

WHAT A WORLD 3

READING

SECOND EDITION

Amazing Stories
from Around the Globe

ANSWER KEY

Milada Broukal



PEARSON
Longman

**What a World Reading 3: Amazing Stories from Around the Globe Answer Key
Second Edition**

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ANSWER KEY

Answers not given will vary.

UNIT 1

WHAT WAS LIFE LIKE IN A MEDIEVAL CASTLE?

Vocabulary (page 4)

Meaning

1. a
2. c
3. a
4. d
5. b
6. b
7. c
8. b
9. c
10. d

Words That Go Together

A.

1. out
2. readily
3. up
4. caught
5. broke
6. out
7. by

B.

1. soaked up
2. carried out
3. replaced by
4. caught fire
5. readily available
6. swept out
7. broke the law

Comprehension (page 7)

Understanding Main Ideas

1. M
2. S
3. S
4. M
5. S

Remembering Details

Answers may vary. Possible answers:

1. The word medieval comes from Latin.
2. The “keep” of the castle was where one found the great hall and the lord’s private rooms.
3. A servant sampled the lord’s food to make sure it was not poisoned.
4. After household members had finished eating they gave the trenchers to the poor, who were waiting outside the castle gates.
5. The lord and his family were the only people who had beds because a bed was an expensive item.
6. The kitchen was built in a separate area of the castle in case it caught fire.
7. When food was plentiful on the farms, they had pork, mutton, poultry, and fish, and whatever else the farmers brought them.
8. Honey was used to sweeten food and drink.

Making Inferences

1. b
2. d
3. a
4. c

Grammar and Punctuation (page 9)

1. were
2. was
3. was
4. was
5. were
6. was
7. are
8. has
9. lives
10. makes

WHY DID THE INCA EMPIRE DISAPPEAR?

Vocabulary (page 14)

Meaning

1. c
2. a
3. d
4. a
5. b
6. b
7. d
8. b
9. c
10. a

Words That Go Together

A.

1. at
2. of
3. special
4. in
5. for
6. serving
7. under

B.

1. in exchange for
2. On special occasions
3. under control
4. majority of
5. serving in the army
6. at intervals
7. stood for

Comprehension (page 16)

Understanding Main Ideas

1. d
2. c
3. d
4. b

Remembering Details

1. Royal Road
2. taxes on either goods or labor
3. gold, soldiers, numbers
4. one-third of their produce
5. a room full of gold and two rooms full of silver
6. the child of the sun
7. carry messages
8. ropes

Making Inferences

Answers may vary. Possible answers:

1. The Inca rulers were rich and powerful.
2. The Incas probably believed that their dead rulers continued to live in some way after their deaths.
3. The elderly were respected and cared for.
4. Ordinary people had hard lives with few freedoms.
5. The Inca governors did not force their ideas on other groups so that those groups would be less likely to rebel against them.
6. The Inca people were very intelligent and skilled.
7. Atahualpa made the terrible mistake of inviting the Spaniards into his city and not fearing them.

Grammar and Punctuation (page 19)

A.

1. The Incas conquered many different peoples in South America. However, they allowed them to keep their own customs.
2. There were huge storehouses all over the country. Therefore, no one starved.
3. The roads were used by government messengers. The main reason for the roads, however, was for the soldiers to keep the empire under control.
4. The Royal Road is a great achievement. As a matter of fact, it would be difficult to build even today.
5. The colors on the *quipus* represented what was being counted. Yellow, for example, stood for gold.

B.

Answers may vary. Possible answers:

1. The Spaniards were only interested in the gold and silver of the Incas. Therefore, they made the people work in mines and neglect the farming.
2. Ordinary people had no freedom to go where they liked. For example, they could not leave their village without permission.

UNIT 3

HOW DO HINDUS CELEBRATE THE DIWALI FESTIVAL?

Vocabulary (page 24)

Meaning

1. c
2. b
3. a
4. d
5. b
6. d
7. b
8. a
9. c
10. a

Words That Go Together

A.

1. let
2. pay
3. in
4. of
5. make
6. upon
7. for

B.

1. rows of
2. pay, a visit
3. depending upon
4. let, know
5. short for
6. make sure that
7. take part in

Comprehension (page 26)

Understanding Main Ideas

1. S
2. M
3. M
4. S
5. M

Remembering Details

Answers may vary. Possible answers:

1. Hindus start every day of Diwali by taking a bath.
2. *Rangoli* means “a mixture of colors.”
3. During Diwali, lights decorate the windows and doors of houses.
4. After family members pray at the shrine, they go out and visit family, friends, and business colleagues.

