

Cambridge World Primary English Learner's Book 6 (2021) Answers

Answers are given where applicable. Guidance on all activities is available in the Cambridge World Primary English Teacher's Guide Stage 6 with Boost Subscription, ISBN 9781510468160.

<https://www.hoddereducation.com/english/cambridge-primary-world-english-learner-s-book-stage-6>

Unit 1 Life stories

Page 11: Practise

Coats of arms

Cities, states, countries, armies and even schools may have a **coat of arms**. It is a unique design on a shield that includes symbols to represent something that has an important meaning to those people or that place. The shields are shaped like this:

During the Middle Ages, knights and nobles in England and Europe wore **colours** and symbols on their shields to make it clear which side they were fighting for. Over time, countries and rich families began to **create** their own 'coats of arms'. In the middle of the coat of arms was a shield. Under the shield, there would usually be a **family** motto in Latin. A motto is a short phrase or sentence outlining a belief.

Colours were important too.

Black was the colour of **knowledge**.

Blue was the colour of **truth**.

Red was the colour of a true **soldier**.

Gold was the colour of **respect**.

Green was the colour of **hope**.

And animal symbols also had different meanings too.

The antelope was the symbol of **peace**.

The bear was the symbol of **strength**.

A dragon was the symbol of **protection**.

The lion was the symbol of **courage**.

Page 12: Practise

Verb	Pronoun	Present simple tense	Present continuous tense	Present perfect tense	Past simple tense	Past continuous tense	Future simple tense – <i>will</i>	Future tense – <i>going to</i>
listen	I	listen	am listening	have listened	listened	was listening	will listen	going to listen
speak	you	speak	are speaking	have spoken	spoke	were speaking	will speak	going to speak
read	he	reads	is reading	has read	read	was reading	will read	going to read
write	we	write	are writing	have written	wrote	were writing	will write	going to write
spell	they	spell	are spelling	have spelled	spelled	were spelling	will spell	going to spell

Page 12: Challenge yourself!

Note: Each verb is listed once only.

Past	Present	Future
came found sat used to tell was said hugged loved saved thought	tells bring visit tell promise be you're (you are)	I'd like (I would like) I'll try (I will try)

Page 13: Practise

- Grace didn't think much about her dad and his family in The Gambia **until** she saw the plane tickets.
- Grace wasn't sure how she would feel about her stepmother **when** she met her.
- Grace remembered her dad **as soon as** she saw him at the airport.
- Grace sat in the back of the car silently **while** her dad drove them home.
- Grace read **while** her new brothers and sisters played.
- The new brothers and sisters smiled **when** they saw Grace.
- She looked around the market **while/before/after** Nana and Jatou bought food.
- The whole family went to the airport to see Grace and Nana off. '**Until** next time!' they sang.

Page 15: Practise

	Birth and death	Background	What they achieved	Why they are admired
Mahatma Gandhi	1869–1948	From India	Fought for equal rights for people of colour in India and South Africa Independence of India	Peaceful, non-violent protesting. 'Father of India'
Wangari Maathai	1940–2011	From Kenya Environment activist	Green Belt Movement Nobel Peace Prize laureate	Gave women skills
Shigeru Miyamoto	1952–present	From Japan	Invented computer games and characters	'Father of modern computer games'

Page 16: Challenge yourself!**Example answers**

- To 'feel like a million dollars' means to feel really good.
- To know something 'like the back of your hand' means to know or understand something very well.
- If something is 'selling like hot cakes' then it means it is selling out very quickly.
- 'There is no such thing as a free lunch' means that we don't get something for nothing / things always come with conditions.
- If someone is said to be 'as brave as a lion', this means that they are very courageous, usually in a very difficult or dangerous situation.
- When someone has done 'as best they could', this means that they tried their hardest to do something.

Page 17: Practise**1**

What about ...	How about ...
<ul style="list-style-type: none"> • choosing someone from the past? • researching somebody who has done something really amazing and inspirational? • writing about Grandad? 	<ul style="list-style-type: none"> • choosing your sister? (Pia) • finding out about a leader or politician? • discovering more information about a musician or an actress?

