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Contents

| | |
|-----------------------------------|------------|
| Scope and sequence | 3 |
| Welcome | 6 |
| 1 Friends | 12 |
| 2 My life | 22 |
| Review Units 1 and 2 | 32 |
| 3 Free time | 34 |
| 4 Around the world | 44 |
| Review Units 3 and 4 | 54 |
| 5 Shopping | 56 |
| 6 Party time | 66 |
| Review Units 5 and 6 | 76 |
| 7 School | 78 |
| 8 All about us | 88 |
| Review Units 7 and 8 | 98 |
| Goodbye | 100 |
| Festivals | 104 |
| Songs | 108 |
| Grammar reference | 112 |

Scope and sequence

Welcome

Vocabulary: **Time:** two days ago, yesterday, today, now, tomorrow

Structures: I played tennis on Monday morning.
He/She danced at the party on Friday evening.
They went to the movies on Saturday afternoon.

1 Friends

Vocabulary: **Physical appearance:** dark hair, spiky hair, handsome, good-looking, moustache, blond(e) hair, bald, beautiful, cute, beard, straight hair, curly hair
Adjectives to describe personality: bossy, kind, sporty, lazy, clever, shy, talkative, helpful, friendly, hard-working

Values: Help your friends.
Phonics: *-er/-or* endings (taller, painter, viewer, paper, poster, collector, actor, director, inventor)

Structures: What does he/she look like?
He's good-looking/She's beautiful.
He's/She's got straight dark hair and brown eyes.
He/She hasn't got blond(e) hair.
What do they look like?
They're tall and handsome.
They've got short blond(e) hair and blue eyes.
They haven't got dark hair.

What is he/she like?
He's sporty and clever.
She's clever but lazy.
What are they like?
They're kind and hard-working.
They're helpful but talkative.
I like him because he's kind.
I like her because she's hard-working.
I like them because they're talkative.

CLIL: Art (self-portraits)
Wider World: Families of the world
Writing: a friendly email

2 My life

Vocabulary: **Daily activities:** brush my teeth, make my bed, wash my face, tidy my room, do my homework, go to bed early, revise for a test, take notes in class, take out the rubbish, be on time
Adverbs of frequency: always, usually, often, sometimes, never

Values: Always say 'Thank you'.
Phonics: The final *-s* (works, watches, sits, brushes, stops, misses, plays, goes, studies, helps, buzzes, cooks, fixes, ends)

Structures: You must brush your teeth. (*order*)
You should brush your teeth. (*advice*)

First, I brush my teeth.
Then I make my bed.
Next, I eat my breakfast.
Finally, I go to school.

CLIL: Natural Science (your digestion)
Wider World: Kenya and South Korea
Writing: a short description of daily activities

3 Free time

Vocabulary: **Hobbies and activities:** hitting, kicking, throwing, catching, diving, acting, telling jokes, reading poetry, playing computer games, doing puzzles
More hobbies and activities: trampolining, playing chess, playing the drums, skateboarding, rollerblading, running races, singing karaoke, writing stories, drawing, making models

Values: Try new things.
Have a hobby.

Phonics: Intonation:
Questions and answers
(Are you good at rollerblading?
Yes, I am. / No, I'm not.)

Structures: What is she good at?
She's good at hitting but she isn't good at acting.
What are they good at?
They're good at hitting but they aren't good at catching.

What were you doing yesterday at 5.00?
I was rollerblading.
What was he/she doing yesterday at 2.45?
He/She was trampolining.
What were they doing yesterday at 5.00?
They were acting.
Was he/she drawing pictures?
Yes, he/she was. / No, he/she wasn't.
Were they playing computer games?
Yes, they were. / No, they weren't.

CLIL: ICT (cool apps)

Wider World: Funny activities

Writing: a simple text message to make arrangements

4 Around the world

Vocabulary: **Countries:** China, South Korea, Japan, Australia, the United States, Mexico, Argentina, Brazil, Poland, the United Kingdom, Spain, Italy, Egypt, Turkey
Places: forest, desert, pyramid, statue, city, cave, volcano, lake

Values: Teamwork is important.

Phonics: Negative contractions
(isn't, aren't, wasn't, weren't, hasn't, haven't, don't, doesn't, didn't)

Structures: There's a nature reserve in China.
There isn't a lot of rain in the desert.
There are some camels in Australia.
There aren't any camels in China.

