

# Conestoga English Language Reader 4



# CONESTOGA ENGLISH LANGUAGE READER

## 4

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# CONTENTS

Introduction	1
Acknowledgements	2

## Part I. Main Body

Chapter 1: What Influences Our Personality?	7
Chapter 2: Multicultural Education	13
Chapter 3: Understanding Customer Behaviour	19
Chapter 4: Diversity in the Workplace	25
Chapter 5: Food Identity	33
Chapter 6: Media Sources	39
Chapter 7: Benefits of Herbal Medicine	45
Chapter 8: The Impacts of Climate Change on Wildfires	52
Chapter 9: Benefits of Urban Greenspace	59

## Part II. Answer Keys

Chapter 1: Answers	69
Chapter 2: Answers	70
Chapter 3: Answers	72
Chapter 4: Answers	73
Chapter 5: Answers	74
Chapter 6: Answers	76
Chapter 7: Answers	77

Chapter 8: Answers	79
Chapter 9: Answers	80

### Part III. Vocabulary Practice

Chapter 1: Definitions	85
Chapter 2: Definitions	86
Chapter 3: Definitions	87
Chapter 4: Definitions	88
Chapter 5: Definitions	89
Chapter 6: Definitions	91
Chapter 7: Definitions	93
Chapter 8: Definitions	95
Chapter 9: Definitions	97

# INTRODUCTION

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This reader includes articles adapted from various sources from the perspective of an English Language teacher in Canada. Each chapter explores a different topic, and some articles give students a chance to learn more about the area in Southern Ontario where Conestoga College is located. The language included in each chapter allows intermediate language students to enhance their vocabulary and reading skills. These skills are further reinforced with comprehension and interactive vocabulary-building questions. This includes focusing on a list of 20 target vocabulary words from the Academic Word List in each chapter. We hope readers will enjoy using this resource to practice reading skills, engage in discussion, form opinions, and learn more words.

## Accessibility Statement

Please review Conestoga College's [Accessibility Statement for OER Projects](#).

# ACKNOWLEDGEMENTS

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## Land Acknowledgement

At Conestoga College, we would like to acknowledge that in Kitchener, Waterloo, Cambridge, and Brantford we are located on the Haldimand Tract, land promised to the Haudenosaunee people of Six Nations, which includes six miles on either side of the Grand River. This is the traditional territory of the Anishinaabe, Haudenosaunee, and Neutral peoples. To recognize the land is an expression of gratitude and appreciation to those whose territory we reside on, and a way of honouring the Indigenous people who have been living and working on the land for thousands of years.

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## Disclaimer

We have done our best to acknowledge all participants involved and with the correct job titles and credentials. In the event we have made an error please reach out to any one of the authors to have this corrected.

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PART I  
**MAIN BODY**



# CHAPTER 1: WHAT INFLUENCES OUR PERSONALITY?

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## Warm Up Questions

- What are the things that influenced you most when you were growing up?
- Was there a person who influenced you when you were young?
- In what ways did these things or people influence you?

## Key Terms

### **hidden curriculum**

the informal teaching done in schools that socializes children to societal expectations

### **peer group**

a group made up of people who are similar in age and social status and who share interests

### **socialization**

the process wherein people come to understand societal expectations, to accept society's beliefs, and to be aware of societal values



[Balloon Dog Red] by Lesline Fehr, n.d. Reused with permission.

## Reading

### Social Groups – Family

1. Family is the first agent of socialization as they communicate expectations and **reinforce** societal **norms**. Mothers and fathers, siblings, and grandparents, plus members of an extended family, all teach a child what he or she needs to know. Many social **factors** affect the way a family raises its children. For example, individual behaviours are **affected** by the historical period in which they take place. Sixty years ago, it would not have been considered especially strict for a father to hit his son with a wooden spoon or a belt if he misbehaved, but today that same action might be considered child abuse.
2. Sociologists recognize that race, social class, religion, and other societal factors play an important role in socialization. For example, poor families usually **emphasize** obedience and **conformity** when raising their children, while wealthy families emphasize judgment and creativity (National Opinion Research Center, 2008). This may happen because parents focus on characteristics that are helpful in their own jobs and means that children are effectively socialized to take the types of jobs their parents already have, thus reproducing the class system (Kohn, 1977).
3. Likewise, children are socialized to abide by **gender** norms, **perceptions** of race, and class-related behaviours related to their culture. In Sweden, for instance, there is a **trend** for fathers to stay at home and they have become an accepted part of the social landscape. A government policy provides **subsidized** time off work with the choice of paid leave being shared between mothers and fathers. How do U.S. policies—and our society’s expected gender roles—compare?

### Social Groups – Peers

4. A peer group is made up of people who are similar in age and social **status** and who share interests. Peer group socialization begins in the earliest years, such as when kids on a playground teach younger children the norms about taking turns, the rules of a game, or how to shoot a basket. As children grow into teenagers, this **process** continues. Peer groups are important to adolescents in a new way, as they begin to develop an identity separate from their parents and exert independence. Additionally, as children’s **priorities** change, peer groups provide their own opportunities for socialization since kids usually engage in different types of activities with their peers than they do with their families. Peer groups provide adolescents’ first major socialization experience outside of their families.

## Institutional – School

5. The social institutions of our culture also inform our socialization by teaching people how to behave in and navigate these systems. For example, most U.S. children spend about seven hours a day, 180 days a year, in school, which makes it hard to **deny** the importance school has on their socialization (National Center for Education Statistics, 2004). Students are not in school only to study math, reading, science, and other subjects. Schools also serve a **function** in society by socializing children into behaviours like practicing teamwork, following a schedule, and using textbooks.



[Children at School] by rawpixel.com at Freepik. Reused under Freepik's License.

6. School and classroom rituals, led by teachers serving as role models and leaders, regularly reinforce what society expects from children. Sociologists describe this aspect of schools as the hidden curriculum, the informal teaching done by schools. For example, in the United States, schools have built a sense of competition in the way grades are awarded and the way teachers **evaluate** students (Bowles & Gintis, 1976). When children participate in a relay race or a math contest, they learn there are winners and losers in society. When children are required to work together on a project, they practice teamwork with other people in **cooperative** situations. The hidden curriculum prepares children for the adult world and affects their **attitudes** toward many areas of society. Schools in different cultures socialize children differently in order to prepare them to function well in those cultures.

## Institutional – The Workplace

7. Just as children spend much of their day at school, many U.S. adults at some point invest a **significant** amount of time at a place of employment. Although socialized into their culture since birth, workers require new socialization in a workplace, in terms of both material culture (such as how to operate the copy machine) and nonmaterial culture (such as whether it's okay to speak directly to the boss or how to share the refrigerator).

## Institutional – Religion

8. Religion is an important avenue of socialization for many people. The United States is full of synagogues, temples, churches, mosques, and similar religious communities where people gather to worship and learn.

Like other institutions, these places teach participants how to **interact** with the religion’s material culture (like a mezuzah, a prayer rug, or a communion wafer). For some people, important ceremonies related to family structure—like marriage and birth—are connected to religious celebrations. Many religious institutions also uphold gender norms and **contribute** to their enforcement through socialization.

## Institutional – Government

9. Although we do not think about it, many of the rites of passage people go through today are based on age norms **established** by the government. To be defined as an “adult” usually means being eighteen years old, the age at which a person becomes legally responsible for him- or herself. And sixty-five years old is the start of “old age” since most people become eligible for senior benefits at that point. Each time we embark on one of these new categories—senior, adult, taxpayer—we must be socialized into our new role.

## Institutional – Mass Media

10. Mass media **distribute** impersonal information to a wide audience, via television, newspapers, radio, and the internet. With the average person spending over four hours a day in front of the television (and children averaging even more screen time), **media** greatly influences social expectations (Roberts et al., 2005). People learn about objects of material culture (like new technology and transportation options), as well as nonmaterial culture—what is true (beliefs), what is important (values), and what is expected (norms).

(973 words)

## Comprehension Questions

1. What are two types of social groups that influence our socialization?
2. Describe two examples of how family influences a child’s social development.
3. Describe two ways that peers influence children’s development socially.
4. What are three examples of institutional influences on social development?
5. Choose one institutional agent and describe how it impacts social development.

Chapter 1 Answer Key

## Key Vocabulary

affect



attitude

conformity

contribute

cooperative

deny

distribute

emphasize

establish

evaluate

factor

function

gender

interact

media

norm

perception

priority

process

reinforce

significant

status

subsidize

trend

## Vocabulary Practice

Definitions Chapter 1

## Chapter References

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This reading was adapted from Alapo, R. (2022). Chapter 3: Socialization across cultures. In *Diversity and multicultural education in the 21<sup>st</sup> Century*. CUNY Pressbooks Network. CC BY-NC-SA. Adaptations include condensing material, reorganizing paragraphs, and creating comprehension questions.

# CHAPTER 2: MULTICULTURAL EDUCATION

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## Warm Up Questions

- In what ways does culture impact on the society we live in?
- How does culture affect the way we behave in our daily interactions?
- What type of influence do you think culture has on our education system?

## Key Terms

### **cultural relativism**

an attempt to understand other cultures within the context of your own cultural beliefs

### **dominant culture**

a cultural practice that dominates within a certain society in which more than one culture exists

### **enculturation**

the process of acquiring the characteristics of a culture and knowing how to navigate behaviours, customs, etc.

### **ethnocentrism**

a belief held by people that their culture is best and that any others are strange, inferior, or wrong



[Group of College Students] by Naassom Azevedo on Unsplash. Reused under the Unsplash License.