2 Pia makes the most suggestions.**Page 19: Practise****1** 1948**2** Preston remembers that it felt strange, but he was very excited for the journey.**3** 21 June 1948**4** Preston remembers that the weather was misty, grey and cloudy and he could hear seagulls screaming above him.**5** Preston knew that London had been badly bombed during the war.**6** Preston tells us that there was a group of calypso singers. One of the singers was called Aldwyn Roberts, but people called him 'Kitch'. They would listen to them singing in the evenings. Preston also tells us that there were professional boxers on the ship.**Page 19: Practise**

- go bananas – to go crazy in a funny way
- in the same boat – to be in a similar situation

- hit the sack – to go to bed
- a hot potato – something that is a tricky topic

Page 20: Practise

Capital letters	Full stops	Question mark	Exclamation mark	Commas	Inverted commas	Apostrophes
All sentences should be listed in this column as they all have a capital letter at the start.	I was excited. It's Pia's book. They arrived in June. They packed clothes, toys and special things to remind them of home. My father said, 'Welcome to your new home, Preston.' Finally, we arrived in Britain.	What did you think of the Empire Windrush?	How wonderful to read your story!	They packed clothes, toys and special things to remind them of home. My father said, 'Welcome to your new home, Preston.' Finally, we arrived in Britain.	My father said, 'Welcome to your new home, Preston.'	It's Pia's book.

Unit 2 Education city

Page 23: Practise

- 1 Ghana
 - 2 They help on the family farm.
 - 3 It is dark.
 - 4 By playing on a merry-go-round.
 - 5 To charge their lanterns.
 - 6 They have fun and learn (about engineering/technology) too.
- Bonus question: Another word for 'merry go round' is 'roundabout'.**

Page 25: Practise

- 1 Talent School International: 'are pleased', 'is offered', 'is provided', 'study', 'offered'.
The Top Tennis Academy: 'are created', 'provide', 'are taught', 'offer', 'came'.
- 2 (A = active, P = passive)
Talent School International: 'We are pleased' (P), 'education is provided' (P), 'you study' (A), 'outstanding opportunities offered' (A).
The Top Tennis Academy: 'opportunities are created' (P), 'We provide' (A), 'you are taught' (P), 'we offer' (A), 'came here' (A).
- 3 Talent School International: 'We are pleased' = It pleases us, 'education is provided' = we provide education.
The Top Tennis Academy: 'opportunities are created' = opportunities happen, 'you are taught' = we teach you.

Page 26: Practise

3 (Wording may vary.)

- professor – a type of teacher, usually a specialist in their subject
- visual – related to what we can see
- auditory – related to what we can hear
- kinaesthetic – related to what we can touch and feel
- popular – liked by many people
- evidence – facts or items to support or prove something to be true or false.

Page 28: Practise

1 I can visualise things and I can **also** use my memory well.

2 I can't remember things very well. You don't remember things well **either**, do you?

3 I find it difficult to use my imagination **too**.

4 I don't remember the way to the library **either**.

5 I am taking that test **too**.

Page 28: Challenge yourself!

- I can't remember how to spell that word either.
- I was at the library on Saturday too.
- I can't remember how to do it either!
- I also try to visualise things.
- I also like thinking about what I already know about a subject.

Page 31: Practise

- skip – to miss out or not read all of a text
- dip in – to read small sections of the text, in no particular order, rather than reading the whole thing
- scan – to read a text quickly to get a general idea of what it is about
- reflect – to think carefully about a text you have read
- decode – to work out a word by saying its letter sounds and blending them together

Unit 3 Work on it!

Page 35: Practise

Category	Examples of jobs
Agriculture, food and natural resources	farmer
Animals	veterinarian, marine biologist, animal rescuer
Architecture and construction	builder, designer, engineer
Arts	dancer, actor
Business management	office worker, human resources
Education and training	teacher, professor
Finance	accountant, payroll officer
Government and public administration	politician or civil servant
Health	doctor, nurse, psychologist, physiotherapist
Hospitality and tourism	chef, hotel worker, travel agent, guide
Information technology (IT)	coder, web designer, digital consultant
Law, public safety and security	lawyer, judge, police officer, fire fighter
Manufacturing	designer, factory worker
Science, technology, engineering and maths (STEM)	engineer, scientist
Sport	football player, sports coach, personal trainer
Transport and distribution	delivery driver, train driver

Page 35: Practise

Speaker 1 – technology teacher; education

Speaker 2 – restaurant manager; hospitality and tourism

Speaker 3 – designer/architect; architecture and construction

Speaker 4 – works in a bank/accountant; finance

Speaker 5 – farming inspector; agriculture, food and natural resources

Page 37: Practise

1 I don't want a job with **plenty of** stress.

2 I want to work with **plenty of** people.

3 There are **several** top jobs in law.

4 The amount of happiness offered by **several** careers is hard to measure.

5 **Plenty of** learners are now interested in engineering.

6 I want a job with **plenty of** money!

7 We went to KidZania and we tried **several** activity sessions.

8 Jobs that are about helping others give **plenty of** pleasure to people.

Page 38: Practise

Banko's team: People should work less	Yakov's team: People should not work less
1 Families need to spend time together / working away or late is not good for family time.	1 Businesses need workers seven days a week / complicated to manage a four-day week.
2 Not all about money / people could do more exercise or hobbies / people would be happier and healthier.	2 People need the money / people would be poorer.
3 People would work smarter / people work better if they are rested or happy.	3 People too tired to exercise from working harder / fitting five days of work into four days.