Is there a desert?
Yes there is. / No, there isn't.
Are there any volcanoes?
Yes, there are. / No, there aren't.

CLIL: Natural Science
(the solar system)

Wider World: Forests

Writing: a friendly postcard

5 Shopping

Vocabulary: **Clothing and accessories:** tracksuit, swimsuit, watch, bracelet, wallet, pocket, belt, umbrella, gloves, label
Adjectives for clothes: tight, baggy, cheap, expensive, old-fashioned, modern, colourful, floral, too big, not big enough

Values: Dress correctly for each occasion.

Phonics: Intonation:
Exclamations!
(Good morning! Good luck! Thank you! Oh dear! It looks nice! Great choice!)

Structures: I'm going to use this umbrella.
He's going to try very hard.
You aren't going to buy that watch.
She isn't going to wear the bracelet.
Am I going to use this umbrella?
Are you going to buy that watch?
Is she going to buy that swimsuit?

Whose hat is this?
It's Dan's/mine/yours/his/hers.
That hat is Dan's/mine/yours/his/hers.
This hat is Dan's/mine/yours/his/hers.
Whose glasses are these?
They're Dan's/mine/yours/his/hers.

CLIL: Social Science (clever consumers)

Wider World: Markets of the world

Writing: a list for a specific purpose

6 Party time

Vocabulary: **Irregular past tense verbs:** make/made, have/had, come/came, give/gave, get/got, sing/sang, bring/brought, meet/met, eat/ate, see/saw
Parties: wedding, tea party, graduation party, dinner party, fancy dress party, surprise party, pyjama party, farewell party, picnic

Structures: I brought a present.
 They didn't bring any presents.
 He could walk when he was one.
 They couldn't eat everything.

Where did you go?
 I went to a birthday party.
 When did he go to the party?
 He went last week.
 Why did she like the party?
 She liked it because it was a surprise party.
 Who did she meet?
 She met her uncle.
 What did they do at the party?
 They ate pizza and danced.

Values: Be a creative problem solver.

Phonics: Intonation: Closed (or Yes/No) questions and information (or Wh-) questions (Can I ask you a question? Are you having a party? When is your birthday? What can I bring?)

CLIL: Social Science (the first Thanksgiving)

Wider World: Unusual restaurants

Writing: an invitation for a party

7 School

Vocabulary: **Adjectives:** interesting, boring, exciting, scary, funny, difficult, easy, romantic, embarrassing, important
School subjects: Computer Studies, Maths, Geography, Science, History, Art, Music, Sport, Design, Drama

Structures: Was it interesting?
 Yes, it was. / No, it wasn't.
 Was there an alien in it?
 Yes, there was. No, there wasn't.
 Were there any exciting stories?
 Yes, there were. / No there weren't.

Did you have Maths on Tuesday?
 Yes, I did. / No, I didn't.
 Did he go swimming on Monday?
 Yes, he did. / No, he didn't.

Values: Find out about your older family members' lives.

Phonics: Simple past of regular verbs -ed (mixed, turned, collected, reduced, recycled, landed, watched, cleaned, decided, reused)

CLIL: Natural Science (the flu and germs)

Wider World: Unusual schools

Writing: complete a form

8 All about us

Vocabulary: **Nationalities:** American, Argentinian, Brazilian, British, Egyptian, Italian, Polish, Turkish, Mexican, Spanish, Chinese, Australian, Japanese, South Korean
Occupations: scientist, sailor, businessman/businesswoman, actor, musician, waiter, engineer, mechanic, footballer, TV presenter

Structures: Is he from the United States? / Is he American?
 Yes, he is. / No, he isn't.
 Are they from Brazil? / Are they Brazilian?
 Yes, they are. / No, they aren't.
 Where's she from?
 She's from Argentina. She's Argentinian.
 Where are they from?
 They're from Turkey. They're Turkish.

He's a mechanic. He likes to fix cars.
 He's a mechanic who likes to fix cars.
 Paris is a city. You can see the Eiffel Tower there. Paris is a city where you can see the Eiffel Tower.
Iron Man is an American film. It's very famous. *Iron Man* is an American film that/ which is very famous.

Values: Be a good role model for others.