## Reading

### Culture and Society

1. One of the main goals of multicultural education is to help bridge understanding between the **dominant** culture and groups of people who may have been **marginalized** by that culture. Therefore, it is important to understand exactly what is meant by the term “dominant culture.” For most sociologists, culture **involves** many **components**, such as language, customs, traditions, values, food, music, dress, gender roles, the importance of religion, and so on.
2. Culture **imposes** order and meaning on our experiences, and it allows us to **predict** how others will behave in certain situations. For example, if you are in a classroom and a student raises their hand, we know this means he or she has a question. But, culture includes so many **aspects**—the way people talk, dress, interact, eat, live, and so on. Within each culture are individuals, who are **unique** expressions of many cultures and subcultures.
3. There are two main responses to culture. One is enculturation, or the process of **acquiring** the characteristics of a culture and knowing how to navigate behaviours and customs. This often happens simply through the process of growing up within a given culture but is certainly something that can continue should the culture around you change. For example, if you have ever studied abroad or visited another country, you will likely have **encountered** another culture where you needed to adapt and learn how to navigate new social behaviours. The second response to culture is socialization, which refers to the process of learning the social norms of a culture.
4. Dominant culture refers to the significant aspects of culture that you find in a society. How would you describe the dominant culture in North America? White? English-speaking? Middle class? Christian? These are just a few terms that are often used to describe the dominant North American culture. A key **distinction** of dominant culture is that it is often **maintained** through our institutions. These can be our political and economic institutions, churches, schools, and media. When you examine the leaders in most of these areas, you find they often meet the **criteria** listed above.
5. When people begin to believe that their culture is best and that any others are strange, inferior, or wrong, it is referred to as ethnocentrism. At its roots, ethnocentrism is the belief that your culture is correct and superior to all others, any other culture is not an equally **valid** option. The opposite of ethnocentrism is cultural relativism. Cultural relativism refers to an attempt to understand other cultures within the context of your own cultural beliefs. For example, if you religiously identify as Christian and attend services and participate regularly, perhaps you can identify with Jews or Muslims who also have religious beliefs that **impact** their daily living, customs, and values.

## Culture and School

### 6. So, what does culture have to do with education?

There are two main ways that culture interacts with our education system. First, culture influences what and how we learn, and second, greater experiences with a dominant culture often equal greater success within that culture.

### 7. To elaborate on how culture influences what and how we learn, we can look to history for some strong examples of this. One of the most **obvious** ones was the work of Galileo. Before he proposed

his theories, most scientists and certainly the influential Catholic church, fully believed the Earth was at the center of the solar system. However, growing scientific **evidence** showed the sun was actually at the center. Was the church and culture quick to change their opinion based on scientific evidence? Not exactly. Galileo was subjected to Roman Inquisition by the church and put on house arrest in 1615. It was not until 1992 that the Catholic church apologized for the handling of Galileo. While this may be a more extreme example, we continue to see culture influencing other aspects of learning today in topics such as climate change, evolution, and sex education.

### 8. The second way that culture is important to education is that the more experiences a person has with dominant culture, the more likely they are to be successful within that culture. Sociologists often discuss these experiences as cultural capital, a **symbolic** credit a person would acquire by having more experiences with dominant culture. Some examples of the most valuable cultural capital include things like reading at least three hours per week, owning a home computer, attending preschool, and having exposure to performing arts (playing an instrument, chorus, etc.).

### 9. Families are often incorrectly and inappropriately blamed for not providing their children with the cultural capital needed to succeed in schools. These children are often labelled as having a cultural deficit or experiencing cultural deprivation (a somewhat insensitive and **biased** term). The issue these terms are attempting to define, however, is a real one. The challenge for educators is that often the expected knowledge and experiences of students do not actually line up with their actual knowledge and experiences. Essentially, there is a gap between expected and actual knowledge/experience.

### 10. Methods that schools and communities use to **compensate** for these gaps include extra programming, funding, and other assistance. Field trips and community schools are just a few examples of such programs. Other programming includes support services for the disabled, family literacy programs, Head Start, language instruction, computer instruction, and transportation services.



[Diverse group of students] by rawpixel.com on Freepik. Reused under the Freepik license.

## Conclusions

11. Now that you, hopefully, understand more about the background and key ideas of multicultural education, it is worth **investigating** how scholars in the field would design and **implement** multicultural programming in schools. Educational theorists have **alternative** viewpoints on what a multicultural program would look like within a school setting. **Advocates** of particularism support the idea that a common culture is both undesirable and unattainable and they maintain the position that students would learn best from teachers and curriculum that reflect their ethnic backgrounds. On the other hand, advocates for pluralism think the United States does have a rich, common culture made up of various subcultures.

(990 words)

## Comprehension Questions

1. What is one of the primary objectives of multicultural education?
2. What are some examples that are part of culture? Give at least three examples.
3. What are the two main responses to culture? Give an example for one of them.
4. What aspect of society helps to maintain the dominant culture? Give an example.
5. In what two ways is culture related to education? Provide an example for each way.

### Chapter 2 Answer Key

## Key Vocabulary

acquire

advocate

alternative

aspect

biased

compensate

component

criteria

distinction

dominant

encounter

evidence

impact

implement

impose

investigate

involve

maintain

marginalize

obvious

predict

symbolic

unique

valid

## Vocabulary Practice

### Definitions Chapter 2

This reading was adapted from Alapo, R. (2022). Chapter 15: Multicultural education. In *Diversity and multicultural education in the 21<sup>st</sup> Century*. CUNY Pressbooks Network. CC BY-NC-SA.

Adaptations include condensing, reorganizing paragraphs, and creating comprehension questions.



# CHAPTER 3: UNDERSTANDING CUSTOMER BEHAVIOUR

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## Warm Up Questions

- What was the last item you purchased for yourself?
- Why did you buy that particular item? What influenced your choice?
- How much does the brand name of a product affect your decision to buy it?



[Person Holding Credit Card Swipe Machine] by Blake Wysz on Unsplash. Reused under the Unsplash License.

## Key Terms

### **attention economy**

a term used to describe the large number of things competing for customer attention

### **demographics**

the physical facts, context, and income of customers' outer world

### **digital disruption**

the constant change and upheaval of many aspects of everyday living due to digital technology

### **psychographics**

the motives, desires, fears, and other intangible characteristics of customers' inner world

### **user persona**

representation of a specific group of consumers who exhibit similar behavioural patterns, such as purchasing choices

## Consumer Behaviour

1. The study of consumer behaviour draws on many different disciplines, from **psychology** and **economics** to anthropology, sociology, and marketing. Understanding why people make the decisions they do forms part of a complex **ongoing** investigation.
2. Marketing and product design efforts are increasingly focusing on the customer. Rather than making people want stuff, successful organizations are focused on making stuff people want. Given the abundance of available **options**, product or service **attributes**, pricing options, and payment choices available to the **consumer** today, competition is fierce, and only the considered brand will succeed. Understanding the consumers' behaviour lies at the heart of offering them value. Consider that no point of engagement with your brand occurs in **isolation** for your customer. Their life events, social pressures, and **motivations** impact on their experience with your brand.

## The Impact of Digital

3. How we communicate with one another, how we shop, how we consume entertainment, and **ultimately** how we see ourselves in the world, has all changed because of the digital world we now live in. If there's one thing the past 10 years has taught us, it's that there is **constant** disruption and upheaval in the digital world. This **digital disruption** can appear in many small and large ways.
4. One of the results of digital tools and media is the production of a world that is less **stable**. All industries are vulnerable to change when a product or service comes along that meets user needs in an unprecedented way. Netflix has disrupted the media industry, Airbnb has changed travel, and Uber has dramatically impacted what individuals can expect from transport options. Consider that people born after 1985, more than half the world's population, have no idea what a world without the internet is like. They only know a rapid pace of advancement and some tools that serve them better than others.
5. The internet **seeks** no middlemen. Established industries or organizations can be bypassed completely when people are placed in control. Your customers can find another option with one click and are increasingly impatient. They are not concerned with the **complexity** of the back end. If Uber can offer them personalized cash-free transportation, why can't your product offer something comparable? People will use the service that best serves them, not what best serves an industry or existing **regulations**.

## The Global Citizens

6. Coupled with these empowered digital consumers is the clear **contradiction** in the relationship between

a **global** citizen and increasingly fragmented and differentiated groups of people focused on specific interests. National identity, given global migration and connectivity, has shifted as the world has gotten smaller. On the other hand, the internet has created space for people to create, form, support, and **evolve** their own ideal communities. This duality forces marketers to remain knowledgeable about global shifts while tracking and focusing on specific needs of segments within their market.

## The Attention Economy

7. **The attention economy** is a term used to describe the large number of things competing for customer attention. Media forms and the mediums through which they can be consumed have exploded over the last decade, and it's increasingly difficult to get the attention of those you are trying to reach. Your customer is distracted and has many different things competing for their attention. There are, however, various tools and **frameworks** available to consider your customer. The goal with many of these is to inform your decision making and help you think from the **perspective** of your customer.

## Developing User Personas

8. To understand all your customers, you must have an idea of who they are. While it's impossible to know everyone who engages with your brand, you can develop representative personas (user personas) that help you focus on motivations rather than stereotypes. A **user persona** is a description of a brand-specific group of users who exhibit similar behavioural patterns in, for example, their purchasing decisions, use of technology or products, customer service preferences, and lifestyle choices. A user persona is a tool that can be applied when you try to understand your entire customer experience, or when you decide on the implementation of specific **approaches**.

## Demographics and Psychographics

9. Understanding customers can involve two aspects:

- Understanding the physical facts, context, and income of their “outer world,” that is, their **demographics**. These include their culture, subcultures, class, and the class **structures** in which they operate, among other factors.
- Understanding the motives, desires, fears and other characteristics of their “inner world,” that is, their **psychographics**. Here we can consider their motives, how they learn, and their attitudes.



[Woman Searching Items Inside a Store] by Alexander Kovacs on Unsplash. Reused under the Unsplash License.

10. Demographics can be a lot of work to acquire but are generally objective and clear data points that change within well-understood and measurable **parameters**; for example, people get older, incomes increase or decrease, people get married or have children. Data sources like censuses, surveys, customer registration forms, and social media accounts are just a few places where demographic data can be gathered, either combined or individually.

11. Psychographics, on the other hand, are complex and deeply personal because, after all, they relate to the human mind. This information is very hard to define, but if used, it’s possible for marketers to uncover a goldmine of information about their customers. People make hundreds of decisions every day and are rarely aware of all the factors that they subconsciously consider in this process.