5. In the temple, priests dress the figures of the gods in brightly colored silk clothes.
6. The Hindus believe that the colors red and yellow make the evil spirits go away.
7. During Diwali, a new lamp symbolizes new beginnings.
8. *Lakshmi* is the Hindu goddess of wealth.

Making Inferences

1. b
2. c
3. a
4. d

Grammar and Punctuation (page 29)

1. The woman said that there were statues of different gods in the shrine.
2. C
3. C
4. “The symbol of Lakshmi,” she said, “is a lotus flower.”
5. C
6. “Spices,” she said, “are the essence of Indian cuisine.”

UNIT 4

WHAT IS THE STORY BEHIND THE 1,001 ARABIAN NIGHTS?

Vocabulary (page 33)

Meaning

1. b
2. a
3. a
4. c
5. b
6. d
7. c
8. c
9. b
10. c

Words That Go Together

A.

1. mind
2. do, for
3. out
4. tale
5. lost
6. to
7. put

B.

1. spin a tale
2. carried out
3. went out of his mind
4. put off
5. devoted to
6. do a service for
7. lost her senses

Comprehension (page 35)

Understanding Main Ideas

1. c
2. b
3. d
4. a

Remembering Details

1. Arabia, India, Persia, China
2. love stories, historical tales, comedies, tragedies, religious legends
3. unfaithful
4. these unfortunate brides
5. her beauty
6. let her sister sleep in their bedroom
7. tell her a story
8. he wanted to hear the rest of the story

Making Inferences

1. F
2. F
3. I
4. I
5. F
6. I
7. F
8. I
9. I
10. F

Grammar and Punctuation (page 37)

1. thrilling
2. dazzled
3. exciting
4. frightened
5. shocked
6. surprised
7. amusing
8. enchanting
9. devoted
10. amazing

UNIT 5

WHAT IS ANGKOR WAT?

Vocabulary (page 42)

Meaning

1. b
2. a
3. c
4. c
5. d
6. a
7. a
8. c
9. d
10. d

Words That Go Together

A.

1. of
2. to
3. make, of
4. the, of
5. up
6. an, of
7. in

B.

1. made up
2. make use of
3. feature of
4. in detail
5. dedicated to
6. at the peak of
7. An image of

Comprehension (page 45)

Understanding Main Ideas

1. b
2. d
3. d
4. c

Remembering Details

1. c
2. c
3. a
4. d
5. b
6. b
7. d
8. a

Making Inferences

Answers may vary. Possible answers:

1. It can be inferred that the monks didn't know who built the temples and couldn't imagine that people had built such magnificent structures.
2. Mahout's diaries and drawings provided proof of the existence of the lost city and this inspired adventurers to go see it.
3. You infer can from the statement that without the inscriptions, it would be difficult or impossible to know who had built Angkor Wat.
4. You can conclude that the builders of Angkor Wat were skilled and knowledgeable engineers.
5. From the carvings on the walls, you can conclude that the Khmer people believed in several gods.
6. You can infer that the Buddhist monks who lived in Angkor Wat respected the beauty and importance of the temple.
7. You can infer from the statement that the exact purpose of the carvings is still unknown.
8. The people of Cambodia feel proud about Angkor Wat and consider it an important part of their heritage.

Grammar and Punctuation (page 48)

1. Some people came to see it because they were curious; others came to steal artifacts.
2. Historians were lucky; the walls of the temple were covered with inscriptions.
3. The carvings show gods, men and animals, and battles; in addition, they tell us about the lives of the people.
4. Her theory was that the temple was designed to protect its people; however, others do not believe this theory.
5. The city was founded in the ninth century; it was abandoned by the fifteenth.

6. A lot of rice was grown; therefore, a system of waterways was developed for their rice fields.
7. Angkor was the capital of an empire; about a million people lived there at one time.
8. The monks cleared the thick brush as much as they could; they could not take away the trees that were centuries old.
9. The temple is 213 feet (65 meters) high; it is the largest and most beautiful temple of all the buildings of Angkor.
10. Mahout wanted others to believe what he had discovered; he made detailed descriptions and drawings of his find.

UNIT 6

WHAT DOES HAIR TELL US ABOUT PEOPLE?