Phonics: Long and short vowels (hat/hate, not/note, Tim/time, pet/Pete, kit/kite, Sam/same)

CLIL: Technology (everyday inventions)

Wider World: Communication

Writing: a list of instructions

Festivals

Vocabulary: **Halloween:** apple bobbing, pumpkin bread, caramel corn, scary story
Christmas Day: Christmas carols, stocking, turkey, Brussels sprouts, Christmas pudding
Pancake Day: Shrove Tuesday, pancakes, ingredients
April Fools' Day: prank, competition, joke

Welcome

IT IS NIGHT ON ICE ISLAND. HECTOR FROST IS AT HOME.

1



1:02

Talk about the pictures. Then listen and read.

1

Smith!



2

My diamonds and I ...

Ah, those beautiful diamonds! I want those diamonds, Smith.

Yes, boss.

Yap!



3

The Queen has got incredible diamonds. Where are the diamonds, Smith?

They're in the town, boss.

Not for long. Ha, ha, ha!



4

SMITH IS TAKING THE DIAMONDS.

Classy!



5

Ha, ha, ha! Good job, Smith! They're MY diamonds now!

Yes, boss.



6

What was THAT?!



7



Hello, Mike. Hi, Gizmo.

Hello, Polly.

Rrrohh!

POLLY AND MIKE ARE HELPING AT THE SHOP.

8



Please put these newspapers on the shelf.

OK, Mum.

Yes, Mrs Jones.

9



Hey, look at this.

Wow! Mike, this is a job for the Ice Detectives.

Who?

Us, of course! You, me, and Gizmo!

10



Can you see anything?

No.

11



What's that, Gizmo?

It's a ribbon! It's like the ribbon in the newspaper!

Woof!

12



That's the skidoo from the news story, too!

Quick! Follow it!

2  Listen and find.



Hector Frost



Smith



Polly



Mike




Gizmo



Polly's mum



Queen of Ice Island

3  Listen again. Copy and complete the sentences.

clothes diamonds help skidoo football think TV

- 1 This is She likes to ... and solve problems.
- 2 This is He likes dogs, money and
- 3 This is He loves Mike and he likes to
- 4 This is the She wears diamonds and goes on
- 5 This is He likes adventure and
- 6 This is He likes to exercise and drive a
- 7 This is She sells ... and she likes cooking.

4  Listen and match.

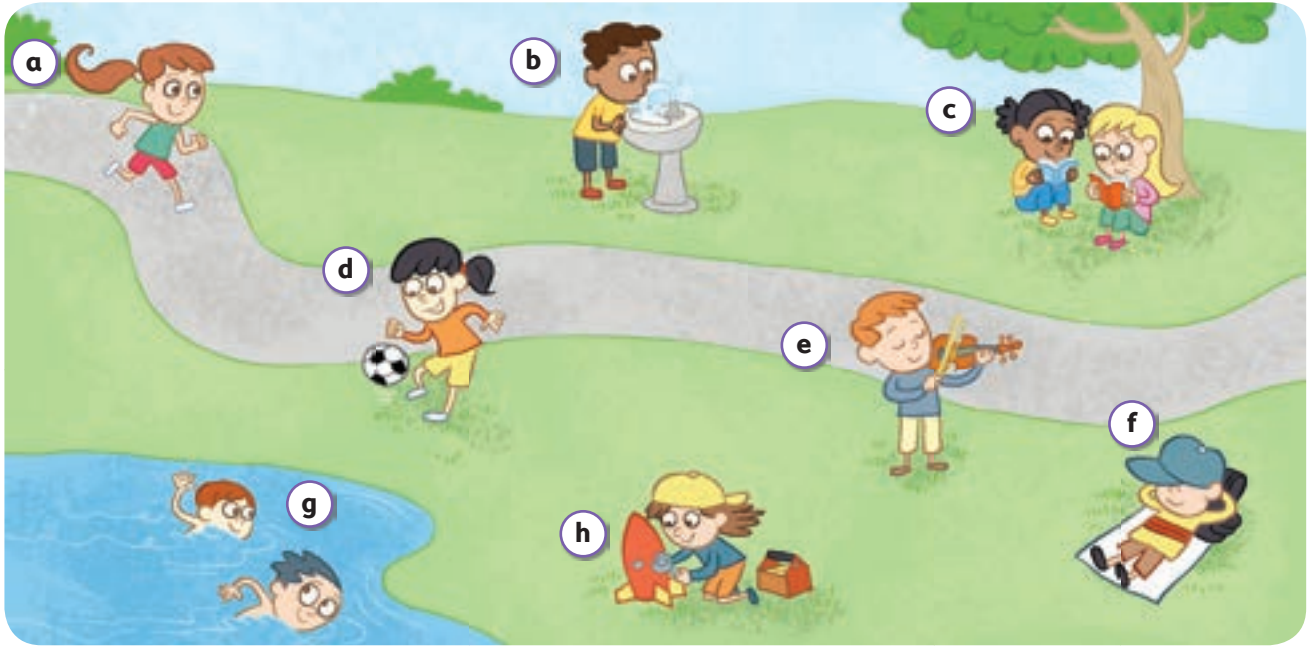
- 1 does karate 2 practises the piano 3 has Music lessons
 4 learn to cook 5 studies Maths



