

The World Today Workbook 4

Answer Key

Unit 1 – Lesson 1

Pages 6 - 7

Question 1:

1. First World War
2. Second World War

Question 2: because the battles took place in more than one country, and many countries took sides and became involved.

Question 3:

1. 1945
2. 51, 191

Question 4: Olive branches symbolize peace and the world map depicts the area of concern of the United Nations.

Question 5:

1. Maintaining international peace and security
2. Developing friendly relations among nations
3. Cooperating to solve international problems
4. Promoting respect for human rights

Unit 1 – Lesson 2

Pages 8 – 9

Question 1:

1. Security Council
2. General Assembly
3. Economic and Social Council
4. World Court
5. Trusteeship Council
6. Secretariat

Question 2:

Child abuse – improper treatment of children

Headquarters – a place from which something is directed or controlled

Security – the state of being safe from harm

Famine – an extreme shortage of food by a population

Dispute – to take control of something

Disease – illness

Question 3:

1. China
2. France
3. Russia
4. United Kingdom
5. United States of America

Unit 1 – Lesson 3

Pages 10 - 12

Question 1:

1. General Assembly, 1948
2. justice and peace

Question 2:

1. All human beings must be protected from discrimination
2. All human beings have the right to enjoy a nationality
3. All human beings are born free and equal in dignity and rights
4. All human beings have the right to live, enjoy liberty and security.

Question 3:

1. Equality
2. Owning Property
3. Freedom
4. Proper Life
5. Proper Life
6. Relocation
7. Proper Life

Question 4: is the unfair treatment of people, because of their religion, nationality, color, gender or age.

Question 5: Answer varies

Unit 1 – Lesson 4

Page 13

Question 1:

1. The Convention Relating to the Status of Refugees in 1951
2. The Convention on the Elimination of All Forms of Racial Discrimination in 1965
3. The Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment in 1984
4. The Convention on the Rights of the Child 1989

Question 2:

1. Every child must have an adequate food and medical care
2. Every child must have access to free education

Unit 2 – Lesson 1

Page 15

Question 1: is the study of the surface of planet Earth, its physical features, divisions, climates, resources and population.

Question 2:

1. Location
2. Place
3. Movement
4. Regions

Unit 2 – Lesson 2

Page 16 - 17

Question 1:

Relative location: It is a limitation of a point or a place in relation to another point or place.

Absolute location: It is a limitation of a specific location on the surface of the earth on the basis of specific geographical coordinates.

Questions 2 and 3 answer varies

Question 4: Qatar – United Arab Emirates in the southeast and Saudi Arabia in the southwest.

Saudi Arabia – Yemen and Oman to the South, Qatar and United Arab Emirates to the East, and Kuwait, Iraq, and Jordan to the North

Unit 2 – Lesson 3

Pages 18 – 19

Question 1: is a basic unit of study for geography, it can be labeled in several different ways

Question 2:

1. Places include countries, continents, cities, towns and houses
2. Place can be nature-made
3. Place has a boundary

Question 3:

Mediterranean Sea to the North

Red Sea to the East

Libya to the West

Sudan to the South

Unit 2 – Lesson 4

Pages 20

Question 1: describes the relationship between people and the environment in which they live.

Question 2:

1. Building more places for people to live
2. Building more stores and markets to supply for people's needs
3. Building roads to carry cars and trucks.

Unit 2 – Lesson 5

Page 21 – 23

Question 1:

Region – an area that shares common natural and human characteristics.

Regional geography – a branch of geography that studies regions of all sizes across the Planet Earth

Physical geography – the study of the geography of regions as an Earth science

Human geography – the study of patterns and processes that shape human interaction with their environments

Cultural region – an area inhabited by people who have one or more cultural traits in common

Global regions – areas of the planet that are easily distinguishable from space, which are land and water

Question 2: Global region Economic region

Physical region Political region

Cultural region

Unit 3 – Lesson 1

Pages 27 – 28

Question 1:

Latitudes: They are imaginary lines surrounding globe, stretching from east to west, and parallel lines separated by a distance of two lines

The Equator: an imaginary line that divides the globe into two halves, the northern half and the southern half

Question 2:

- (a) 111 km
- (b) 180
- (c) 90
- (d) 90
- (e) East to west

Question 3:

Brazil, Colombia, Somalia

Question 4:

1. Equator on the latitude degree (zero)
2. Tropic of Cancer at latitude degree 23.5 north
3. Tropic of Capricorn at latitude degree 23.5 south
4. The Arctic Circle at latitude degree 66.5 north
5. The Antarctic Circle at latitude degree 66.5 south

Unit 3 – Lesson 2

Pages 29 – 30

Question 1:

Longitudes: They are imaginary lines up between the Arctic and Antarctic stretching from north to south, it meets in the Arctic and in Antarctic Poles.