Page 39: Practise**Suggested answers**

- 1 People thought that robots would be doing all our work for us.
- 2 They think family time is important because families need to spend time together.
- 3 Businesses that are open seven days a week include supermarkets and food shops, chemists and pharmacies, and businesses involved with utilities such as electricity and water (businesses that are related to things that are essential in life).
- 4 Banko says 'It's not all about the money' to argue that there are other things in life that are just as important such as being happy and healthy.
- 5 Yakov says 'People would be too tired to enjoy their time off' to argue that working harder for a shorter amount of days will be tiring so the extra time off would be wasted.
- 6 Some companies have shown that people work better and faster, and are more focused, when they are rested and happy.

Page 41: Practise

- Volunteering can be fun for everyone.
- Meet up in your town.
- There are lots of websites about volunteering.
- Set up a market stall for a fundraiser.
- Help out at the library.
- Walk or run with family and make new friends.

Page 42: Practise**Suggested answers**

- Imagineer – someone with very good creative thinking skills; someone who can think outside the box and imagine or invent new things
- Codebreaker – solving puzzles and cracking secret codes
- Snow hunter – exploring cold places in search of snow
- Climate warrior – finding ways to help to reduce climate change
- Life giver – someone who helps other people to improve their lives

Page 43: Practise**Example answers**

- 1 You need to know about where elements are found, how to collect them and how to recycle them.
- 2 We can't keep digging up elements because they will eventually run out.
- 3 Mobile phones contain at least 30 different elements. Six of the elements will run out soon.

- 4 Our devices can be recycled by taking them to an element recycler or to an electronic recycling point.
- 5 I think it is dangerous work to be an element recycler, because some elements are not safe for humans to touch.
- 6 Alex became a spy by accident.
- 7 Alex found a file called 'Stormbreaker' in his uncle's office.
- 8 Alex trained at the Special Air Service.
- 9 Alex's first mission was called 'Stormbreaker', after the file he had found in his uncle's office.
- 10 Alex had to spy on a criminal to solve the crime.

Page 43: Practise

	Purpose	Training	Skills
Element Recycler	To recycle elements so that they can be reused	Not mentioned in text, but can infer that the person is a type of scientist and so will have studied science to a high level	Knowledge of elements, where to find them and how to recycle them
Spy	To carry out missions to stop crime	Special Air Service training	Not mentioned in the text, but can infer that they need to be good at solving puzzles and putting together pieces of information

Page 45: Practise

Word	Meaning
specification	a description
essential	things that you must have or be able to do
promotion	to go higher in a job
salary	the money you earn in a job
benefits	other good things about the job

Review 1

Page 46: Practise

- 1 Pia listened to Sanchia **while** she **was telling** her about Eva Peron's **life** story.
- 2 Pia thinks Eva was **like** a superhero to many people and successful as a **game changer**.
- 3 David **is learning** to play tennis on Saturdays and Maris wants to learn **too**.
- 4 David wants **to go** to the Top Tennis Academy **because** it's where tennis **is taught** by professionals.
- 5 David and Maris' favourite tennis player **was taught** by their uncle and is a local **superhero**.
- 6 Jin wants **to work** in law, public safety and security – he wants to be a **judge**.
- 7 Banko and Jin **are visiting** KidZania next week to find out more about different **jobs**.
- 8 KidZania will have **plenty of** careers for children to try and will be open **for** two days.

Page 46: Try this

- 1 For example: teacher, professor, nurse, doctor, builder, designer, engineer, businessperson, office worker, politician, civil servant.
- 2 In the health sector there are doctors, nurses, psychologists, physiotherapists, and so on.
- 3 In the architecture and construction sector there are builders, designers, engineers, and so on.

4 You can find out more about different types of jobs by visiting KidZania, going to a jobs fair, asking your friends and family what their job is and what it's like, and so on.

5 You can learn the skills you need to do a job at school, at university, at college, at clubs, at summer camps, by studying at home, and so on.

Page 47: Practise

1 e; **2** b; **3** h; **4** d; **5** c; **6** f; **7** a; **8** g

Unit 4 Incredible creatures!

Page 50: Practise

Scientists get very **excited** when animals are so unusual that they are not sure how to classify them. In 1797, Europeans in Australia came across a platypus for the first time. When they sent a specimen to London, scientists thought it was a joke – they thought someone had stitched parts of different animals together! The creature had a furry body like an otter, a tail like a beaver's and a mouth like a duck. It also had webbed feet with claws. Some new animal discoveries may appear **confusing** or **frightening** because we don't know what they are, but we don't need to be **frightened** of the platypus.