5  Look and say.

reading fixing running playing
 drinking swimming sleeping

He's playing the violin.



6  Ask and answer.

swim/lake play/park play/football have/rest run/home read/book

Do you like swimming in the lake?

Yes, I do.

What do you like doing?

I like swimming in the lake.

7  1:08 

What did Jenny do last week? Look at her diary and listen. Then say.

SKILLS

LOOK!

I **played** tennis on **Monday morning**.
 He/She **danced** at the party on **Friday evening**.
 They **went** to the cinema on **Saturday afternoon**.

GRAMMAR REFERENCE ► PAGE 112



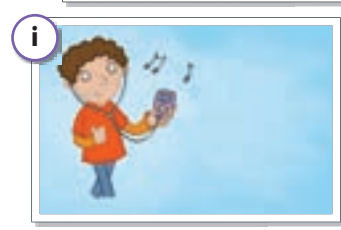
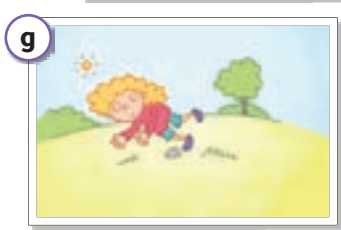
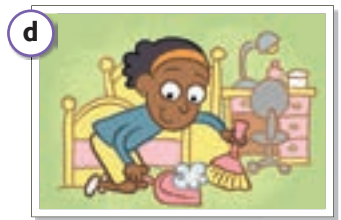
| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------|--------------------|---------------|-----------------------|--------------------|----------|
| morning | study | study | study | study with Dylan | study |
| afternoon | study | learn to cook | play tennis with Finn | practise the piano | study |
| evening | practise the piano | watch TV | listen to music | go to the cinema | watch TV |

She practised the piano on Monday evening and Thursday afternoon.

TIP!

| | | | |
|----------|-----------|-------|---------|
| listen | listened | watch | watched |
| play | played | go | went |
| practise | practised | fall | fell |
| study | studied | take | took |

8  1:09 Listen and find.





Copy and complete. Then listen and check.

today tomorrow Saturday yesterday

| | | | |
|--------------|--------|--------|---------|
| two days ago | 2 ... | 3 ... | 4 ... |
| 1 ... | Sunday | Monday | Tuesday |

Now



Listen and find. Then complete the sentences in your notebook.



a two weeks ago

b three years ago

c yesterday

d two days ago

- 1 I watched that film ...
- 2 I practised the trumpet ...
- 3 We played tennis ...
- 4 I cleaned my room ...

11 What did you do yesterday / two weeks ago / three years ago? Make sentences.

I walked to school yesterday.



Look at the pictures. Ask and answer.



- A: Do you want to go to the cinema tomorrow?
- B: No, I don't. I want to go to the cinema next week.

1 Friends

1   What does your friend look like? Tell a partner.

2  1:14 Who is the new player? Listen and read.



Tom: What does the new coach look like?

Ros: He's tall. He's got a **beard** and very short hair. Look at this picture.

Tom: Oh, yes, and he's got a **moustache**.

Ros: Yes!

Tom: What does the new captain look like?

Ros: She hasn't got dark hair, she's got long **blonde hair**. She's really good.

Tom: We can win a game then.