Vocabulary (page 53)

Meaning

1. b
2. d
3. d
4. a
5. a
6. b
7. b
8. c
9. d
10. c

Words That Go Together

A.

1. to
2. in
3. a, of
4. in
5. status
6. make, fashion
7. save

B.

1. in mourning
2. save time
3. in public
4. limited to
5. marital status
6. a symbol of
7. make a fashion statement

Comprehension (page 55)

Understanding Main Ideas

Answers may vary. Possible answers:

1. In almost all societies, people have cut or styled their hair for practical or decorative reasons.
2. Sentence 1: *In ancient and modern times, hair has been used to reveal a person's emotions, marital status, or age.*
3. Sentence 1: *In the twentieth century, women in Western cultures used their hair to show their growing independence.*
4. Wigs have always been popular as fashion statements and as signs of wealth or status.
5. As the popularity of movies and television grew, people started to copy the hairstyles of famous stars.

Remembering Details

1. people thought this flattered the face and made their eyes look brighter
2. marriage ceremony
3. the "Rachel" haircut
4. red
5. had their hair properly curled
6. liberation
7. holiness and retirement from the world
8. get rid of the insects living in it

Making Inferences

1. c
2. d
3. b
4. c
5. a

Grammar and Punctuation (page 58)

1. C
2. A few years ago, young women copied the hairstyle of Jennifer Aniston, who appeared on the TV show *Friends*.
3. C
4. In ancient Egypt, women shaved their heads for cleanliness.
5. In some parts of the world, hair can reveal marital status, age, or even emotion.
6. At one time, all the middle- and upper-class men and women in England wore wigs.
7. C
8. By cutting their hair short, women showed their liberation.
9. C
10. In time, wigs that were very elaborate went out of fashion.

UNIT 7

HOW DID CHOPSTICKS ORIGINATE?

Vocabulary (page 62)

Meaning

1. a
2. d
3. b
4. c
5. b
6. c
7. a
8. a
9. d
10. d

Words That Go Together

A.

1. behind
2. to
3. out
4. in, of
5. heat
6. to
7. found

B.

1. thrown out
2. According to
3. react to
4. found the solution
5. left behind
6. in honor of
7. heat resistant

Comprehension (page 64)

Understanding Main Ideas

1. Sentence 2: According to one Chinese legend, the use of chopsticks began when two poor farmers were thrown out of their village.
2. Sentence 2: Over 3,000 years and between different cultures, several variations of chopsticks developed.
3. In 1878, the Japanese were also the first to make disposable wooden chopsticks.
4. Chopsticks solved the problem of a lack of fuel in China by allowing the Chinese to eat food cut into small pieces that cooked quickly.
5. Disposable chopsticks have become a problem in Japan because they require too much wood to make, thereby harming the environment.

Remembering Details

1. d
2. a
3. b
4. c
5. d
6. b
7. a
8. d

Making Inferences

1. I
2. F
3. I
4. F
5. F
6. F
7. I
8. I
9. I
10. F

Grammar and Punctuation (page 67)

A.

1. one-third of grown-ups
2. one hundred and twenty-five million
3. a left-handed person
4. bite-sized pieces
5. hand-polished chopsticks
6. anti-disposable-chopstick campaign

B.

Koreans love short-grain sticky rice. There is always some rice that sticks to the bottom of the cooking pot. When Koreans serve dinner, they add enough water to cover the stuck-on rice (about three-fourths of a cup). They leave this to cook through the dinner. After dinner, the rice-water tea is drunk in the same way as the Western after-dinner coffee.

UNIT 8

WHERE DID CERTAIN WEDDING CUSTOMS COME FROM?

Vocabulary (page 72)

Meaning

1. c
2. a
3. b
4. c

5. d
6. c
7. a
8. a
9. c
10. b

Words That Go Together

A.

1. common
2. down
3. vice
4. with
5. be, of
6. in
7. did not

B.