Classifying animals can be very **puzzling**!

Page 51: Practise

Verb	Present participle –ing	Past participle –ed
excite	exciting	excited
enjoy	enjoying	enjoyed
frighten	frightening	frightened
interest	interesting	interested
puzzle	puzzling	puzzled
confuse	confusing	confused

Page 52: Let's talk

1 branching coral

2 table coral

3 massive coral

4 mushroom coral

Page 52: Practise

2 **a** No, coral do not have a backbone. (They are invertebrates.)

b A single coral animal is called a polyp.

c Polyps make a colony when they are grouped together.

d Algae live inside coral.

Page 55: Practise

2 We were on holiday and visiting the zoo.

We were enjoying a normal day out, when my little brother, Levan, did something very dangerous.

I remember that we were all laughing at the gorillas and pretending to talk to them. I looked around and saw that Levan was standing on a wall to get a better view. As he did so, he slipped and fell into the gorilla pit.

You can imagine the panic when we saw that he was lying there unconscious.

As Levan lay on the ground, the gorillas moved in to take a closer look at him. Jambo, a large male, was approaching Levan with great curiosity. We were terrified that he was going to hurt Levan, but we were amazed at what was happening. As Levan was lying there, Jambo was stroking his back. We realised that he was on guard and keeping the other gorillas away until help arrived. It was an incredible kindness!

Background actions	Interrupted actions	Parallel actions
We were on holiday and <u>visiting</u> the zoo. I remember that <u>we were all laughing</u> at the gorillas and <u>pretending</u> to talk to them. Jambo, a large male, <u>was approaching</u> Levan with great curiosity.	We <u>were enjoying</u> a normal day out, when my little brother, Levan, did something very dangerous.	I looked around and saw that <u>Levan was standing</u> on a wall to get a better view. As Levan was lying there, Jambo <u>was stroking</u> his back.

Page 56: Let's talk

Suggested answers

- 1 a Blue dragonfly – animals, invertebrates, jointed legs, insects
 b Mexican salamander – animals, vertebrates, cold-blooded, amphibians
 c Komodo dragon – animals, vertebrates, cold-blooded, reptiles
 d Green iguana – animals, vertebrates, cold-blooded, reptiles

Page 57: Challenge yourself!

Suggested answers

- The words have the same 'a' sound at the end; they all end in 'a' except for 'caterpillar', where the 'r' is silent.
- Some of the words have a silent letter 'h': 'piranha' and 'chihuahua'.
- Some of the words have a double letter 'l': 'chinchilla', 'gorilla', 'caterpillar'.
- Two of the words start with the 'ch' sound: 'chihuahua' and 'chinchilla'.
- Two of the words have seven letters: 'piranha' and 'gorilla'.

Unit 5 Weather watch

Page 61: Practise

- 1 Savannah, picture 3 2 Polar, picture 1
 3 Tropical, picture 4 4 Desert, picture 2
 5 Temperate, picture 5

Page 61: Let's talk

Zone	Conditions	Picture
savannah	hot and dry	3
temperate	not very hot or cold	5
polar	extreme cold	1
tropical	hot and wet	4
desert	hot and dry but cold at night	2

Page 61: Challenge yourself!

- 2 Photograph a – Barrow, Alaska
 Photograph b – Danakil Depression, Ethiopia

Page 62: Practise

3 Suggested answers

- The reporter said the heavy downpours were causing major flooding.
- The rescue worker said we should leave our homes.
- The flood relief charity said we should help the people to find food and shelter.
- The professor said monsoons were caused by seasonal changes in wind and rainfall patterns.
- The reporter said the floods were the worst in 45 years.
- The resident said roads and railways were damaged.

Page 65: Let's talk

Suggested answers

- 1 Nina and her grandfather had a happy life: spring flowers, summer warmth and autumn harvest.
- 2 The villagers felt that the journey was dangerous.
- 3 Grandfather thought Nina was very brave.

Page 65: Practise

- Nina said she would go.
- Winter said she knew Nina's plan was to reach Grandfather Frost.
- The animals said they were fed up with all the ice and snow.

Page 66: Practise

- 1
 - a The village was full **of** happiness until one day when Spring did not arrive.
 - b Nina was different **from** the other villagers.
 - c They spoke **about** going to visit Grandfather Frost.
 - d Nina was not afraid **of** the journey.
 - e Her grandfather was proud **of** her.
 - f She was surrounded **by** swirling snow.
 - g Winter was not interested **in** Nina's opinion.
 - h The mouse was surprised **at** what he saw and quickly called the other animals.
 - i Nina was surrounded **by** the animals and the snow melted.
 - j They arrived **at** the Ice Palace and asked **for** Grandfather Frost's help.