## Finding the Right Motivators

12. Many brands develop elaborate marketing campaigns with gimmicks and rewards but find that these often fail. Often this is because of a misunderstanding of the motivators that drive customers to take action in the first place. The most important factor to consider in choosing a customer motivator is **relevance** to the customer, to the brand, and to the campaign. Ask yourself, “Is the **incentive** you are offering truly relevant and useful?” The success of your customer persona will depend on how carefully you question assumptions about your customer, how carefully you draw on research, and how you focus on their motivations and the way decisions are made.

(997 words)

## Comprehension Questions

1. What are two examples of academic fields that impact the study of consumer behaviour?
2. Give one example of how digital technology has changed the way we live our lives.
3. What other aspect has added to these changes in digital technology and made marketing today more challenging?
4. What are two aspects that marketers need to consider in understanding consumers' motivation to purchase a product?
5. What is the most important factor for marketers to consider when determining customer motivation?

### Chapter 3 Answer Key

## Key Vocabulary

approach

attribute

complexity

constant

consumer

contradiction

economics

evolve

framework

global

incentive

isolation

motivation

ongoing

option

parameter

perspective

psychology

regulation

relevance

seek

stable

structure

ultimately

## Vocabulary Practice

### Definitions Chapter 3

This reading was adapted from Stokes, R. (2022). Chapter 2: Think – Understanding customer behaviour. In *eMarketing – The essential guide to marketing in a digital world* (6<sup>th</sup> Ed.). CC BY-NC-SA. LibreText. Adaptations include condensing material, reorganizing paragraphs, and creating comprehension questions.

# CHAPTER 4: DIVERSITY IN THE WORKPLACE

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## Warm Up Questions

- Think about an organization that you are involved with, such as school, work, or a club. Does the organization have people with a wide variety of different ages, personalities, and backgrounds? Or are most members of the group similar to one another in personality, age, and cultural background?
- How important do you think cultural diversity is within an organization? What are the benefits of cultural diversity? What are the challenges?
- Do you think cultural diversity is important in the workplace? Why or why not?



Side View of Smiles at Work by Freepik. Reused under the Freepik license.

## Key Terms

### **accommodation**

a method used to remove barriers that prevent individuals who are disabled from fully participating in the workplace

### **similarity attraction phenomenon**

the tendency for people to be attracted to individuals who are similar to them

### **stereotype**

a commonly held belief about a person or a group of people which is highly oversimplified and often inaccurate

## Reading

### Benefits of Diversity

1. Canadian workplaces are becoming more **diverse** as organizations realize what a diverse workforce can bring. Let's explore the benefits of having a diverse workforce:

### Higher Creativity in Decision Making

2. An important **potential** advantage of having a diverse workforce is the ability to make higher-quality decisions. In a diverse work team, people will have different opinions and perspectives. In these teams, individuals are more likely to consider more alternatives and think outside the box when making decisions. Therefore, having a diverse workforce may have a direct impact on a company by increasing **creativity** in decision making.

### Better Understanding and Service of Customers

3. A company with a diverse workforce may create products or services that appeal to a broader customer base. For example, PepsiCo Inc. planned and executed a successful diversification effort in the recent past. The company was able to increase the **percentage** of women and **ethnic** minorities in many levels of the company, including management. A company with a diverse workforce may understand the needs of specific groups of customers better, and customers may feel more at ease when they are dealing with a company that understands their needs.

### More Satisfied Workforce

4. When employees feel that they are fairly treated, they tend to be more satisfied. On the other hand, when employees perceive that they are being **discriminated** against, they tend to be less **attached** to the company, less satisfied with their jobs, and experience more stress at work (Sanchez & Brock, 1996). Organizations where employees are satisfied also often have lower turnover.

### Market Reputation

5. Companies that do a better job of managing a diverse workforce are often rewarded in the stock market, which **indicates** that investors use this information to judge how well a company is being managed. Ekta Mendhi is the senior director of corporate **strategy** at CIBC in Canada. They found through their research



that creating a more diverse board of directors can **enhance** the decision-making process and improve an organization's performance and market reputation (Mendhi & Dart, 2018).

## Lower Litigation Expenses

6. Companies doing a particularly bad job in diversity management face costly litigations. When an employee or a group of employees feel that the company has **violated** equity laws, they may file a complaint. The Ministry of Labour acts to **mediate** between the company and the person in cases where litigation is claimed due to unfair or unequal hiring practices, and they may sue the company on behalf of the complainant. Regardless of the outcome, these lawsuits are expensive and can reach millions of dollars. The resulting poor publicity also has a cost to the company.

## Higher Company Performance

7. As a result of all these potential benefits, companies that **promote** diversity in the workplace more effectively tend to outperform others. Research shows that there is a positive relationship between the racial diversity of the company and company performance. Companies ranked in the Diversity 50 list created by Fair360 magazine performed better than their counterparts (Slater et al., 2008).

## Challenges of Diversity

8. If managing diversity effectively has the potential to increase company performance, increase creativity, and create a more satisfied workforce, why aren't all companies doing a better job of encouraging diversity? **Despite** all the potential benefits, there are also a number of **challenges** associated with increased levels of diversity in the workforce.



Three Women Gathered Around a Table photograph by The Riveter on Unsplash. Reused under the Unsplash License.

## Similarity-Attraction Phenomenon

9. There is a tendency for people to be attracted to people who are **similar** to themselves (Riordan & Shore, 1997). Research shows that individuals communicate less frequently with those who are perceived as different from themselves (Chatman et al., 1998). They are also more likely to experience emotional **conflict** with people who differ with respect to race, age, and gender (Jehn et al., 1999; Pelled et al., 1999).

The **similarity-attraction phenomenon** may explain some of the potentially unfair treatment based on demographic traits.

## Stereotypes

10. An important challenge of managing a diverse workforce is the possibility that **stereotypes** about different groups could lead to unfair decision making. The problem with stereotypes is that people often use them to make decisions about a particular individual without actually verifying whether the **assumption** holds for the person in question, resulting in unfair and inaccurate decision making. For example, a hiring manager may prefer a male candidate for a management position over a well-qualified female candidate. The assumption would be that management positions require assertiveness, and the male candidate would be more assertive than the female candidate. Being aware of these stereotypes is the first step to preventing them from affecting decision making.

## Suggestions for Managing Demographic Diversity

### Build a Culture of Respect for Diversity

11. In the most successful companies, diversity management is not the responsibility of the human resources department. Starting from top management and including the lowest levels in the **hierarchy**, each person must understand the importance of respecting others. If this respect is not part of an organization's culture, no amount of diversity training or other programs are likely to be effective. In fact, in the most successful companies, diversity is viewed as everyone's responsibility. This **enables** employees with vastly different demographics and backgrounds to feel a sense of belonging (Chatman et al., 1998; Fisher, 2004).

### Make Managers Accountable for Diversity

12. People are more likely to pay attention to aspects of performance that are measured. In successful companies, diversity metrics are carefully tracked. For example, PepsiCo in recent years, half of all new hires had to be either women or minorities. Bonuses of managers partly depended on whether they had met their diversity-related goals (Yang, 2006). When managers are evaluated and rewarded based on how effective they are in diversity management, they are more likely to show **commitment** to diversity that in turn affects the diversity climate in the rest of the organization.

## Diversity Training Programs

13. Many companies provide employees and managers with training programs related to diversity. However, not all diversity programs are equally successful. A study of over 700 companies found that programs with a higher perceived success rate were those that occurred in companies where top management believed in the importance of diversity, where there were **explicit** rewards for increasing diversity in the company, and where managers were required to attend the diversity training programs (Rynes & Rosen, 1995).

## Review Recruitment Practices

14. Companies that want to increase diversity may try targeting a pool that is more diverse. By building relationships with Indigenous and other marginalized groups, organizations may attract a more diverse group of candidates to choose from. The auditing company Ernst & Young Global Limited increases the diversity of job candidates by mentoring undergraduate students (Nussenbaum, 2003). Companies may also benefit from reviewing their employment advertising to ensure that diversity is important at all levels of the company (Avery, 2003).

(1120 words)

## Comprehension Questions

1. There are several benefits of diversity within the workplace listed in the article. Name 3 of these benefits.
2. What is the overall result of all these benefits of diversity within the workplace?
3. What are two of the challenges of diversity in the workplace?
4. There are several suggestions given for managing cultural diversity in the workplace. What four suggestions are provided?
5. For one of the suggestions listed above, explain why this approach would be beneficial to the company.

Chapter 4 Answer Key

## Key Vocabulary

accommodation

assumption

attach

benefit

challenge

commitment

conflict

creativity

despite

discriminate

diverse

enable

enhance

ethnic

explicit

hierarchy

indicate

mediate

percentage

potential

promote

similar

strategy

violate

# Vocabulary Practice

Definitions Chapter 4

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# CHAPTER 5: FOOD IDENTITY

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## Warm Up Questions

- What kinds of foods are popular in your country? Why are they popular?
- What is one of your favourite dishes? What do you like about it?
- What are some of the factors that influence our food choices?

## Key Terms

### belief

a way of thinking based on cultural or personal faith, morality, or values that may not be based on fact

### fact

information that is verifiable and based on evidence

### opinion

a judgement, conclusion, or way of thinking based on facts

### prejudice

beliefs that are based on biased information and can be disproven

## Reading

1. What we eat—and don't eat—is influenced by who we are and where we live. Our **individual** food choices are influenced, for example, by what foods are grown or sold in our geographic **regions**, by what foods our



[Seafood Platter] by Gina Lorentz, n.d. Reused with permission.

caregivers served when we were infants, and by the foods eaten by our friends in our social **sphere** while we were growing up.