1. in common
2. Vice versa
3. did not matter
4. common practice
5. associated with
6. down payment
7. be aware of

Comprehension (page 74)

Understanding Main Ideas

1. S
2. M
3. M
4. S
5. M

Remembering Details

1. c
2. d
3. d
4. a
5. b
6. a
7. c
8. d

Making Inferences

- 1, 4, 6, 7

Grammar and Punctuation (page 77)

1. Most brides in Western cultures, as we all know, wear white.
2. White, however, is not the color worn by brides everywhere.
3. As far as we know, the idea of a wedding ring started with the ancient Hindus.
4. In Chile, for example, couples wear wedding rings on their right hands.
5. Swedish women wear three rings, by the way.
6. The girl who catches the bridal bouquet, it is believed, will be the next bride.
7. Naturally, when people threw rice at the couple, some brides and grooms got injured.
8. The Inuit of North America still use shoes as a fertility symbol, for example.
9. Indeed, many wedding customs are from old traditions and superstitions.
10. The purpose of all these customs, after all, is to wish the new couple well.

SELF-TEST 1, UNITS 1–8

A. Comprehension (page 78)

1. c
2. a
3. b
4. b
5. a
6. d
7. d
8. a

B. Vocabulary (page 79)

1. b
2. b
3. c
4. a
5. a
6. c
7. c
8. a

C. Grammar and Punctuation (page 80)

1. b
2. c
3. b
4. a
5. b
6. a
7. a
8. c

UNIT 9

WHAT IS THE CURSE OF KING TUT?

Vocabulary (page 85)

Meaning

1. d
2. d
3. c
4. a
5. a
6. b
7. b
8. c
9. b
10. a

Words That Go Together

A.

1. the rights
2. up
3. get
4. on
5. looked
6. how
7. took, opportunity

B.

1. on display
2. get, attention
3. sold the rights to
4. took every opportunity
5. give up
6. know-how
7. looked through

Comprehension (page 88)

Understanding Main Ideas

1. M
2. M
3. S
4. M
5. S

Remembering Details

Answers may vary. Possible answers:

1. Carter found King Tut's tomb in the Valley of the Kings in the south of Egypt.
2. Carter bought a yellow canary as a pet.
3. Carter's canary was eaten by a snake—a cobra.
4. Besides the coffin, Carter found clothes, jewelry, furniture, and many things that the Egyptians believed a pharaoh might need in his afterlife.
5. Carter and Carnarvon sold the rights to their story because they wanted to make up some of the money it had cost them for years of digging.
6. Someone said that when Carnarvon died, his dog in England howled and died at the same time.
7. French Egyptologist George Bénédict fell while looking through the tomb and died later from his injuries.
8. Only six people present when the tomb was opened had actually died by 1934.

Making Inferences

1. c
2. c
3. b
4. d

Grammar and Punctuation (page 91)

1. A, a, a
2. an, X
3. a, the
4. X, a
5. a, the
6. X, the
7. a, the
8. an, the, the
9. X, X, X
10. the, the

UNIT 10

WHY DO PEOPLE WANT TO CLIMB MOUNT EVEREST?

Vocabulary (page 95)

Meaning

1. b
2. a
3. a
4. c
5. c

6. d
7. b
8. b
9. d
10. c

Words That Go Together

A.

1. waiting
2. go, with
3. with
4. condition
5. inner
6. with
7. in

B.

1. fascination with
2. pleased with
3. waiting their turn
4. physical condition
5. in advance
6. go ahead with
7. inner strength

Comprehension (page 98)

Understanding Main Ideas

1. c
2. a
3. c
4. d

Remembering Details

1. April, May, October, December, January
2. Frenchman Jean Buridan, fourteenth century
3. Junko Tabei
4. 29,035 feet, Global Positioning System satellite
5. Himalaya Mountains, Nepal, Tibet
6. close to 2,000
7. 17,000 feet
8. New Zealand, native Sherpa, Nepal

Making Inferences

1. c
2. b
3. a
4. b
5. d

Grammar and Punctuation (page 101)

1. Africa's highest mountain is Kilimanjaro.
2. Kilimanjaro is in eastern Africa.
3. The Himalayas are in the north of India.
4. Andros Island is the largest in the Bahamas.
5. The Nile River flows from Lake Victoria in Uganda into the Mediterranean Sea in Egypt.
6. Mount Blanc is the highest mountain in the Alps.
7. The Rockies is the name of the mountain range in the west of North America.
8. The Hebrides Islands are in the Atlantic Ocean along western Scotland.
9. The Andes Mountains and the Amazon River are both found in South America.
10. The Philippines is in the Far East.

UNIT 11

WHY IS THE RENAISSANCE IMPORTANT?

Vocabulary (page 106)

Meaning

1. d
2. c
3. a
4. c
5. b
6. a
7. b
8. b
9. d
10. c

Words That Go Together

A.