Page 66: Practise

- Nina was not worried about ...
- Nina was angry about ...
- Nina was happy about ...
- The villagers were fed up ...
- Nina was not disappointed by ...
- Winter was waiting for ...

Page 67: Practise

Even long ago, people were **fascinated by** the mysteries of the weather. People tried to explain the weather by creating stories and sayings.

Some people **believed in** a Norse god Thor who banged a hammer when he was angry and this caused thunder and lightning. Some Native Americans thought that thunder was created by a giant Thunderbird beating its wings, while an ancient Chinese myth tells how a thunderstorm is cooked up by different gods mixing up thunder, lightning, mirrors, rain, clouds and wind.

Some Asian people thought that typhoons were **caused by** a huge bird flapping its wings. The Hopi Indians in North America **believed in** a snake dance to bring rain. They danced around with live rattle snakes in their mouths.

In South America long ago, people worshipped the sun god Inti, and asked for the god to bring powerful heat and light.

Maybe some people still **believe in** these myths. What do you think about them?

Page 69: Practise

- 1 A meteorologist predicts and forecasts the weather.

- 2 Wind speed is measured with an anemometer.
- 3 Rain is measured with a rain gauge.
- 4 Humidity is the amount of moisture in the air and it is measured with a hygrometer.
- 5 Satellites track weather from space.
- 6 Wind direction is measured with a windsock.
- 7 Weather balloons are sent into the sky every day to measure the weather and conditions high in the atmosphere.
- 8 We can use thermometers to take our body temperature.

Unit 6 Survival!

Page 76: Let's talk

1 The woman's survival kit contains: a map, a compass, a tent, a utility knife, a spade, rope, binoculars, a sharp knife, an axe, matches, a torch, a mug, a lantern, a First Aid kit, water and a mobile phone.

The couple's survival kit contains: a map, a stopwatch, a screwdriver, a passport, water, sunglasses, a utility knife, tape, batteries, a First Aid kit, a mobile phone, a toothbrush, a lighter, money and plasters.

2 The common items are: a map, a First Aid kit, a mobile phone, a utility knife, a torch and water.

Page 77: Practise

to survive, to use, to do, to show, to attract, to reflect, to start, to make

Page 77: Practise

- 1 to attract rescuers
- 2 to keep warm
- 3 to catch fish
- 4 to make a hook
- 5 to cut with

Page 77: Challenge yourself!

- 1 You can use the compass in your phone to work out which direction you are walking in.
- 2 The GPS (Global Positioning Satellites) information is used to find your exact location.
- 3 You can use your torch to attract help.
- 4 You can use a First Aid app to help you to know what to do in an emergency.
- 5 You can search online to find advice about how to survive in challenging situations.

Page 78: Let's talk

- 1
 - a horns and antlers (deer)
 - b hooves and powerful legs (zebras)
 - c poisonous tricks (toad)
 - d power and surprise (killer whale)
 - e bright colours (red salamander)
 - f friends! (locusts)

Page 79: Practise

- 1 Description 1 – red salamander
- Description 2 – killer whale (orca)
- Description 3 – toxic toad
- Description 4 – zebra
- Description 5 – deer

Description 6 – locusts

- 2**
- a** A predator is an animal that hunts, kills and eats other animals.
 - b** The skin of a red salamander is orange with black dots.
 - c** The red salamander confuses predators by copying the poisonous skin of the North American newt.
 - d** Orcas surprise seals by swimming up to the beach to surprise them.
 - e** The poison of a toxic toad oozes from behind its eyes.
 - f** Zebras can use their powerful legs and their hooves to hurt, stun, cut or kill another animal to survive a fight.
 - g** Deer charge at other animals with their antlers, which are strong and pointed.
 - h** Locusts travel in large swarms when the weather is warm / when travelling in search of food.

Page 80: Practise

- 1**
- a** The grey wolves and the striped hyenas help each other to hunt.
 - b** The bear and I saw each other.
 - c** Geese fly in a V formation to help one another to fly long distances.
 - d** Dolphins travel in pods and make different sounds to communicate, lead and protect one another.
 - e** Packs of wolves howl to communicate with one another.
 - f** The big monkey and the baby monkey chased each other.