2. Our food choices are also influenced by our values, wealth, and social trends. The many **layers** of our own identities give unique meaning to food and, collectively, give rise to food **culture**. Therefore, understanding food culture requires an **analysis** of one's own perspective of personal, **community**, and societal values, assumptions, norms, and biases.
3. Our perspectives are a combination of our upbringing, informed by our unique personal identities and experiences. Over time, they become a lens that has an impact on the way we view the world. As we grow, so too does our worldview. Our lenses are **dynamic**—they are shaped and reshaped as we gather information from new **sources** and understand information in new ways. Our identities are developed (in part) from various sources of information that we receive consciously and subconsciously. As a result, identity is shaped in ways that we are and are not aware of. We unconsciously **integrate** information into our worldview—what we think of as “the way the world works.” However, everyone's world works differently depending on their identity.
4. Individuals' experiences also differ because they exist in different social, political, geospatial, and historical **contexts**. The policies, systems, and structures operating in those contexts [give] advantage (or privilege) [to] some identities but not others. In other words, gender identity only matters because societies have, in general, given men more advantages than women. In contrast, other demographic identities, like eye colour, face shape, handedness, and height are not used for social **policy** making, so they are still identities, **albeit** relatively harmless ones. Ultimately, identities and the social structures in which an individual lives determine the way their world works and the information they come to know.

### What is “Knowing”?

5. We try to be **objective**, but in reality, we are not unbiased observers. What we know—or what we think we know—is subject to **interpretation**, to *our* interpretation through the lens of our personal identities. We must therefore understand our personal identities to distinguish our perspective and how it has an impact on our perceptions. Since our knowledge of food is based on the ways we come to know things, it is up to each of us to be **aware** of this to better understand ourselves.
6. Information may fall into four categories (Fowler & Aaron, 2011):
  - **Facts** are evidence-based verifiable information, built upon objective reasoning and rooted in science.
  - **Opinions**, or judgements based on facts, are formed in a genuine attempt to draw a **conclusion** from facts. It is possible to come to different conclusions using the same facts.
  - **Beliefs** are convictions based on cultural or personal faith, morality, or values. In **contrast** to opinions,



beliefs are not necessarily fact-based.

- **Prejudices** are beliefs based on **insufficient**, faulty, or biased information, and can be disproved by facts. Bias and stereotypes are forms of prejudice.

7. Each way of knowing is important to understand food culture, and it is important to be able to **differentiate** between them. For instance, staple foods are usually based on foods that are **available** within a region (i.e., facts). Using those foods, cultures develop recipes and patterns of eating that produce a pleasant flavour and aroma (i.e., beliefs, based on a sense of smell and taste), which result in some benefit (i.e., opinions, based on relationships between food and health or food cookery), and that are **derived** from prejudices or biased social stereotypes (i.e., some foods or food practices are condemned while others are valued).

## How Personal Identity Shapes Cultural Knowledge

8. Though the development of our personal identities is unique, many commonalities exist between individuals who share characteristics. Those commonalities, or collective identities, give rise to social groups. Dominant social groups tend to dictate cultural norms, values, and assumptions, which become interwoven into the structure of society. For instance, the use of cutlery, chopsticks, or eating with one's hands differs regionally across the world, depending on the dominant group's norms and values. Western societies use cutlery because the dominant group is white European and, historically, white Europeans believed that using cutlery was more **refined** (Goldsmith, 2012).



[Seafood on a Platter] by Gina Lorentz, n.d. Reused with permission.

## Conclusion

9. In order to understand the meaning of food, we need to understand our own lens—our personal, community, and societal values, assumptions, norms, and biases. Understanding that lens can enhance self-awareness and reflectively examine what is embedded in our own meanings of food. Assessing our own identities and biases can help **facilitate** an understanding of other cultures' food because it helps differentiate among facts, beliefs, opinions, and prejudices. Understanding others' food culture from their

perspective, rather than our own, not only helps in understanding the meaning of food for others, but it also makes each person more culturally humble and able to authentically engage in the world.

(843 words)

## Comprehension Questions

1. The author lists several ways that our choice of food is influenced. What are two of those influences on food choice?
2. The author also lists several ways that we come to view the world. Describe two examples of how our worldview or perspective is shaped.
3. Why is it important to consider facts, beliefs, opinions, and prejudices when trying to understand food culture? Give an example for each one as it relates to food.
4. How does the dominant social group impact on food culture? Give an example.
5. How is an understanding of our own identities and biases helpful in understanding food culture? How is it helpful in relating to other cultures?

### Chapter 5 Answer Key

## Key Vocabulary

albeit

analysis

available

aware

community

conclusion

context

contrast

culture

derive

differentiate

dynamic

facilitate

individual

insufficient

integrate

interpretation

layer

objective

policy

refined

region

source

sphere

## Vocabulary Practice

Definitions Chapter 5

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# CHAPTER 6: MEDIA SOURCES

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## Warm Up Questions

- What media sources do you use each day to find out what is happening in the world?
- How much of an impact do you think media has on your life? In what ways does it influence you?
- Do you think some sources of information are more trustworthy than others? Which ones do you trust the most to give you reliable information?



[City Council Meeting] by Phil Molto, n.d. Reused with permission.

## Key Terms

### **burning the midnight oil**

working late into the night to finish a project or some work

### **journalist**

person who reports the news to others via various media, such as television, radio, newspaper, and internet

### **magistrate**

civil officer or judge for a specific region

### **Martin Luther**

a German priest who, in the early 1500s, questioned the teachings of the Roman Catholic Church, the dominant Christian church at the time, after which a new church began with the Protestant Reformation

### **medieval**

a period of time in European history considered to be between the 4<sup>th</sup> and 14<sup>th</sup> centuries

**Oyez (Hear Ye)**

French (and Old English) expression that directed everyone to listen; often said before an important public announcement

**town crier**

a person who made public announcements throughout various locations

## Reading

1. “OYEZ! OYEZ!” (HEAR YE ! HEAR YE!) if shouted today along with the ringing of a loud bell would create confusion, but in medieval times, that phrase was an important news alert. Let’s go back in time to the origin of news and how it evolved to reach the mass population.
2. In ancient Roman and Greek times, storytellers, history talkers, and news travellers spread the word about current events that affected the people they met. During medieval times, “town criers,” also known as the “bellmen” and “bell-ringers” delivered official information from the ruling **authority** to illiterate people living in distant independent territories. The ringing of a bell and the yelling of the Norman-French word “OYEZ!” (HEAR YE!) alerted the public to be quiet and listen to the important news that was about to be announced. This information was the official word **generated** by higher rulers and given to the local official or magistrate.

## Early History of the News

3. In the 15<sup>th</sup> century, the world began to go through rapid changes. One of the reasons for this evolution was the invention of the printing press by Johannes Gutenberg in the mid-1400s. Gutenberg’s movable type press changed societal structure both by increasing literacy and making the mass production of books **achievable**. The printing press made it possible for more people to distribute their thoughts and **ideology**. Books and individual pages could now be mass-printed and widely distributed to a growing literate population. Church doctrine was being challenged by people like Martin Luther, and political change was fueling up as the masses began to **obtain** information based on new ideas about political rule. After centuries of being told how to think and what to think, a growing number of literate commoners began to question that control.
4. In the 1600s, the printing of books and individual pages was starting to **radically** change Europe. News of science, wars, politics, and social issues began to circulate and get more attention. The two–page and then multi–page **format** of a printed newspaper began to grow in popularity throughout Europe. Early

newspapers had a purchase price, but when the first sponsorships and advertisers joined in, the profitability of media grew through subscriptions and advertisements. The town crier was no longer the only source for news, and the commoner now had direct **access** to news and views that differed from that of the ruling powers.

5. The 1800s was an extraordinary time for **innovative** thinking and technical advances, and the delivery of news was directly affected. The popularity of electricity and its potential uses had scientists and inventors burning the midnight oil to **maximize** the new-found potentials. Simple wires and circuits made it possible to **transmit** information in the form of cable-transmitted codes. Morse code made it possible to send electronic information quickly from town to town or across the country.
6. However, the use of coded clicks, taps and pauses soon took a back seat to an even more momentous idea, the transmission of the human voice. The **successor** to the transmission of information over wire was the telephone. The creation of the telephone meant that news could instantly be sent by human voice across a city, state, or country. While the telephone did not broadcast news to the masses, it did make way for the next era of voice transmission over the air.

## Technical Advances Continue to Impact Media

7. In the early 1900s, the first successful radio experiments were taking place. During World War I, wireless telegraphs became vital for communication, and after the war, the wireless research advances continued with successful voice transmission tests in the 1920s. As more transmitters went up, the public could access these signals for both information and entertainment. Printed news was not going away but, while the radio industry grew, it began to compete with printed paper as the **prime** news source.



[Underwood Typewriter] by Phil Molto, n.d. Reused with permission

8. As inventors saw the successful growth of radio, some were already experimenting with the wireless transmission of a **visual** image. As better transmission and receiver **technology** was being developed, the ability to transmit a visual image became a reality, and the television was born. In the 1950s, it was possible for the general public to receive the latest information in their home by printed word, voice radio, or visual images on a television. The growth in news delivery had **expanded** exponentially within a few decades.



## Credibility of News Sources

9. During this era, few people questioned the origin of their news. Everything was believed to be factual and trustworthy, and they could **rely** on the sources of information. Why would the news be anything but truthful? Why would any company or government agency be anything but honest? If people read it, heard it, or saw it, it was believed to be true. The journalists of that era all appeared to have **integrity**, as did their sources.
10. But another change was on its way that would begin to bring journalists' integrity into question. Computers and the internet quickly altered the way we receive information and increased our access to a wide variety of news sources. With the first home computers and public internet access, people could obtain information from anywhere in the world. However, because of this easy access, there were many who began to question the credibility of the sources and the **regulation** of the news industry.
11. In the past, government regulations were required for newspaper, radio, and television journalism, and if not followed, there could be **legal consequences**. With the advent of the internet, it became possible for anyone to gather, create, and distribute factual or unverified information with no regulations, no credibility, and no responsibility. The era of "fake news" had arrived along with issues and debates:
- "Why can't a person **publish** their own individual ideas? Didn't Martin Luther do just that thanks to the printing press?"
  - "Should a government control the flow of information? Didn't the town criers follow content rules in medieval Europe?"

