Clear assessment criteria are provided.

Self-evaluation checklists and sample answers can be found in the Teacher's Resource.

Lesson 5: The Read and Respond lesson includes literature. This might be a fictional story, a poem or a play.

The audio can be played the first time you meet the story, before learners read the text.

3 Places

3.5 The Lost City

We are going to...

- read a story about The Lost City.

- 1 **Talk:** Have you been on a journey? Tell your partner where you went, how you got there and what you did.
- 2 Look at the pictures of a journey. Who are the travellers? How do they get there? Why do you think they go on this journey?
- 3 **Read and listen** to check your answers to Activity 2.

The Lost City

Yong-Hu and Ho-Shing walked through the valley. 'I'm getting tired,' Yong-Hu complained. 'Where are we going anyway?' he asked.

'We are going to find a city, a lost city. There are wondrous surprises that await the ones who find the ancient city.'

'Does anyone live there?' Yong-Hu asked.

'Not anymore. At one time it was the busiest city in all of China.'

'Why not?'

'Because it is too far out of the way for the trade routes.'

'What kinds of surprises are there? Good surprises?' Yong-Hu asked.

'Magical surprises,' Ho-Shing smiled. 'Come.'

'Is there bamboo in the lost city?' Yong-Hu asked.

'Much.'

'Good. Let's hurry up then. I'm starving!'

4 **Circle** the correct answer.

- 1 The Lost city is...
 - a in a remote location.
 - b near the city.
 - c on a trade route.
- 2 The city...
 - a is not a safe place.
 - b has many surprises.
 - c is very busy.

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3.5 Read and respond

After several hours, Ho-Shing stopped. 'See the mountains ahead? We are nearly there. Another hour.'

Just then they heard a growling sound. 'What was that?' Yong-Hu asked.

'A tiger, but it isn't near us. Its voice is echoing off the tall mountains.'

'There it is! There is the lost city! We have found it at last,' Ho-Shing smiled.

'It is magnificent, Ho-Shing. The walls are high and the roofs of the buildings sparkle in the sunshine. Are they made of jade?' Yong-Hu asked.

'There is much green jade, ivory, gold, silver, and even red rubies. We must hurry,' Ho-Shing said.

'How do we get inside?' Yong-Hu wondered.

'We must climb these steps,' Ho-Shing said, pointing to very steep steps that led to the top of the wall.

Yong-Hu laughed and ran up the stairs. After he'd climbed twenty of them he stopped and took a few breaths. 'I think I'll walk slowly up the rest of them.'

3 **Yong-Hu...**

- a ran up all the steps to the Lost City.
- b couldn't climb to the top of the steps.
- c ran up twenty stairs and then walked the rest.

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The literature is used as a platform for work on values.

There is also an opportunity for creative writing

Lesson 6: The Project challenge lesson includes choice of projects.

3 Places

3.6 Project challenge

Project A: Design and draw your own fictional place

- 1 Before you design and draw your fictional place. Draw a mind map with:
 - a the name of your fictional place
 - b adjectives to describe it
 - c geographical or unusual features
 - d animals or imaginary creatures or people.

Adjectives

Geographical/unusual features

My fictional place is called

Animals/imaginary creatures/people
- 2 Use your imagination and your notes to design and draw your fictional place.
- 3 Present it to your group or class. Use your mind map to help organise your presentation.
- 4 Would your classmates like to visit this place? Ask them to give their reasons why.

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Project B: A city in the world

- 1 In groups, choose a continent (or your teacher will assign you one).
- 2 Select a country in this continent and find out which are the major cities.
- 3 Decide on which city you are going to write about in your group. Find information about your city online. Use these headings and make notes in each section.
 - 1 **Location:**
 - Geographical location (It's in the north, east, south, west)
 - Landscapes (It's mountainous, it's on the coast, it's in the country)
 - 2 **Size and population** (Shanghai is the most populated city in China. / It's bigger than New York)
 - 3 **Adjectives** to describe the city (It's a modern, noisy city with lots of traffic and people)
 - 4 **Interesting facts** and places to visit. Think about historical landmarks, museums, famous shops or a sports stadium.
- 4 Use your notes to write a description about your city.
- 5 Find photos online or draw pictures to illustrate your group's description. Stick your photos and drawings around your description. Display on the classroom walls.
- 6 Walk around the classroom. Read other descriptions. Choose one you would like to visit. Give reasons why.

What did you enjoy most about this project?

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Projects encourage 21st century skills such as research, collaboration, and creativity.