Page 81: Practise

Things	People	Animals
a range of mountains a forest of trees a pair of shoes a fleet of ships a pack of cards a bunch of flowers	a panel of judges a band of musicians a class of children a team of footballers a choir of singers a crowd of spectators	a flock of birds a herd of cows a school of fish a pride of lions a pack of wolves a hive of bees

Page 84: Practise

- 1** A character profile gives you information about the background of a character and what they are like.
- 2** The ocean current dragged Alfie further away from the boat.
- 3** The dolphin nudged Alfie with her nose to move him away from the boat.
- 4** For example:
'She had a small head and a pink belly and the curve of her mouth made her look as if she was smiling at Alfie and telling him not to be afraid.'
'Alfie noticed that the dolphin's head was small and that it seemed to be smiling, because of the way its mouth curved. The dolphin also had a pink belly.'
- 5** The dolphin ducked underneath Alfie so that he could sit on her back and hold onto her dorsal fin.
- 6** The dolphin protected Alfie from the storm, strong ocean currents, rocks and coral reefs.
- 7** Alfie saw a wide bay, a beach, palm trees and rocky cliffs extending into the sea. He also saw Fleur and Mia standing on the beach.
- 8** Fleur ran into the sea, calling Alfie's name and waving her arms. She also hugged him tightly.

Review 2

Page 88: Practise

- 1** Pia is **frightened of** large mammals like tigers, but she finds them **interesting**.

- 2 Sanchia is fascinated by **crustaceans** like crabs and lobsters, and finds them **exciting**.
- 3 Sanchia and Pia **were finding** out about **animals** on their computer when they **heard** a loud noise!
- 4 Maris and David **said** they lived in Nigeria and they had a **tropical climate**.
- 5 David's mum **told** him to look at the unusual **fire rainbow** because it was beautiful.
- 6 Maris **asked for** David's help to complete her homework about **flooding**.
- 7 Banko **says** he is a **survivor** for putting up with Jin **as** a brother.
- 8 Jin thinks he and his brother couldn't **survive** without **each other**.

Page 88: Try this

- 1 The bear and bird are warm-blooded vertebrates.
- 2 The fish, frog and crocodile are cold-blooded vertebrates.
- 3 The spider, bee, butterfly and lobster are invertebrates with jointed legs.
- 4 The jellyfish, starfish and nautilus are invertebrates with a foot, tentacles or no legs.
- 5 The vertebrates are the fish, frog, bird, crocodile and bear.
- 6 The invertebrates are the jellyfish, butterfly, spider, lobster, starfish, bees and nautilus.

Page 89: Practise

Suggested answers

- 1 Who sings more beautifully, the boy or the girl?
- 2 What did the hyena do when the tiger jumped up?
- 3 What does it look like and why?
- 4 What did the reporter say?
- 5 What did our teacher tell us?
- 6 Have you ever been lost in the forest?
- 7 What can you use your phone for?
- 8 Who was watching the fireworks?

Unit 7 A world of money

Page 91: Practise

- The report is about: managing money, spending money, saving money, the value of money, pocket money for jobs, money apps and keeping children safe online.
- The report does not mention how much pocket money is paid or protecting parents.

Page 92: Practise

- 1
 - a I'll tell my parents if I see a pocket money app for parents and children.
 - b I'll stop if you tell me I'm spending too much.
 - c We'll be better at managing it if we learn about money.
 - d If she doesn't put it in her purse, she'll lose her money.
 - e If I see her, I'll tell her.
 - f If I can work it out online, I won't go to the bank.

Page 94: Practise

- 1 2014 2 2020 3 1999 4 1950

Pages 94–95: Practise

- | | |
|--|------------------------|
| 1 Barter, 9000 BCE | Gold, 1100 BCE |
| Metal coins, accept either 600 CE or 1250 CE | Paper money, 1290 CE |
| Electronic money, 1860 CE | Plastic cards, 1959 CE |
| Cryptocurrency, 1998 CE | |

- 2**
- a 9000 BCE:** Early **bartering** took place.
 - b 1100 BCE:** Small copies of goods were made in gold or bronze, which later became round like coins.
 - c 600 BCE:** The first official **currency** was minted.
 - d 1250 CE:** A gold coin was minted in **Florence, Italy**.
 - e 1290 CE:** It is thought that the first **paper money** from China was introduced to Europeans.
 - f 1661 CE:** The first printed banknotes were made in Sweden.
 - g 1860 CE:** The first idea of electronic money was used.
 - h 1959 CE:** The first plastic card was introduced.
 - i 2008 CE:** Contactless payment was first used in the **UK**.
 - j** From 2014 CE until now: We've had many new inventions including digital **bartering**.

Page 96: Practise

- 1 This morning, we have Professor Maria Perrara talking about the history of money.
- 2 She specialises in ancient coins.
- 3 Many years ago, people didn't pay for things with coins and notes.
- 4 Maria is working on a new project about when and why people started using cryptocurrency.
- 5 This afternoon, Maria will speak to you about the future of money.