1. works
2. life
3. out
4. as, of
5. about
6. for
7. in, of

B.

1. passion for
2. as a result of
3. Works of art
4. in the direction of
5. way of life
6. brought, about
7. setting out

Comprehension (page 109)

Understanding Main Ideas

1. S
2. S
3. M
4. S
5. M
6. M
7. S

Remembering Details

Answers may vary. Possible answers:

1. Michelangelo spent four years painting the ceiling of the Vatican's Sistine Chapel.
2. Three Renaissance scientists who made great discoveries were [choose three from Vesalius, Harvey, Gilbert, Galileo, and Kepler].
3. Gutenberg from Germany developed the printing press.
4. Five famous explorers of the Renaissance were Columbus, de Gama, Cabot, Magellan, and Drake.
5. *Renaissance* is a French word that means "rebirth."
6. When a person today is called a "Renaissance man" or a "Renaissance woman," it means that he or she is skilled in many areas.
7. Brunelleschi invented a new type of dome for a cathedral in Florence.
8. Most books before the Renaissance were written in Latin.

Making Inferences

1. b
2. c
3. d
4. a
5. c

Grammar and Punctuation (page 112)

A.

Answers may vary. Possible answers:

1. Although China was more advanced, the Renaissance began in Europe.
2. Despite Galileo's belief that the sun was the center of the universe, he said he was wrong.
3. Though El Greco was Greek, most people think he was Spanish.
4. In spite of our association of the Renaissance with art, explorers and scientists were also a part of it.

UNIT 12

WHAT IS THE MOST POPULAR SPORT IN THE WORLD?

Vocabulary (page 116)

Meaning

1. a
2. c
3. a
4. b
5. d
6. b
7. c
8. d
9. a
10. a

Words That Go Together

A.

1. school
2. event
3. out
4. on
5. team
6. since
7. public

B.

1. team sports
2. public property
3. school curriculum
4. started out
5. sporting event
6. Ever since
7. concentrate on

Comprehension (page 118)

Understanding Main Ideas

1. Paragraph 2 is mainly about the origins of modern soccer.
2. Sentence 2: *However, when the British played football, it was more like war than a game.*
3. Sentence 1: *Traditionally, football had been a game for male players, but now it has become popular with female players.*
4. Brazil is the world's greatest football-playing country.
5. David Beckham is a football idol.

Remembering Details

1. c
2. c
3. b

4. a
5. a
6. d
7. b
8. d

Making Inferences

1. I
2. F
3. F
4. I
5. F
6. F
7. I
8. I
9. I
10. F

Grammar and Punctuation (page 122)

1. the, the
2. the
3. X, X
4. The, the
5. the / X
6. The, X
7. The
8. the, the
9. the, the
10. the, the, the

UNIT 13

HOW DID CONVICTS HELP SETTLE AUSTRALIA?

Vocabulary (page 126)

Meaning

1. b
2. b
3. c
4. a
5. b
6. c
7. a
8. d
9. a
10. c

Words That Go Together

A.

1. on
2. it
3. out, sentences
4. safe
5. to
6. breaking
7. set

B.

1. served out their sentences
2. assigned to
3. on board
4. set free
5. safe and sound
6. made it
7. by today's standards

Comprehension (page 128)

Understanding Main Ideas

1. d
2. d
3. c
4. d

Remembering Details

Answers may vary. Possible answers:

1. A convict on the First Fleet was given a sentence of fourteen years for killing a rabbit on his master's property.
2. The free settlers objected to the transportation of convicts because they thought it was unfair that their new land was filled with criminals.
3. Captain James Cook arrived at Botany Bay in New South Wales in 1770.
4. The first British official to decide to send convicts to Australia was Lord Sydney.
5. Many of the convicts suffered and died on the first voyages to Australia because the ships were overcrowded and the convicts were chained below deck where there was no sunlight or fresh air.
6. The First Fleet consisted of eleven ships.
7. Convicts did jobs such as clearing land, making roads and bridges, and constructing public buildings for the government in Australia.
8. The last shipment of convicts arrived in Australia in 1868.

Making Inferences

1. F
2. F
3. I
4. I

5. I
6. F
7. I
8. F
9. I
10. F

Grammar and Punctuation (page 132)

1. 2, 1
2. 1, 2
3. 2, 1
4. 1, 2
5. 1, 2
6. 2, 1

UNIT 14

WHAT IS THE STORY OF TEA?