International Date Line: The line where longitudes meet.

Greenwich: Is reference point for longitudes and it is a virtual line divides the globe into two east and west.

Question 2: 360 longitudes

Question 3: at the equator

Question 4: International Date Line

Question 5: north, south

Question 6: 180

Unit 3 – Lesson 3

Pages 31 – 32

Question 1:

Longitudes are vertical lines extending from the North Pole to the South Pole while Latitudes are horizontal lines extending from west to east.

Question 2: Mark answers on the figure shown

Question 3:

1. The max circle in the far north of the country
2. The max circle in the far south of the country
3. The maximum longitude in the east of the country
4. The maximum longitude in the west of the country
5. Now you can determine the absolute location for your country

Unit 4 – Lesson 1

Pages 34 – 36

Question 1:

Oral History – history that is told verbally-not written down

Literature – written works, such as poetry, stories, myths and novels

Historian – the specialist who studies the past in an academic and scientific way

Culture – the set of shared attitudes, values, goals and practices that characterizes an institution or organization

History - events that happened in the past

Artifacts – things such as paintings, tools, clothing and furniture that people used long ago

Question 2: Primary sources are original records of events created at the time of the event that have survived the past while Secondary sources are accounts of the past created by people writing about events sometime after they happened.

Question 3:

1. Diaries
2. Letters
3. Photographs
4. Films
5. Newspapers

Question 4: Oral History which is told verbally – not written down

Question 5:

1. Many records were lost or burned
2. Many records are hard to obtain, because they are inscriptions on tombstones or other monuments.

Question 6:

1. Stories
2. Customs
3. Songs and traditions

Unit 4 – Lesson 2

Pages 37 – 38

Question 1: is the scientific study of past human culture and behavior, from the origins of humans.

Question 2: the ruins of people who lived in the past, past human behavior by examining material remains of previous human societies and they also study ancient civilizations

Question 3:

1. fossils of humans
2. food remains
3. ruins of buildings and human artifact items

Question 4: about 10,000 years ago

Question 5: Jericho in Palestine, Tehuacan Valley in Mexico

Unit 4 – Lesson 3

Page 39

Question 1:

1. Greek, 5th, history
2. Persians
3. Egypt, Nile
4. The Histories
5. Arab historian
6. Tunisia
7. philosophy of history
8. Al-Muqaddimah (“The Introduction”)

Unit 4 – Lesson 4

Pages 40 – 44

Question 1: because they were hunters and gatherers moving from one place to another with no permanent houses.

Question 2:

1. They discovered how to grow food from seeds
2. They learned how to raise animals

Question 3: farming methods have been developed

Question 4:

1. Farming provided people with a regular supply of food and sometimes they had a surplus
2. People grew more crops, so the population increased
3. People settled in one area and, as a result, farming villages appeared.

Question 5:

1. Egypt
2. Mesopotamia
3. India
4. China

Question 6: a highly organized society marked by advanced knowledge of trade, government, arts, science and often time written language

Question 7: They followed the bartering process in which people started to exchange goods and services for other goods or services.

Question 8:

1. Cities
2. Well-organized government
3. Complex religions
4. Job specialization
5. Social classes
6. Public works
7. Writings
8. Art and architecture

Question 9:

- Picture 1 – 4
- Picture 2 – 1
- Picture 3 - 2
- Picture 4 – 3
- Picture 5 – 6
- Picture 6 – 7
- Picture 7 – 5

Unit 5 – Lesson 1

Pages 46 – 49

Question 1:

1. bartering
2. trade
3. money
4. gold, silver
5. Lydians
6. currency
7. Paper

Question 2: is coined metal or paper upon which a government has impressed its stamp to designate its value

Question 3: Answer varies depending on the country you live in e.g Jordanian Dinar

Question 4:

1. Syrian Pound
2. Omani Riyal
3. Moroccan Dirham
4. Bahraini Dinar

Question 5:

Egyptian Pound – 3rd Picture

Emirati Dirham – 5th Picture

Saudi Riyal – 2nd Picture

Jordanian Dinar – 1st Picture

Qatari Riyal – 4th Picture

Unit 5 – Lesson 2

Page 50

Question 1: an item of value owned

Question 2:

1. medium of exchange
2. measure of value
3. store of value

Unit 5 – Lesson 3

Pages 51 – 53

Question 1:

1. commodity
2. representative
3. fiat
4. credit
5. electronic
6. plastic

Question 2:

1. gold
2. silver
3. copper
4. rice

Question 3:

1. token coins
2. digital certificates

Question 4: Since it becomes from a government's order that it must be accepted as a means of payment

Question 5:

Commodity money – 3rd picture

Electronic money – 1st picture

Fiat money – 4th picture

Representative money – 5th picture

Credit money – 2nd picture

Unit 5 – Lesson 4

Pages 54 – 55

Question 1:

1. Rome, bancu
2. gold
3. fee
4. interest
5. Italy
6. China

Question 2:

1. It was difficult and dangerous to carry large quantities of gold around
2. Safekeeping

Question 3: fees paid by borrowers to the bank or paid by the bank to people who deposited money

Question 4: Because they were so easy to use for exchange

Unit 5 – Lesson 5

Pages 56 – 57

Question 1:

1. interest
2. convenience

Question 2: a computerized device used for financial transactions in a public space at any time

Question 3:

1. to withdraw and deposit money or checks into bank accounts
2. check account balances or transfer money
3. You can have an ATM card with a code known as the PIN

Question 4:

1. Keep your PIN a secret. Don't enclose it with your ATM.
2. If your ATM card is lost or stolen, report it immediately to your bank
3. When your transaction is complete, place your ATM immediately in your wallet or purse

Unit 6 – Lesson

Page 59

Question 1:

Environment: the natural world within which people, animals and plants live.

Pollution: the addition of harmful or unpleasant substances to air, land or water that result in making them dirty or no longer pure

Question 2:

1. The Industrial Revolution which increased the waste of factories in air, land and water
2. The great increase in population resulted in greater waste and pollution
3. The rise in the standard of living resulted in more human waste

Unit 6 – Lesson 2

Pages 60 – 62

Question 1:

Pollutant – a substance that makes air, water or land dirty

Air pollution – the chemicals and particulates that are introduced into the air by humans and do harm to living things

Unleaded gasoline – gasoline not mixed with lead

Smog – a thick and dirty fog

Ozone layer – a region in the atmosphere surrounding Planet Earth protecting it against harmful sun radiation that can cause skin cancer

Question 2:

1. tobacco smoke
2. paints
3. cooking and heating appliances
4. printers and stoves

Question 3:

1. vehicles
2. construction equipment
3. factories
4. oil refineries

Question 4:

1. Reducing visibility
2. Eye irritation
3. Respiratory problems
4. Higher rate of lung cancer

Question 5:

1. Using filters in the chimney by factories to lessen the amount of harmful gases sent into the air
2. Maintaining machines and vehicle engines periodically to make sure they produce minimal pollution
3. Using unleaded gasoline to fill car tanks to lower pollution
4. Avoiding aerosols containing CFCs

Unit 6 – Lesson 3

Pages 63 – 64

Question 1:

1. Water makes up more than 70% of our planet Earth
2. Rivers, seas and oceans are the habitat of many species
3. We need water for agriculture, industry, construction and everyday living

Question 2:

1. the use of fertilizers and pesticides in farming
2. Discharge wastes into rivers and seas
3. Oil spill in the sea
4. throw untreated sewage into nearby rivers, lakes or seas

Question 3:

1. Checking oil tankers regularly
2. Treating waste from factories before dumping it into rivers and lakes
3. Providing proper sewage treatment facilities
4. Controlling the amount of fertilizers

Unit 6 – Lesson 4

Pages 65 - 66

Question 1:

1. Tons of garbage is produced everyday
2. Garbage burned in huge incinerators

Question 2:

1. Governments can make laws and policies to reduce amount of garbage
2. Recycle materials to produce new materials instead of throwing them away

Question 3:

1. Steel
2. Plastics
3. Aluminum
4. Paper and glass