Page 97: Practise

- 1 I can afford to buy that book **myself** if you can just lend me a little money.
- 2 Don't ask me to lend you the money. Save up for it **yourself**.
- 3 They always spend their money on **themselves**.
- 4 We like to buy things **ourselves**.
- 5 She is only interested in shopping for **herself**.
- 6 He's saving up for that game for **himself**.

Page 97: Try this

Idiom	Meaning
1 You've done well for yourself!	to succeed or be successful
2 Just be yourself!	to relax and be natural or well again
3 I can hardly hear myself think!	to be unable to focus or think because of noise
4 We laughed ourselves silly!	to laugh so much you feel out of control

Page 98: Practise

- 1 The opposite of 'income' is outgoings.
- 2 The opposite of 'subtract' is add.
- 3 The opposite of 'keeping track' is 'not knowing' / 'losing control'. ((Wording may vary.))
- 4 The opposite of 'borrow' is lend.
- 5 The opposite of a 'reward' is a loss or penalty.
- 6 The opposite of 'saving' is spending.

Page 99: Try this

- Debit card: 1
- Bank: 7
- Deposit: 3
- Budget: 2
- Debt: 5
- Interest: 8
- Credit card: 6

Loan: 4

Page 99: Challenge yourself!

Idiom	Meaning
1 Break the bank.	to use up all your money
2 Get a run for your money.	to challenge someone to do something
3 Foot the bill.	to pay for something for others
4 Keep the wolf from the door.	to earn enough money just for basic needs

Page 101: Try this

- What is the event?
- When is the event?
- How much will it cost in total?
- How much will it cost per learner?
- Which activities or things do you plan to include?
- What will parents need to provide?
- Are there extra things that are available for learners to pay for themselves but are not included in the price?

Unit 8 Earth's natural resources**Page 103: Let's talk**

- Animals – some can be used as a source of food, some can be used as service animals, some can be used for labour on farms, some animals provide products that we can use such as milk.
- Forest resources – trees provide wood that we can use to build structures such as buildings and furniture, wood can be used as a power source and as a fuel when it is burned.
- Metals – these can be used for manufacturing to make cars and other vehicles, to make tins used for food packaging, to make parts for engines, to make technology equipment.
- Minerals and rocks – can be used as building materials, as components in mobile phones and can be made into jewellery.
- Oil – can be used to generate power, as fuel for vehicles and can be used to make plastic.
- Water – is essential for human and animal life; if we do not drink water we cannot survive, water is used for washing, bathing, cooking and cleaning, water can also be used to generate power.
- Coal – can be used as a fuel and to generate power.
- Wind and sunlight – the energy from these types of weather conditions can be used to generate power.
- Natural gas – can be used as a fuel to heat our homes, to power factories, to cook on.
- Coal, oil and natural gas are known as 'fossil fuels' because they are formed from the remains of animals and plants that died thousands of years ago.

Page 103: Practise

Renewable natural resources	Non-renewable natural resources
animals forest resources water wind solar power	metals minerals and rocks oil natural gas coal

Page 103: Practise

a resources
e classified

b lives
f themselves

c solar
g Non-renewable

d Natural
h replaced

Page 104: Practise

Suggested answers

- a If we cut down too many trees, we will have dirty air.
b If we use too many non-renewable resources, we're going to use them all up.
c If we don't build dams, we will waste water.
d If we find new ways to use solar energy, we will use less oil.
e If we mine more gold, we will damage the Earth.
f If we discover a new material, we are planning to investigate what we can do with it.

Page 107: Try this

1

a pros and cons	the advantages and disadvantages of something
b population	the number of people living somewhere
c connectivity	the power of computers or systems to connect with others
d ramping up	increasing
e scarecrow	a model of a person dressed in old clothes and put in a field of growing crops to scare away birds

Page 107: Practise

Suggested answers

Wind energy	
Pros	Cons
<ul style="list-style-type: none"> • is clean • doesn't pollute the air • doesn't affect the Earth or use water • is renewable / won't run out • is free / cheap to supply • turbines built on farmland / income for farmers • creates new jobs 	<ul style="list-style-type: none"> • is unpredictable • isn't always windy / unreliable • turbines don't look nice • turbines are noisy • turbines don't look natural / are a 'blot' on landscape • take up a lot of room • not good for wildlife / birds fly into them

Page 109: Practise

- 1 a We shouldn't stand around and wait for someone to tell us what to do.
b All new houses should be built with solar panels.
c Energy companies ought to offer renewable energy at a lower cost.
d We needn't worry about acting alone or being the first.
e We must not just carry on as if nothing needs to be done.
f We could look for ways to use renewable energy in school.
- 2 a Governments **should** have renewable energy targets.
b Governments **could** do more and move faster.
c We **have to** think about using cleaner energy.
d We **need to** think about how to increase awareness.
e We **could** ban the use of some electrical goods.
f They **need to** spend a lot of money to come up with a plan.