Tom: What's that?

Ros: The new team mascot.

Tom: It's **cute**. Is it a bird?

Ros: Yes!

Tom: Who's he?

Ros: The new player.

Tom: He looks familiar. He's got **curly dark hair**. It's your brother!

Ros: Well done!



3  1:15  Look and match. Then listen, check and repeat.

straight hair moustache beautiful curly hair dark hair cute
beard bald good-looking handsome spiky hair blond(e) hair



4  1:16 Listen and point to the correct photo in Activity 3.

LOOK!

1:17

What **does** he/she **look like**?

He's good-looking/She's beautiful.
He's/She's **got** straight dark hair and brown eyes.
He/She **hasn't got** blond(e) hair.

What **do** they **look like**?

They're tall and handsome.
They've **got** short blond(e) hair and blue eyes.
They **haven't got** dark hair.

GRAMMAR REFERENCE ► PAGE 113

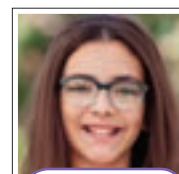
5 Read and choose the correct name. Then listen and check.



This is our new neighbour. She's got blonde curly hair and blue eyes. I think she's beautiful. Her name's ¹ Her brother is ² He's got short dark hair and brown eyes. He's good-looking. My best friend's got straight hair and brown eyes. She wears glasses. Her name's ³ The boy with the spiky hair is ⁴ I think he's very handsome!



Alice



Ruby



Hugh



Greg

6 Put the words in order to make sentences.

- 1 straight / She / dark / has got / hair
- 2 He / hair / blond / has got / short
- 3 blue / They / have got / big / eyes
- 4 sister / My / beautiful / has got / face / thin / a
- 5 My / beard / a / father / short / has got / dark

7 Play a game. Ask and answer.

- A:** He, she or they?
B: He.
A: What does he look like?
B: He's got long hair and a beard.
He hasn't got a moustache.
A: He's number two.



8 Describe a classmate for your partner to guess.



She's got long curly hair. It's Eva!



9 Look and match. Then listen, check and repeat.

VOCABULARY

friendly lazy hard-working talkative bossy sporty clever helpful shy kind



10 Read and choose the correct word.



Rose

- V Hey! There's a new girl in our class! 😊
- R What's she like?
- V She's clever but ¹ bossy / helpful . She's always telling people what to do.
- R Is she nice? 😬
- V Yes, she's very friendly but she's very ² shy / talkative, too. She doesn't stop! 😞
- R So are you! 😄
- V Only joking! You're kind but ³ friendly / shy . Why don't you like talking to new people?
- V No comment. What are your new teachers like?



Violet

READING

- R 😊 They're ⁴ helpful / lazy and clever. They help me when I ask questions.
- V You ask too many questions. 😊
- R Because I'm ⁵ hard-working / lazy ! 😊
- V How's basketball?
- V Really good! 😄
- R How can a shy person like you be so ⁶ talkative / sporty ? 😞
- V Ha! Ha! Mum says the same! See you tomorrow after school?
- R Yes. See you tomorrow! 😊
- V Cool! 😊

11 Think about a friend. What is he/she like? Make notes.



12 Look at your notes from Activity 11. Ask and answer.

What's your friend like?

She's ...

13



Listen and match.
Then ask and answer.

- 1 sporty but bossy
- 2 kind and helpful
- 3 sporty and clever
- 4 clever but lazy



LOOK!

What is he/she like?

He's sporty **and** clever.
She's clever **but** lazy.

What are they like?

They're kind **and** hard-working.
They're helpful **but** talkative.

I like him because he's kind.

I like her because she's hard-working.

I like them because they're talkative.

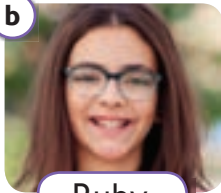
GRAMMAR REFERENCE ► PAGE 113

a



Greg

b



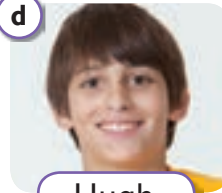
Ruby

c



Alice

d



Hugh

What's Alice like?



She's clever but lazy.

TIP!

She's helpful, but **shy**.
She's helpful, but **quite shy**.
He's friendly and **talkative**.
He's friendly and **very talkative**.