## Conclusion

12. With access to so much information, the saving grace in today's world of educated masses falls to one action: the fact check. Anyone can publish unverified news, but the responsibility has fallen on the receiver of this information to check the facts. Are those numbers correct? Are the facts historically **accurate** and according to whom? Is that photo of a disaster even from the country the source claims it to be? The challenge for the public is not simply to find information, the challenge is to find credible information.
13. In 1500, it was the town crier who would ring a bell to alert and inform us about the official news of our known world. Today, an alert or a "bell" will ring on our mobile device, to tell us of a news event in our known world. The **major** difference today is that it is our responsibility to ask: "Why am I seeing this?", "Where did the information come from?", "Who did it come from?", and "Is it factual?"

(1121 words)



## Comprehension Questions

1. What are some ways that news was delivered to the public during early times? Give at least one example.
2. The author mentions several consequences that developed because of the invention of the printing press. Give one example of how the printing press impacted society.
3. The delivery of news was affected by increasing technology in the 1800s and 1900s. What are two inventions that impacted the delivery of news during this time?
4. What recent inventions significantly changed the way people think about the source of the news they receive? Why do people have to think about their news sources differently?
5. What does the author think people need to do to ensure that the information they receive is accurate? Do you agree with the author?

### Chapter 6 Answer Key

## Key Vocabulary

access

accurate

achievable

authority

consequence

expand

format

generate

ideology

innovative

integrity

legal

major

maximize

obtain

publish

prime

radically

regulation

rely

successor

technology

transmit

visual

## Vocabulary Practice

### Definitions Chapter 6

This reading was adapted from Molto, P. (2023). *History of News*. Used with permission from the author. Adaptations include condensing material, reordering paragraphs, and creating comprehension questions.

# CHAPTER 7: BENEFITS OF HERBAL MEDICINE

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## Warm Up Questions

- Have you or anyone you know ever tried herbal medicine to treat a condition or illness?
- What are some traditional ways of treating diseases in your country?
- Do you think there are benefits to using herbal medicine instead of the traditional type of medicine used in North America?



[Lavender] by Phil Molto, n.d. Reused with permission.

## Key Terms

### **antioxidants**

substances that protect cells from damage from cancer-causing chemicals

### **Doppler Radar System**

a system used to track weather patterns based on the increase or decrease in the frequency of sound or light waves

### **GDP**

Gross Domestic Product

### **herbal medicine**

medical treatment of illnesses and conditions based on herb and plant use

### **Pacific Northwest (PNW)**

an area in the Northwestern United States and Western provinces of Canada located between the Pacific Ocean and the Rocky Mountains

**WHO**

World Health Organization

## Reading

1. What do Steve Jobs, Ariana Grande, and Christopher Nolan have in common?

- After Steve Jobs was diagnosed with a rare form of pancreatic cancer in 2003, he **apparently** delayed surgery to remove the tumour –the recommended treatment– for nine months (Rettner, 2011). During that **interval**, he attempted to treat his cancer with alternative medicine, including a special diet, according to news reports.
- In her weight-loss journey, Ariana Grande emphasizes nutrient-dense diets, which include dandelion tea to promote the intake of antioxidants and **aid** blood sugar control as well as prevent cancer.
- Christopher Nolan, on the other hand, isn't a big fan of losing weight or caring much about diet. However, he'd **invested** in several companies within the industry and regional health organizations that use such treatment strategies.

At this point, you have probably found the key to this puzzle among them: **herbal medicine**.

## Why is Herbal Medicine Worth the Discussion?

2. You may feel confused why Christopher Nolan, a film director, would be willing to **devote** so much of his money to a totally unrelated industry –a seemingly low-profile and underdeveloped area of study. But here are the facts: By the year 2030, global **revenue** for herbal medicine will reach USD **\$356 billion** (Market Research Future, 2022). In **Washington State** alone, the annual GDP contribution of hops (a kind of herb) production is **\$482.2 million**, placing it number one in the country (Washington State Department of Agriculture, 2021).
3. When it turns from business to consumption, the **statistics** are far more impressive. According to the University of Texas at El Paso, **more than half** of the adult population in the United States consumes some type of dietary **supplement** (University of Texas at El Paso, n.d.). About **one third** of the adult U.S. population uses medicinal herbs as some form of alternative therapy.

## What Makes Herbal Medicine Stand Out?

4. What's worth mentioning is that in recent years, it's actually the COVID-19 pandemic that pushed herbal

medicine onto the stage of healthcare. Pharmaceutical scholars at the University College of London and Liverpool John Moores University **anticipate** that many patients can add symptomatic treatments, such as herbal medicines, to their current treatment with COVID (Silveira et al., 2020). In their study, they **selected** several species listed by the WHO that were widely used in curing respiratory diseases and evaluated their performance compared with modern medicine such as ibuprofen.

5. The results are astonishing: A total of 39 herbal medicines were **identified** as very likely to appeal to the COVID-19 patient. While the following assessments are still being **conducted**, we can see the **enormous potential** lying beneath herbal medicine in the healthcare industry.
6. Fighting diseases with herbs can be **traced** back to the past **decades** when herbs are considered dietary supplements and are subject to regulation as **specified** in the Dietary Supplement Health and Education Act of 1994, which provides a very different framework for the regulation of herbal products other than pharmaceutical drugs (Wachtel-Galor & Benzie, 2011).

## Importance of Herbs

7. Herbs are equally important as members of their **ecosystem** as they are to us. Hundreds of animal species in the Pacific Northwest (PNW) forest and many of them live on herbs as food. Insects, especially **pollinators**, depend on plants for a **mutual** relationship.
8. With the development of technology and computerized surveillance systems, farmers nowadays are able to **monitor**, and track, real-time climate activities as well as the health status of the herbs. Technologists invent systems that rely on historical weather patterns that have been passed down through generations, rather than **traditional** Doppler radar systems used in agriculture for a long time.
9. Climate change presents new challenges to land managers. At stake is the ability to make **thoughtful, science-based** decisions and to add climate change considerations to our project and management plans. Scientists also must prioritize the opportunities that can be included in adaptation strategies because **funding** and time are limited, now more than ever (Devine et al., 2012).

## Conclusion

10. Scientists alone cannot save our herbs. Farmers, as **practitioners**, are the people who live with these plants throughout their lives. Even though automatic irrigation systems and monitors can maintain the plants within a good environment, certain herbs that **require** strict living conditions still need farmers to take care of their growth.



[Green herbs] by Phil Molto, n.d. Reused with permission.

11. Lisa Hamilton, a natural journalist and blogger, went on a trip to rural Oregon in 2009 to meet a member of the Farmers Conservation Alliance (FCA), whose work benefits local rural communities. They **educate** farmers about saving energy and water and in turn money. They educate the larger public about rural people and **issues**; among their projects are these great slideshows that tell the stories of particularly **innovative** individuals. They're also developing **greener technology** for rural areas, such as low-impact hydroelectric power.

12. "I was surprised to come across a glimmer of hope—peace, even—in an ingenious invention with a humble name: the farmers' screen," Lisa said when she first saw the farmers' invention to control water loss from the soil. She called them "**unconventional farmers**" (Hamilton, 2009).

(853 words)

## Comprehension Questions

1. Why do you think Christopher Nolan, a film director, was willing to **devote** so much of his money to the totally unrelated industry of herbal medicine?
2. What is the main reason mentioned by the author for the recent increase in interest in herbal medicine?
3. The author lists some ways that herbs are important. What is one way that herbs are important? Give an example of one of the ways.
4. What are two ways that technology can help farmers nowadays? Give one example.
5. What are some of the challenges that climate change has on farming? Give one example.
6. What example of an invention does Lisa Hamilton give at the end of the article? Why do you think she calls the farmers who invented it "unconventional farmers"?

## Key Vocabulary

aid

anticipate

apparently

conduct

decade

devote

enormous

funding

identify

interval

invest

issue

monitor

mutual

potential

practitioner

require

revenue

select

specify

statistics

supplement

trace

traditional

## Vocabulary Practice

Definitions Chapter 7

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Adapted from Li, R. (2020) Chapter 5: Significance of biodiversity in PNW forests with herbs as example. In Li, H., et al. (Eds.), *Lungs of the Forest: Forests of the Pacific Northwest and Climate Change*. University of Washington Libraries Pressbooks. CC BY-NC. Adaptations include condensing material, reorganizing paragraphs, and creating comprehension questions.

# CHAPTER 8: THE IMPACTS OF CLIMATE CHANGE ON WILDFIRES

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## Warm Up Questions

- What are some of the factors that cause global warming?
- Which of these causes are from nature? Which ones are the result of human behaviour?
- Think of environmental problems in your own country. Which of these are natural and which are related to human interference?



[Bushfires below Stacks Bluff, Tasmania, Australia] by Matt Palmer on Unsplash. Reused under the Unsplash License.

## Key Terms

### **anthropogenic effects/warming**

effects or global warming due to human activity

### **disturbance agent**

incidents that can begin to change the ecosystem

### **fire stewardship practice**

application of knowledge of nature to use fire in a controlled and respectful way

### **old-growth stands**

a group of trees that have been standing a very long time in the forest

### **prescribed burn**

an organized, deliberate, and controlled burning of trees for forest management

### **reburn**

an area in which there is a forest fire more than once in the same location and affecting the same trees

## Reading

1. Since 2000, 15 forest fires have each caused at least \$1 billion in damages in the United States (National Centers for Environmental Information, 2023). Wildfires have been a frequent **issue** in the Pacific Northwest for decades. Wildfire seasons continue to break records as the fires become more destructive every year. These disasters affect the economy, public health, and ecosystems throughout the West, including Alaska, Washington, Oregon, and California state.
2. A number of research studies suggest that climate change has been a key factor in increasing the severity of wildfires. The ongoing climate crisis increased the **occurrence** of heat waves and droughts and doubled the number of large-scale wildfires between 1984 and 2015 in the Westcoast United States (Wehner, 2017). **Hence**, thick wildfire smoke in late summer results in the most hazardous air quality in the world. Studying the relationship between wildfires and climate change helps communities better understand the **role** of the Pacific Northwest forests in the climate justice movement. It is **crucial** to advocate for the ever-changing environment around us and become prepared.