Self and peer-evaluation checklists for projects are available in the Teacher's Resource.

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The authors and publishers would like to thank the following for reviewing Stage 5: Fariha Abbas, Marwati Saring, and Nidhi Chopra.

Development of this publication has made use of the Cambridge English Corpus (CEC). The CEC is a multi-billion word computer database of contemporary spoken and written English. It includes British English, American English and other varieties of English. It also includes the Cambridge Learner Corpus, developed in collaboration with Cambridge Assessment English. Cambridge University Press has built up the CEC to provide evidence about language use that helps to produce better language teaching materials.

1

Talking about people

We are going to...

- talk about our personalities
- read about people who protect the environment and help others
- use adjectives + prepositions to express how we feel about something
- interview our partners about their lives
- write about an inspirational person
- enjoy poems about special people.



Getting started

What personal qualities do we like to see in other people?

- a Describe the personality you can see in each picture.
- b Which pictures show positive personal qualities and which show negative ones?
- c Can you see yourself in any of these pictures?



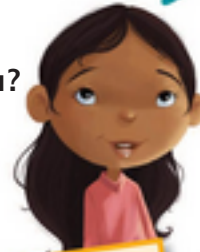
> 1.1 What are you like?

We are going to...

- talk about personalities.

- 1 **Write** three adjectives to describe yourself. Then share them with a partner. How similar are you?
- 2 **Vocabulary:** Can you find these personality types in the picture? What helps you to decide?

I think I'm outgoing because...



cheerful nervous selfish shy talkative hardworking



Agata Wei Louisa Ama Miss Baker Aarav

- 3 **Listen** and match each name to someone in the picture.

Listening tip

Listen for specific information

Listen to identify specific information like names and adjectives.



4 Complete the sentences with the correct adjective.

Listen again and write the names.

- a She always gets so _____ when we do tests in class. Agata
- b He never stops talking. He's very _____.
- c She doesn't share anything with any of her friends.
She's very _____.
- d He studies very hard. He's _____.
- e She goes red when she talks to adults. She's very _____.
- f She's so _____. She's always smiling and laughing in class. _____

5 Word study: Match the adjectives to their opposite meanings.

You can use a dictionary to help you.

- 1 talkative
- 2 hardworking
- 3 shy
- 4 selfish
- 5 cheerful
- 6 calm

- a generous
- b outgoing
- c bad-tempered
- d nervous
- e lazy
- f quiet

6 In pairs, use opposite adjectives to compare your friends in class.

Petra is very
quiet in class...

...but Ravi is the opposite.
He's very talkative.

7 Write a short description about someone you know using the adjectives above. Give examples.

My best friend's name is Sofia.
She's very hardworking and always
gets good grades in class.



> 1.2 Make our world a better place!

We are going to...

- read about people who protect the environment and help others



1 **Talk:** Work in pairs. Ask and answer these questions.

- a Are you worried about your local environment? What problems are there?
- b How do people help others in your community?
- c How are animals and endangered species protected in your area?

2 **Read and listen:** How are these people doing things for the community?

Key words: Measurement

amount: the quantity of something

estimate: to calculate the size of something

immense: extremely big

size: how big something is

Man walks backwards 700 km miles to protect rainforest

Medi Bastoni is walking backwards for 700 km because he is **worried about** the destruction of the rainforests in his country. Indonesia has 16 000 islands and most are covered by **immense** rainforests. Deforestation is happening where he lives and he thinks that they will disappear if they are not protected and rebuilt. Rainforests are so important because they absorb carbon emissions from our industries and vehicles and provide a habit for many endangered species. Scientists are **shocked by** the destruction and **estimate** that the **amount** of the world's rainforests that have disappeared are almost twice the **size** of Japan.



Warming up the community

When Emma Burkhart was 9 years old she received two blankets as presents and it gave her an idea. Emma was **interested in** community projects and helping others. She thought there were children and elderly people who needed the blankets more than her, so she started to collect them. The first year she collected 200 blankets, which she was very **pleased with**. Last year, she collected 900 new blankets! This year she is **excited about** collecting even more for different organisations in her local community.



3 Read the texts again and answer the questions.

- a Why do you think Medi chose to walk backwards?
Do you think it's difficult?
- b What is deforestation?
- c Why is it important to rebuild the rainforests?
- d What was Emma's community project?
- e Why do you think elderly people and children might need the blankets?
- f Have you ever done a physical challenge for charity?