Vocabulary (page 136)

Meaning

1. c
2. c
3. b
4. a
5. a
6. c
7. d
8. c
9. b
10. d

Words That Go Together

A.

1. came, with
2. the
3. away
4. social
5. out
6. up
7. with

B.

1. social life
2. slurped up
3. came up with
4. work out
5. on the go
6. associated with
7. gave away

Comprehension (page 138)

Understanding Main Ideas

1. d
2. a
3. b
4. b

Remembering Details

1. Buddhist monk
2. 1652 and 1654
3. separate it from the problems of the outside world
4. it shows that everyone is equal
5. 5 or 6 o'clock, hot dishes, heavy sandwiches, and cakes
6. the temperature was extremely hot and everyone wanted cold lemonade and Coca-Cola
7. milk, butter, and grain
8. Indians

Making Inferences

- 1, 2, 5, 6, 7

Grammar and Punctuation (page 141)

1. other
2. another
3. each other
4. another
5. Others
6. the others
7. the other
8. another
9. the others
10. others

UNIT 15

WHY IS ERNEST SHACKLETON'S EXPEDITION TO ANTARCTICA SO FAMOUS?

Vocabulary (page 145)

Meaning

1. b
2. c
3. a
4. a
5. d
6. d
7. c

8. b
9. a
10. c

Words That Go Together

A.

1. in
2. on, own
3. for
4. in
5. with
6. against, odds
7. and day

B.

1. faced with
2. night and day
3. in command
4. on their own
5. in rags
6. against all odds
7. headed for

Comprehension (page 147)

Understanding Main Ideas

1. c
2. d
3. a
4. b

Remembering Details

1. icebergs
2. a storm during the night pushed the ice against the ship
3. 100
4. they had almost no food or supplies left, blizzards constantly hit the island
5. build shelters from the two remaining lifeboats, sent out hunting parties to find food
6. it made the boat too heavy on top
7. some rope, a compass
8. counted the men on the beach

Making Inferences

1. F
2. I
3. F
4. F
5. I
6. I
7. I
8. F
9. I
10. F

Grammar and Punctuation (page 150)

1. There were strong winds, snow storms, and huge waves.
2. The men suffered from frostbite and hunger.
3. Shackleton was a great explorer and leader.
4. Shackleton tried again and stopped within 18 miles.
5. His men had been stranded, and they had survived.
6. They had neither tents nor food.
7. If they stopped, they could freeze and die.
8. Once again, the wind howled and waves formed.
9. He looked through his binoculars and counted the men on the beach.
10. They looked tired and weak.

UNIT 16

WHO INVENTED THE WORLD WIDE WEB?

Vocabulary (page 155)

Meaning

1. d
2. b
3. a
4. c
5. c
6. b
7. a
8. d
9. d
10. b

Words That Go Together

A.

1. on
2. instant
3. to
4. time
5. down
6. low
7. household

B.

1. turned down
2. Instant messaging
3. household name
4. impact on
5. time span
6. low profile
7. contribution to

Comprehension (page 157)

Understanding Main Ideas

1. d
2. b
3. c
4. b

Remembering Details

Answers may vary. Possible answers:

1. At the beginning the World Wide Web had 600,000 users, mostly people in the educational field.
2. Berners-Lee's parents were computer scientists.
3. Berners-Lee has fought hard to keep the World Wide Web open with no ownership, so it is free for all of us to use.
4. Some people want governments to keep distasteful material off the Web.
5. The Enquire program linked documents in the laboratory's information system.
6. Three different ways to transport information over the Internet are e-mail, instant messaging, and the Web.
7. Queen Elizabeth II gave Berners-Lee a knighthood for services to the global development of the Internet.
8. The World Wide Web permits computer users to easily access a vast amount of information on any subject.

Making Inferences

1. c
2. c
3. a
4. b
5. d

Grammar and Punctuation (page 161)

1. The
2. the
3. The
4. X
5. The
6. X
7. X, the
8. X
9. the
10. X

SELF-TEST 2, UNITS 9–16

A. Comprehension (*page 162*)

1. a
2. d
3. d
4. c
5. b
6. b
7. a
8. c

B. Vocabulary (*page 163*)

1. d
2. d
3. b
4. d

5. a
6. b
7. d
8. b

C. Grammar and Punctuation (*page 164*)

1. a
2. b
3. b
4. c
5. c
6. c
7. b
8. a