## The Role of Wildfires

3. Wildfires are known to play an important role in the evolution of plants and animals in the Pacific Northwest (Brookham, 2020). They are a natural part of the ecosystem because they clean the forest floor of debris and reduce nutrient competition. The forests are **comprised** of vegetation in various stages of growth and regrowth, which is healthy, as it prevents wildfires from burning through the region **uniformly**.
4. Although some **old-growth stands** of trees have developed resistance to fire, high-**intensity** and repeated burns in recent years are causing significant damage to the forests. The extent of wildfire is closely related to several factors, including temperature, soil moisture, and the presence of organic matter. During a wildfire, numerous plant materials can become fuel -for instance, grasses, shrubs, trees, and pine needles (U.S. Department of the Interior, 2022). Fuels are getting drier in the Pacific Northwest forests and deadly wildfires are more likely to occur in short **succession**.

## Ecological Changes

5. According to a study **conducted** by multiple ecologists in Seattle, longer fire seasons are expected in the Pacific Northwest forests due to climate change (Halofsky et al., 2020). The climate crisis leads to higher temperatures and shifting precipitation patterns. The warming climate decreases soil moisture, as well as

enhances the drying of organic material that spreads wildfires. There is also evidence suggesting that the intensity and frequency of **re-burns** would increase, because of warmer and dryer conditions. Typically, it takes years for forests to regrow after a wildfire. High chances of re-burns make it especially difficult for ecosystems to **recover**.

6. **Disturbance agents** in forests are incidents such as droughts, which **trigger** ecological changes more significantly in warmer weather. Great damage to vegetation and soils are done. Longer and more **dramatic** summer droughts in the western United States will contribute to an increase in the frequency of large wildfires, thus reducing tree densities and leading to changes in carbon pools (Westerling et al., 2006). The **capacity** of forests to absorb carbon dioxide would be reduced. Essentially, the increase in wildfire activity due to predicted warming in the Pacific Northwest might worsen the enhanced greenhouse effect.

## Climate Models and Wildfire Projections

7. Given the **considerable** power that wildfires hold, the scientific community has been studying wildfire factors and identifying general correlations, which allows them to develop models that contain climate variables, and then make **projections** about future wildfires. The climate models help people understand how rising **concentrations** of greenhouse gases affect temperature, precipitation, humidity, and wind, and can help researchers predict the location and severity of wildfires. Statistical **research** has demonstrated that significant **declines** in summer precipitation led to an increase in wildfire occurrence in the mountain ranges of the Cascade and Rocky Mountains. In addition, early snowmelt is believed to correlate with high wildfire frequency, since it provides opportunities for an early start of fire season (de Place & DeStephano, 2019).

## Human Effects on Wildfire Risk

8. The contribution of human activities to wildfires is worth further investigation. A major discovery found in the research of the University of California, Los Angeles, is that between 1979 and 2020, **anthropogenic warming** (global warming due to human activity) contributed twice as much as natural changes to the increase in fire risk (Zhuang, et al. 2021). Human factors are much more significant than natural ones regarding the [**widespread** increase in] wildfires in the western United States.
9. However, the relationship is complex. According to a **publication** by the Goddard Institute for Space Studies of NASA, there is little evidence about the human effect on droughts and precipitation deficits in the United States (Wehner, 2017). But a human influence has been found, with a high degree of confidence, on soil moisture deficits during warmer weather. Furthermore, human-induced warming is to blame for earlier snow melts and the reduction of snow water, which leads to greater risks of wildfires in the Pacific Northwest forests.

## Solutions and Adaptations

10. The issue of intensified wildfires in the Pacific Northwest is complicated to address. What is most urgent is to do all we can to curb climate change because this will prevent the situation from worsening. Since higher wildfire risks are attributed to human-induced warming, we should **acknowledge** this and strive to solve global warming, which would make wildfires more predictable and less destructive.



[Portland Forest Fires from 2018] by Karsten Winegeart on Unsplash. Reused under the Unsplash License.

11. Taking action on the climate crisis eases the burden on wildfire management. Forest managers, community leaders, and policymakers have to take **sustainability** into consideration. It is exceptionally crucial that we protect the carbon storage in the Pacific Northwest forests. Given the substantial biodiversity in the Pacific Northwest, there are often no universal solutions to all the forests. Some common approaches include the thinning of dense forests, removing fuels, and **prescribed burning**. Additionally, a key approach is to empower Indigenous communities and strengthen Indigenous **fire stewardship practices** (Ma, 2021). For thousands of years, precious traditional knowledge has allowed Indigenous peoples to control fires.

12. Along with [reducing] climate change and developing different approaches to wildfires themselves, **adaptation** is also important for regional populations. Measures could be taken to compensate for the destruction caused by intensified wildfires. The goal should be that both ecosystems and communities are able to recover and rebuild efficiently. Post-fire seeding can help **initiate** regrowth in forests, although further scientific research is needed.

13. There are groups of people who are more vulnerable than others to the consequences of climate change: people with low incomes, women and children, and people of colour. These groups face challenges related to affordable and fire-safe housing in low-hazard areas (Wibbenmeyer, 2021). Communities could **invest** in air filtration systems in public buildings, preferably with support from state governments in the Pacific Northwest. Electric utility companies may improve equipment and **infrastructure** to avoid incidents such as large outages. Combating the intensified wildfires due to climate change requires collective effort and well-planned actions.

(1120 words)

## Comprehension Questions

1. What is the key factor mentioned for the increase in the severity of wildfires on the North American west coast?
2. Give two examples of ways that climate change specifically contributes to wildfires.
3. What do climate models help us to understand? What specifically can this help us to understand about wildfires?
4. In what ways have humans contributed to the problem of increasing wildfires? Give one specific example.
5. What are some ways that we can address climate change and reduce the incidence of wildfires? Give two specific examples.

### Chapter 8 Answer Key

## Key Vocabulary

acknowledge

adaptation

capacity

comprised

concentration

considerable

crucial

decline

dramatic

hence

initiate

infrastructure

intensity

occurrence

projection

publication

recover

research

role

succession

sustainability

trigger

uniformly

widespread

## Vocabulary Practice

Definitions Chapter 8

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# CHAPTER 9: BENEFITS OF URBAN GREENSPACE

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## Warm Up Questions

- Are there many parks and outdoor spaces in the cities of your home country for people to enjoy outdoor activities? Are there any differences between these spaces and the kinds of parks you enjoy in Canada?
- Are the outdoor spaces where you live free for all people to use? Or is there a fee that people must pay to use the parks?
- How important do you think being outside in nature is for your health? What are some of the benefits of spending time outside?



[Park in Guelph, ON] by Phil Molto, n.d. Reused with permission.

## Key Terms

### **environmental equity**

the promotion of rights for all individuals to live in a safe and healthy environment

### **environmental justice**

a social movement to reduce the exposure of minority groups to environmental situations that cause them harm

### **environmental racism**

a lack of protection of environmental rights for minority groups

### **gentrification**

the process of wealthy individuals moving into a lower-income neighbourhood which then results in the need for the original residents to move away

**green space**

an area of grass, trees, and parkland that is used for recreation in a city

**socioeconomic status**

the social standing or class of a person based on financial ability to access public resources

**urban forests**

areas of grass, trees, and green space within cities that extend to and beyond the outer boundaries

## Reading

1. Urban forests provide benefits to the physical, mental, and social health of **residents** and improve **environmental** conditions (Watkins & Gerrish, 2018). Green space builds communities, reduces stress and anxiety levels, and enhances brain function. However, due to the unequal distribution of green space, poor and **minority** communities are unable to access the benefits that arise from it (Jennings & Gaither, 2015). With the rise of tree planting in urban areas, there has been evidence that urban forestry programs may create and **compound** the problem of inequity by planting trees in areas that favour privileged communities, including higher socioeconomic status and non-minority communities (Donovan & Mills, 2014).

## The Benefits of Nature

2. Green space has been associated with lowering stress levels, moderating life events on health, and increasing social activity. Research has found that nature **positively** affects an individual's emotional state, shortens surgery recovery time, lowers stress and anxiety, and improves brain functioning (Watkins et al., 2017). A natural setting **equips** residents with an **appropriate** location for an activity or exercise program, **thereby** increasing physical activity among individuals (Twohig-Bennett & Jones, 2018). Physical activity leads to better physical health and mental health, including reduced negative emotions and fatigue, increased energy, improved attention, greater satisfaction, enjoyment, and greater intent to repeat the activity (Bowler et al., 2010).
3. High-quality urban forests encourage social interactions (Nesbitt et al., 2017) and improve local environmental conditions (Nowak et al., 2013). **Exposure** to nature has been proven through two

experiments to **restore** improved brain functioning (Berman et al., 2008). Walking in natural environments has proven to decrease anxiety and increase working memory performance (Bratman et al., 2015). The association between public green space and social interaction contributes to the well-being of individuals (Maas et al., 2009).

4. Analysis has shown that residential green space reduces the number of deaths due to cardiovascular disease (Gascon et al., 2016) and increases birth weight (Dzhambov et al., 2014). An early study was done to show that exposure to sunlight counteracts seasonal affective disorder, positively impacting the residents surrounding a green space (Rosenthal et al., 1984). All of the health benefits show that green space does positively impact the health of the surrounding communities.