4 Use of English: Look at the Use of English box. Find similar patterns in the text.

5 How do these news reports make you feel? Tell your partner using these words.



Use of English – Adjectives and prepositions

He is **worried about** the destruction of the rainforests.
Emma was **interested in** community projects.

6 How can you become an active citizen? Look at the topics below and choose one. Do a short presentation. Use the notes below to help you.

Animal protection Environmental issues Helping people in the community

- a Talk about why you are interested in this topic and why.
I'm interested in animal protection because some people don't look after their pets very well.
- b Talk about how you feel.
I'm worried about pets that don't have a home.
- c Talk about what you are going to do.
I'm going to raise money for animal shelters by...



> 1.3 Interviewing a friend

We are going to...

- interview our partner about their life.

- 1 Talk:** Have you ever had an interview in English? How did you feel? What did you talk about?
- 2 Listen** to Ben having an interview with his English teacher. Order the topics he talks about.

- a family 1
- b friends _____
- c favourite things _____
- d personality _____
- e sports _____
- f school _____

- 3 Listen again.** Are the sentences true or false?

- a Ben has got an older brother called Max. False
- b He is really outgoing. _____
- c He's known Micky for a long time. _____
- d He thinks he's good at drawing. _____
- e He's not keen on playing tennis. _____
- f His favourite things are his video games console and his collection of comics. _____

- 4 Vocabulary:** Match the useful expressions in the Speaking tip box with the correct category below.

- a Check for meaning 3
- b Correcting yourself _____
- c Expressing likes and dislikes _____
- d Comparing _____
- e Expressing opinions _____



Speaking tip

Useful expressions for speaking

- 1 I really like...
- 2 It makes me (happy)
- 3 Sorry, could you repeat that?
- 4 What I meant was...
- 5 I'm not very keen on...
- 6 I don't think...
- 7 We both play...
- 8 I'm not sure if...

- 5 Listen and write the questions.
- 6 **Pronunciation:** Listen again and mark the intonation. Then listen again and repeat.

What are [↗]you [↘]like?



Use of English – Present simple

We use the present simple to talk about states, routines and habits.

He **is** really cheerful and fun to be with. (state)

I **start** school at 9 o'clock every day. (routine)

I always **play** online at the weekends. (habit)

- 7 **Use of English:** Are these sentences examples of states or routines? Mark (S) or (R).

- a I'm good at singing. _____
- b I play tennis twice a week. _____
- c I'm a bit shy. _____
- d I sometimes take part in competitions. _____

- 8 In pairs, prepare for an interview.

- a Make notes about your life using the topics from Activity 2.

Family: I've got a brother and two sisters.

Friends: Kiara is my best friend.

- b Write questions about each of these topics to ask your partner.

Family: Have you got any brothers or sisters? How old are they?

Friends: Who is your best friend? Why is he/she your best friend?

- c Interview your partner.

Remember to use the useful expressions in the Speaking tip.



> 1.4 Role models

We are going to...

- write about an inspirational person.

- 1 **Talk:** Do you have any role models (a family member, someone in your community or a famous person)? Why are they role models for you?
- 2 What does 'chase your dreams' mean? Look at the photo. Who and what do you think this text is about?



Chase your dreams!

I'm Eva and I have autism. Chase is a role model for me. Read to find out why.

1 Chase is **a young cookbook author** and YouTube star. Cooking is his passion. It started when he was watching a cooking channel on the TV with his grandfather. He became a fan of the programme and told his mum he wanted to try cooking. He went to restaurants for the first time and tried new kinds of foods. Now, **Chase watches cooking shows every day** for inspiration. He tries new recipes every week, and likes to learn about the food people eat around the world.

a state

a routine

2 When he was 15 he wrote his first cookbook, which is full of tasty recipes and fun facts about food. He also has a YouTube cooking programme. He records a new show every Friday. They are very funny, especially when guest chefs visit the show!

3 Chase is autistic. When he was very young he didn't like food very much. In fact he only ate five types of food. Speaking is also a challenge because he has to think about the order of the words before he speaks, but Chase knows he's a good cook and he loves being in the kitchen! **He is very confident and creative** and his shows are very funny too!

personality

4 He hopes his cookbook will inspire other children who have a dream. His message is, 'Always focus on the things you're good at – your abilities, not your disabilities.' He's also **excited about** his *Chase your dreams foundation* to help other children who live with autism. In the future he would like his own cooking show and he wants to open five different types of restaurant.

adjective + preposition