14

Read and choose.

- 1 I like my new teacher (because / but) she isn't bossy.
- 2 He's sporty (and / but) smart. A perfect combination!
- 3 My best friend is friendly (and / but) funny. She makes me laugh!
- 4 She gets good grades (because / but) she's very hard-working.
- 5 He's lazy at home (but / and) he's hard-working in class. It's strange!
- 6 He's got a lot of friends (because / but) he's very talkative.

15



Listen and say *True* or *False*.

- 1 I like my teacher because she isn't bossy.
- 2 My teacher is very helpful and kind, too.
- 3 My best friend is very funny but she is shy.
- 4 He hasn't got many friends because he's very shy.

16



Write sentences about two people in your family.
Then tell your partner.

I like my aunt because she's funny and talkative.



17

BEFORE Look at the pictures. What does the driver of the skidoo look like? Describe him to a partner.



18

WHILE Listen and read. Why do Polly and Mike think the man is the driver of the skidoo?

THE QUEEN'S DIAMONDS ARE LOST. GIZMO FINDS A RIBBON. POLLY AND MIKE SEE THE SKIDOO. THEY FOLLOW SMITH.

1 Oh, no, I can't see the skidoo now. Come on, let's go inside. Can you help me make a plan? Yes, of course. Gizmo, please stay here.

2 I like Gizmo because he never complains! He's very helpful, too!

INSIDE THE ICE PALACE

3 What do the thieves look like? Have they got curly or spiky hair? I think one has got dark hair and is tall and the other is bald.

4 Has he got a beard? What's he like? Is he friendly? I think so. I don't know.

5 Why is Gizmo barking? WOOF! What is it, Gizmo?

6 It's the driver of the skidoo! He's bald! You're so clever, Gizmo! Follow him, quick! Rrrrruff!



19

Where do you think the driver of the skidoo is going? Tell a partner.

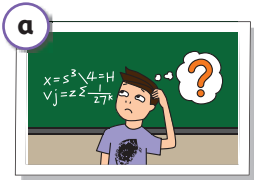
20 AFTER Read the story again. Answer the questions.

- 1 Why does Mike want to make a plan?
- 2 Do Mike and Polly know what the thieves are like?
- 3 Why does Mike like Gizmo?
- 4 How does Polly describe Gizmo?
- 5 What helpful things does Gizmo do?

21 What do you say to help your friends? Match.



VALUES  Help your friends.










- 1 Do you want to revise for the test with me?
- 2 10/10. Well done!
- 3 Can I help you?
- 4 I like your drawing.




-er/-or endings
When a word ends with **-er/-or**, the ending sounds the same.



PHONICS & SPELLING

22   Listen and repeat.


- 1  taller
- 2  painter
- 3  viewer
- 4  paper
- 5  poster
- 6  collector
- 7  actor
- 8  director
- 9  inventor

23  Say a word for your partner to spell.

poster P-O-S-T-E-R

24   What can you see in an art gallery? Tell a partner.

ART

25  1:28 Read, listen and match.

Kate is visiting an art gallery. She is looking at self-portraits. Can you match her notes with the paintings?



This is the self-portrait part of the gallery – my favourite!

- 1 The first portrait is of Pablo Picasso. This is **abstract** art because it uses shapes and lines to make a picture. It has got lots of colour. I think Picasso looks relaxed and happy.
- 2 My favourite self-portrait is by Van Gogh. This art is called **post-impressionism**. It uses colour with thick paint. In this picture, Van Gogh has got a beard and a moustache.
- 3 I like Amedeo Modigliani's painting. Its colours are soft and there are no sharp lines. This style is called **expressionism**. This means the paintings try to show what a person feels. I think Amedeo feels happy but also a bit shy.
- 4 This is a self-portrait by Rembrandt. It isn't a painting. It's an **etching**. There is no colour but there is a lot of **detail**. Rembrandt looks very surprised in this portrait.

26 Complete the sentences. Use the words in bold in Activity 25.

- 1 Bright colours, shapes and lines are a form of ... art.
- 2 An ... doesn't use colour.
- 3 A painting style that shows feelings is called
- 4 ... uses thick paint.
- 5 A self-portrait with a lot of ... gives you information about the person.