## Race

5. **Nonetheless**, racial minorities are denied access to the health benefits derived from trees due to inequity in green space distribution. Past research has shown the inequitable relationship between urban forest distribution and race and **income** (Landry & Chakraborty, 2009). Urban forest quality was found to be lower in areas containing a higher population of racial and language minorities (Allegretto et al., 2022). Racial minorities and low-income neighbourhoods tend to have less green space and associated ecosystem services (the contributions of ecosystems to human well-being). Planting was less likely to occur as the minority rate in a neighbourhood increased (Watkins et al., 2017).
6. Race-based discrimination is also an issue that relates to the inequitable distribution of trees in cities (Buckley et al., 2010). Differences in planting by race occur within neighbourhoods with low socioeconomic status (Watkins et al., 2017). Due to environmental and structural inequality, these communities are in desperate need of green space as they are more likely to live in areas with high exposure to air pollution, toxic waste **sites**, and other environmental hazards (Boden & Blasing, 2016).

## Socioeconomic Status

7. Socioeconomic status determines the number of **resources** an individual obtains. Low-income and minority communities live within lower-quality natural environments which are exposed to environmental stresses and a lack of access to amenities (Nyelele & Kroll, 2020). One study showed that the **proportion** of trees on public roadways was unequally distributed based on economic status, housing **occupancy** (rental vs ownership), and race and ethnicity (Landry & Chakraborty, 2009).
8. Power and income among neighbourhoods also influence the levels of public investment in green infrastructure. Because of this **phenomenon**, higher socioeconomic status groups can attract public investment in greening initiatives. Wealthier neighbourhoods have a higher interest in the appearance of

their property and are able to spend more money but lower socioeconomic status groups do not have the **financial** ability to plant trees (Grove et al., 2006).

9. As the rise of gentrification occurs within urban spaces, disadvantaged socioeconomic neighbourhoods will have **minimal** coverage of trees. Those with more income are willing to pay for properties with greener areas, which will drive up the demand for urban forests. The ecosystem services from trees are **disproportionately** distributed according to average income, poverty rate, population density, percentage of minorities, and total level of education **attained** (Nyelele & Kroll, 2020).
10. Evidence suggests that neighbourhoods with low-income households, renters, and African-American individuals lack the same access to the benefits provided by public trees as neighbourhoods with richer, white, and homeowners residents (Landry & Chakraborty, 2009). With the lack of access to green spaces, these communities often have less **adequate** access to health care and would benefit the most from natural and ecosystem resources (Billé et al., 2012). As environmental amenities are inequitably low in disadvantaged communities, these residents experience fewer urban environmental benefits (Watkins & Gerrish, 2018).

## Conclusion

11. This study provides **insight** into the environmental injustice evident in the United States. Information from peer-reviewed research shows the racial and socioeconomic inequality of tree distribution. As urban forests benefit the physical, mental, and social health of individuals, it is unfair that lack of access to forests deprives millions of disadvantaged Americans of these benefits.



[Park in Valencia, Spain] by Phil Molto, n.d. Reused with permission.

12. Environmental racism and climate justice affect the health of communities; therefore, these issues need to be addressed and action **commenced** as soon as possible to protect vulnerable communities across the country. Although tree planting is increasing in urban cities, gentrification is also increasing, allowing communities with income to take advantage of these benefits. Disadvantaged communities would benefit the most from green space and yet lack access to it. Due to the inequitable distribution of green space, disadvantaged communities are unable to access the benefits provided **via** nature.

(885 words)

## Comprehension Questions

1. The author lists several proven benefits of green spaces and urban forests. Describe three of those benefits.
2. What is one problem with the distribution of urban green spaces? Name two groups of people that are impacted by this problem.
3. What does the author say is the reason that racial minorities are in greater need of green spaces?
4. According to the author, how does income affect access to areas that have trees? Give one example.
5. At the end of the article, what does the author say needs to be done? Why does she think it is so important?
6. Do you agree with the author? How do you think this issue can be resolved?

### Chapter 9 Answer Key

## Key Vocabulary

adequate

appropriate

attain

commence

compound

environmental

equip

exposure

financial

income

insight

minimal

minority

nonetheless

occupancy

phenomenon

positively

proportion

resident

resource

restore

site

thereby

via

## Vocabulary Practice

Definitions Chapter 9

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PART II  
**ANSWER KEYS**



# CHAPTER 1: ANSWERS

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## What Influences Our Personality?

### Comprehension Questions

1. **What are two types of social groups that influence our socialization? Answer:** Family and peer groups are two types of social groups that influence our socialization.
2. **Describe two examples of how family influences a child's social development. Answer: Any 2 of the following** – Families are the first agent of socialization as they communicate expectations and reinforce societal norms. Mothers and fathers, siblings, and grandparents, plus members of an extended family, all teach a child what he or she needs to know.
3. **Describe two ways that peers influence children's development socially. Answer: Any 2 of the following** – Peer groups are important as adolescents begin to develop an identity separate from their parents and exert independence. Peer groups provide their own opportunities for socialization since kids usually engage in different types of activities with their peers than they do with their families. Peer groups provide adolescents' first major socialization experience outside of their families.
4. **What are three examples of institutional influences on social development? Answer: Any 3 of the following:** School, workplace, religion, government, mass media.
5. **Choose one institutional agent and describe how it impacts on social development. Answer:**  
**School** – Students are not in school only to study math, reading, science, and other subjects. Schools also serve a function in society by socializing children into behaviors like practicing teamwork, following a schedule, and using textbooks. They reinforce what society expects from children through the hidden curriculum. **Workplace** – Workers require new socialization into a workplace, in terms of both material culture (such as how to operate the copy machine) and nonmaterial culture (such as whether it's okay to speak directly to the boss or how to share the refrigerator). **Religion** – Religion teaches participants how to interact with the religion's material culture (e.g. a mezuzah, a prayer rug, or a communion wafer), important ceremonies related to family structure, and gender norms. **Government** – The government establishes age norms that many of the rites of passage people go through today are based on (e.g. age of adulthood, senior citizen, etc.). **Mass Media** – People learn about objects of material culture (like new technology and transportation options), as well as nonmaterial culture—what is true (beliefs), what is important (values), and what is expected (norms).

Back to Chapter 1.

# CHAPTER 2: ANSWERS

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## Multicultural Education

### Comprehension Questions

1. **What is one of the primary objectives of multicultural education? Answer:** One of the primary objectives is to help bridge understanding between dominant culture and groups of people who may have been marginalized by that culture.
2. **What are some examples that are part of culture? Give at least three examples. Answer:** Any three of the following – language, customs, traditions, values, food, music, dress, gender roles, importance of religion.
3. **What are the two main responses to culture? Give an example for one of them. Answer:** 1. Enculturation, or the process of acquiring the characteristics of a culture and knowing how to navigate behaviours and customs. Example – if you have ever studied abroad or visited another country, you will likely have encountered another culture where you needed to adapt and learn how to navigate new social behaviours. 2. Socialization, which refers to the process of learning the social norms of a culture. Example – when you go to school you learn how to work in teams.
4. **What aspect of society helps to maintain the dominant culture? Give an example. Answer:** It is often maintained through our institutions. These include our political and economic institutions, churches/temples/synagogues, schools, and media.
5. **In what two ways is culture related to education? Provide an example for each way. Answer:** 1. Culture influences what and how we learn; Example: The work of Galileo. 2. Greater experiences with a dominant culture often equal greater success within that culture. Example: Cultural capital, the symbolic credit a person acquires by having more experiences with dominant culture. Some examples of the most valuable cultural capital include things like reading at least three hours per week, owning a home computer, attending preschool, and having exposure to performing arts (playing an instrument, chorus, etc.).

Back to Chapter 2.



# CHAPTER 3: ANSWERS

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## Understanding Consumer Behaviour

### Comprehension Questions

- 1. What are two examples of academic fields that impact on the study of consumer behaviour?**  
**Answer:** Any 2 of the following – psychology, economics, anthropology, sociology, and marketing.
- 2. Give one example of how digital technology has changed the way we live our lives. Answer:** Any 1 of the following – how we communicate with one another, how we shop, how we consume entertainment, and how we see ourselves in the world.
- 3. What other aspect has added to these changes in digital technology and make marketing today more challenging? Answer:** The production of a world that is less stable. All industries are vulnerable to change when a product or service comes along that meets user needs in an unprecedented way.
- 4. What are two aspects that marketers need to consider in understanding consumers' motivation to purchase a product? Answer:** 1. The physical facts, context, and income of their “outer world” i.e. their demographics. 2. The motives, desires, fears, and other characteristics of their “inner world” i.e. their psychographics.
- 5. What is the most important factor for marketers to consider when determining customer motivation? Answer:** The most important factor to consider in choosing a customer motivator is relevance to the customer, to the brand, and to the campaign.

Back to Chapter 3.

# CHAPTER 4: ANSWERS

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## Diversity in the Workplace

### Comprehension Questions

1. **There are several benefits of diversity within the workplace listed in the article. Name 3 of these benefits. Answer:** Any three of the following – higher quality decisions; better understanding and service of customers; more satisfied workforce; good market reputation; lower litigation expenses.
2. **What is the overall result of all these benefits of diversity within the workplace? Answer:** higher company performance.
3. **What are two of the challenges of diversity in the workplace? Answer:** 1. Similarity-attraction phenomenon; 2. Stereotypes. Both can result in unfair treatment of employees and unfair hiring practices.
4. **There are several suggestions given for managing cultural diversity in the workplace. What four suggestions are provided? Answer:** 1. Build a culture of respect for diversity; 2. Make managers accountable for diversity; 3. Diversity training programs; 4. Review recruitment practices.
5. **For one of the suggestions listed above, explain why this approach would be beneficial to the company. Answer:** 1. This enables employees with vastly different demographics and backgrounds to feel a sense of belonging; 2. When managers are evaluated and rewarded based on how effective they are in diversity management, they are more likely to show commitment to diversity that in turn affects the diversity climate in the rest of the organization. 3. Programs with a higher perceived success rate were those that occurred in companies where top management believed in the importance of diversity, where there were explicit rewards for increasing diversity in the company, and where managers were required to attend the diversity training programs; 4. By building relationships with Indigenous peoples and other marginalized groups, organizations may attract a more diverse group of candidates to choose from.

Back to Chapter 4.