Page 111: Practise

Suggested answers

- 2**
- a** Scientists are finding new ways to use natural resources/finding new energy sources/working all the time to create new innovations.
 - b** 'Round the world and round the clock' means people in many different countries are working all the time.
 - c** The solar-powered tourist train is in Byron Bay in Australia.
 - d** Liquid sunlight could be used for everyday tasks or for exploring space.
 - e** The leaves of 3D printed trees contain power converters.
 - f** 3D printed trees look like real trees because the trunks are made from material that looks just like wood.
 - g** Waves in the ocean provide energy.
 - h** The blades of the turbines look like dolphin fins and the stems look like flowers

Unit 9 Fun party times!

Page 115: Practise

- Conversation 1 – Bidar Boat Race in Indonesia
- Conversation 2 – Calabar Carnival in Nigeria

Page 116: Let's talk

- 1** Present **2** Future **3** Present **4** Present perfect
5 Future **6** Present **7** Past **8** Present perfect

Page 117: Practise

Concrete	Abstract	Compound
characters character wood Venice Italy city leather porcelain glass feathers	emotion anger passion tradition identity	face masks eye masks self-confidence eyeballs

Page 118: Practise

- A mud festival in Korea – photograph a
- A monkey buffet in Thailand – photograph c
- A hair freezing contest in Canada – photograph b

Page 118: Practise

- 1** **a** ago **b** around **c** from **d** Some
 e them **f** many **g** which

Page 119: Practise

- 1 d** Why are aliens good for the environment? Because they are green!
2 a What has 22 legs and 2 wings but can't fly? The school football team!
3 b How many days of the week start with a T? Four: Tuesday, Thursday, today and tomorrow!
4 c How did people react when electricity was first discovered? They got a nasty shock!

Page 120: Practise

2 Sydney in Australia is where they have a famous firework display for New Year.
It was the tour operator who told us about the famous sound and light show at the Amber Fort in India.
The music was very loud which made us nearly deaf!

Page 123: Practise

Example answers

- 1 Everything changed in Frankie's life when he decided to learn to play the trumpet.
- 2 Frankie blew his trumpet until he was blue in the face.
- 3 Frankie was surprised when he played his trumpet because he could see and smell the sounds he was making.
- 4 When Frankie played louder, the air became sweeter.
- 5 People danced to the sound of sunshine.

Page 124: Do you remember?

- 1 Non-fiction: Autobiography
- 2 Non-fiction (it could also be a plan for a fiction story): Mind map
- 3 Fiction: Comic strip / Cartoon
- 4 Fiction: Novel / Story
- 5 Poetry: Haiku
- 6 Non-fiction: Persuasive text (advertisement)

Review 3

Page 126: Practise

- 1 Pia collects **coins** and notes from around the world and Sanchia told her she's a **numismatist**.
- 2 Pia thinks she will **be rich** if she collects a large **number of** coins and notes.
- 3 Sanchia doesn't **agree with** Pia and thinks nobody will **buy** her coins and **notes**.
- 4 David and Maris live in **Nigeria**, which is a country that is rich in **natural** resources.
- 5 Maris is learning about **wind power** and **solar energy**, which are **both** renewable natural resources.
- 6 Banko thinks Jin **should** learn the dragon dance because he's **good at** dancing.
- 7 Jin told Banko he can't learn the dance **because** he isn't a dragon, **which** made Banko laugh.
- 8 Banko wants **to visit** Giza in Egypt, **where** there are famous pyramids.

Page 126: Try this

Suggested answers

- 1 Renewable natural resources are animal resources, forest resources and water resources, as well as wind and sunlight.
- 2 Non-renewable natural resources are crude oil, precious metals, minerals and rocks, and natural gas.
- 3 We use them to make jewellery, medicine, new technologies, building materials, cosmetics, roads, appliances, and so on.
- 4 If we cut down too many trees, there will be less oxygen in the atmosphere and many animals will lose their habitat.
- 5 The pros of wind energy are that its clean, renewable, free, and wind turbines can be built on land and in the sea. The cons of wind energy are that its unpredictable, noisy, ugly, takes up a lot of space, and can be dangerous for wildlife.

Page 127: Practise

- 1 If my friends lose their pocket money, I will give them some of mine.

- 2** If I work hard, I will be successful in my dream job.
- 3** My teacher tells me I ought to believe in myself.
- 4** A debt is money you must pay back to a company, bank or person.
- 5** We use both renewable and non-renewable energy.
- 6** All new houses should be built with solar panels.
- 7** The game changer, whom I admire, changed the way we send rockets into space.
- 8** We're planning to go to a festival where people throw tomatoes at each other.