27 Choose one of the styles of art from Activity 25. In your notebook, draw a self-portrait in this style of art.

28  Talk about your self-portrait with your group.

The style of my self-portrait is: abstract. I like this style of art because it is colourful.

Wider World

Families of the world

29   What words can you remember for describing people? Tell a partner.

30  Listen and read. Match the texts with the photos.

1 *Kyle, 12, United Kingdom*

In the United Kingdom, we've got a lot of different families – some are big and some are small. My family is very big now. My mum's got a new husband and he's great. He's very clever and he helps me with my homework. He's got a son, too, so now I've got a brother. We play football together every Saturday. We argue, but after five minutes, it's all OK! He's my brother and we're good friends.

2 *Lang, 11, China*

A lot of families here in China have got only one child. My friends and I haven't got brothers or sisters but we aren't sad. Brothers and sisters can be bossy! We've got a good life and we've got very good friends. I live with my mum and dad, and my granny and grandad. It's fun because my grandparents play games with me. They are also very helpful. I love my small family.

3 *James, 12, United States*

I live in the United States. Our house is big. We've got a very big kitchen and there are four bathrooms in the house. My friends have got small families but I've got a mum and dad, three sisters and three brothers. Big families are great! In my family, the big children help the small children. My sister, Jill, is 17 and she helps me with my homework and music practice. She's bossy but she's nice, too.







31 Read the blogs again. Answer the questions.

- 1 Who does Kyle play football with?
- 2 Who does Lang live with?
- 3 Who lives in a big house?
- 4 What is James's sister Jill like?
- 5 What is Kyle's mother's husband like?
- 6 How does Lang describe brothers and sisters?

32 Find out about your friends' families. Write about them.

PROJECT BOX

- 1 **Share** information about your family. Answer these questions:
 - Who is in your family?
 - What do they look like?
 - What are they like?
- 2 **Find out** about your friends' families. Make notes.
- 3 **Create** your presentation about your friends' families.
- 4 **Present** your findings to the class.

 Tom has got a big/small family.
 He has got ...
 His mother has got ...
 She is ...



Describe your friends' families to your family.

33

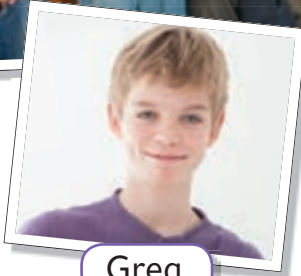


READ Read and complete Greg's email.
Then listen and check.

WRITING

clever friendly long funny bossy kind

The Torres family



Greg



34 THINK Look at Greg's email again. Put sentences a–e in the correct order.

- a Greg describes who he is staying with.
- b Greg says hello to Matt.
- c Greg says where he is and who he is staying with.
- d Greg says goodbye to Matt.
- e Greg says what he is doing today.

35 PLAN Imagine you are staying with a family in another country. Work with a partner to answer these questions:

- Who are you staying with?
- What do they look like?
- What are they like?
- What are you doing today?

36 WRITE In your notebook, write an email to a friend. Include information on the questions in Activity 35.

WRITING TIP!

We use capital letters for

- names of people and places, e.g. *Torres, Spain*
- to start sentences, e.g. *He's got two sisters ...*
- the pronoun *I*.

We use

- (.) to end a sentence.
- (?) to ask a question.
- (!) to give more emphasis.

37



Listen and choose the letter.

I CAN DO IT!

a



b



c



d



38



Read and choose. Then ask and answer.

- 1 **A:** What does her sister look like? / What do they look like?
B: They've got straight hair and glasses.
- 2 **A:** What's he like? / What does he look like?
B: He's kind and helpful. But he's lazy.
- 3 **A:** What's she like? / What does she look like?
B: She's got blonde hair but she hasn't got blue eyes. She's got dark eyes.

39

Complete the sentences in your notebook.

- 1 She plays lots of sport. She is
- 2 He is very He talks a lot!
- 3 He knows the answer. He is
- 4 She tells me what to do. She is
- 5 She doesn't like to talk to people. She is

40



Write answers in your notebook. Then ask and answer.

- 1 What is your best friend like?
- 2 What does your mother look like?
- 3 Are you hard-working?
- 4 What do you look like?

I CAN

I can ask and answer about what someone looks like.
I can talk about what someone is like.
I can write a friendly email.