# CHAPTER 5: ANSWERS

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## Food Identity

### Comprehension Questions

- 1. The author lists several ways that our choice of food is influenced. What are two of those influences on food choice? Answer:** Any 2 of the following – what foods are grown or sold in our geographic regions; what foods our caregivers served when we were infants; the foods eaten by the friends in our social sphere while we were growing up; our values; our wealth; and social trends.
- 2. The author also lists several ways that we come to view the world. Describe two examples of how our worldview or perspective is shaped. Answer:** Any two of the following – our upbringing, our unique personal identities, and our experiences.
- 3. Why is it important to consider facts, beliefs, opinions, and prejudices when trying to understand food culture? Give an example for each one as it relates to food. Answer:** Each way of knowing is important to understand food culture. For instance, staple foods are usually based on foods that are **available** within a region (i.e., facts). Using those foods, cultures develop recipes and patterns of eating that produce a pleasant flavour and aroma (i.e., beliefs, based on sense of smell and taste), which result in some benefit (i.e., opinions, based on relationships between food and health or food cookery), and that are derived from prejudices or biased social stereotypes (i.e., some foods or food practices are condemned while others are valued).
- 4. How does the dominant social group impact on food culture? Give an example. Answer:** Dominant social groups tend to dictate cultural norms, values, and assumptions, which become interwoven into the structure of society. Example: the use of cutlery, chopsticks, or eating with one's hands differs regionally across the world, depending on the dominant group's norms and values.
- 5. How is an understanding of our own identities and biases helpful in understanding food culture? How is it helpful in relating to other cultures? Answer:** We need to understand our own personal, community, and societal values, assumptions, norms, and biases. Understanding these can enhance self-awareness and reflectively examine what is embedded in our own meanings of food. Assessing our own identities and biases can help facilitate an understanding of other cultures' food.



Back to Chapter 5.

# CHAPTER 6: ANSWERS

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## Media Sources

### Comprehension Questions

- 1. What are some ways that news was delivered to the public during early times? Give at least one example. Answer:** Any 1 of the following – 1. In ancient Roman and Greek times, storytellers, history talkers, and news travellers spread the word about current events that affected the people they met. 2. During medieval times, “town criers,” also known as the “bellmen” and “bell-ringers” delivered official information.
- 2. The author mentions several consequences that developed because of the invention of the printing press. Give one example of how the printing press impacted society. Answer:** Any 1 of the following – increasing literacy, making the mass production of books achievable, possible for more people to distribute their thoughts and ideology.
- 3. The delivery of news was affected by increasing technology in the 1800s and 1900s. What are two inventions that impacted the delivery of news during this time? Answer:** Any 2 of the following – cable-transmitted codes using Morse code, the telephone, telegraphs, and television.
- 4. What recent inventions significantly changed the way people think about their source for the news they receive? Why do people have to think about their sources differently? Answer:** Computers and internet changed the way people think about the source of news because people could obtain information from anywhere in the world. However, because of this easy access, there were many who began to question the credibility of the sources and the regulation of the news industry.
- 5. What does the author think people need to do to ensure that the information they receive is accurate? Do you agree with the author? Answer:** The responsibility has fallen on the receiver of this information to check the facts.

Back to Chapter 6.

# CHAPTER 7: ANSWERS

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## Herbal Medicine

### Comprehension Questions

- 1. Why do you think Christopher Nolan, a film director, was willing to devote so much of his money to the totally unrelated industry of herbal medicine? Answer:** Global revenue for herbal medicine has increased significantly and a large proportion of the population in the United States consumes some type of dietary supplement and uses medicinal herbs as some form of alternative therapy.
- 2. What is the main reason mentioned by the author for the recent increase in interest in herbal medicine? Answer:** The COVID-19 pandemic pushed herbal medicine onto the stage of healthcare. Many patients have added symptomatic treatments, such as herbal medicines, to their current treatment with COVID.
- 3. The author lists some ways that herbs are important. What is one way that herbs are important? Give an example for one of the ways. Answer:** 1 of the following – 1. fighting disease. Example: Curing respiratory diseases; 2. As members of their ecosystem. Example: Insects, especially pollinators, depend on plants for a mutual relationship.
- 4. What are two ways that technology can help farmers nowadays? Give one example. Answer:** Farmers nowadays can: 1. monitor and track real-time climate activities; 2. check the health status of the herbs. Example: Technologists invent systems that rely on historical weather patterns that have been passed down through generations, rather than traditional Doppler radar systems used in agriculture for a long time.
- 5. What are some of the challenges that climate change has on farming? Give one example. Answer:** Any 1 of the following – make thoughtful, science-based decisions; add climate change considerations to our project and management plans; prioritize among the opportunities that can be included in adaptation strategies because funding and time are limited.
- 6. What example of an invention does Lisa Hamilton give at the end of the article? Why do you**

**think she calls the farmers who invented it “unconventional farmers”?** **Answer:** Lisa Hamilton mentioned the farmer’s screen. She probably called the farmers who invented it “unconventional farmers” because they were able to use new knowledge and apply simple new technology to control water loss in their farming practice.

Back to Chapter 7.

# CHAPTER 8: ANSWERS

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## Impacts of Climate Change on Wildfires

### Comprehension Questions

- 1. What is the key factor mentioned for the increase in the severity of wildfires in the North American west coast? Answer:** Climate change has been the key factor for increasing the severity of wildfires.
- 2. Give two examples of ways that climate change specifically contributes to wildfires. Answer:** The ongoing climate crisis increased the occurrence of heat waves and droughts.
- 3. What do climate models help us to understand? What specifically can this help us to understand about wildfires? Answer:** The climate models help people understand how rising concentrations of greenhouse gases affect temperature, precipitation, humidity, and wind. This can help researchers predict the location and severity of wildfires.
- 4. In what ways have humans contributed to the problem of increasing wildfires? Give one specific example. Answer:** Any 1 of the following – soil moisture deficits during warmer weather; earlier snow melts; and the reduction of snow water, which leads to greater risks of wildfires.
- 5. What are some ways that we can address climate change and reduce the incidence of wildfires? Give two specific examples. Answer:** Any 2 of the following – Forest managers, community leaders, and policymakers have to take sustainability into consideration and protect the carbon storage in the Pacific Northwest forests; thinning of dense forests, removing fuels, and prescribed burning; empower Indigenous communities and strengthen Indigenous fire stewardship practices; compensate for the destruction caused by intensified wildfires; communities could invest in air filtration systems in public buildings; electric utility companies may improve equipment and infrastructure to avoid incidents such as large outages.

Back to Chapter 8.

# CHAPTER 9: ANSWERS

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## Benefits of Urban Greenspaces

### Comprehension Questions

- 1. The author lists several proven benefits of green spaces and urban forests. Describe three of those benefits. Answer:** Any 3 of the following – green space builds communities, reduces stress and anxiety levels, and enhances brain function; associated with lowering stress levels, moderating the stress of life events on health, and increasing social activity; positively affects an individual’s emotional state, shortens surgery recovery time, lowers stress and anxiety, and improves brain functioning; increasing physical activity within individuals; encourages social interactions and improves local environmental conditions; decreases anxiety and increases working memory performance; reduces the number of deaths due to cardiovascular disease and increases birth weight; counteracts seasonal affective disorder.
- 2. What is a problem with the distribution of urban green spaces? Name two groups of people that are impacted by this problem. Answer:** Urban green spaces are distributed inequitably. Racial and language minorities and low-income neighborhoods have less green space.
- 3. What does the author say is the reason that racial minorities are in greater need of green spaces? Answer:** These communities are in desperate need of green space as they are more likely to live in areas with high exposure to air pollution, toxic waste sites, and other environmental hazards.
- 4. According to the author, how does income affect access to areas which have trees? Give one example. Answer:** These communities often have less adequate access to health care and would benefit the most from natural and ecosystem resources.
- 5. At the end of the article, what does the author say needs to be done? Why does she think it is so important? Answer:** The issue of inequity in urban greenspace needs to be addressed and action commenced as soon as possible to protect vulnerable communities across the country. Disadvantaged communities would benefit the most from green space and yet lack access to it. As urban forests benefit the physical, mental, and social health of individuals, it is unfair that accessibility to forests deprives millions of disadvantaged Americans of these resources.

Back to Chapter 9.





PART III

# VOCABULARY PRACTICE



# CHAPTER 1: DEFINITIONS

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Back to Chapter 1.

## CHAPTER 2: DEFINITIONS

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Back to Chapter 2.

# CHAPTER 3: DEFINITIONS

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Back to Chapter 3.

# CHAPTER 4: DEFINITIONS

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Back to Chapter 4.

# CHAPTER 5: DEFINITIONS

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Practice identifying the correct definition for each of the target words.

The following exercises show the vocabulary words in groups of six.

## Set 1

Read the sentence and pick the definition that best matches the way the word is used.



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## Set 2

Read the sentence and pick the definition that best matches the way the word is used.



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## Set 3

Read the sentence and pick the definition that best matches the way the word is used.



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## Set 4

Read the sentence and pick the definition that best matches the way the word is used.



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Back to Chapter 5.



# CHAPTER 6: DEFINITIONS

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Practice identifying the correct definition for each of the target words.

The following exercises show the vocabulary words in groups of six.

## Set 1

Read the sentence and pick the definition that best matches the way the word is used.



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## Set 2

Read the sentence and pick the definition that best matches the way the word is used.



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## Set 3

Read the sentence and pick the definition that best matches the way the word is used.



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## Set 4

Read the sentence and pick the definition that best matches the way the word is used.



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Back to Chapter 6.

# CHAPTER 7: DEFINITIONS

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Practice identifying the correct definition for each of the target words.

The following exercises show the vocabulary words in groups of six.

## Set 1

Read the sentence and pick the definition that best matches the way the word is used.



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Read the sentence and pick the definition that best matches the way the word is used.



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## Set 3

Read the sentence and pick the definition that best matches the way the word is used.



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## Set 4

Read the sentence and pick the definition that best matches the way the word is used.



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Back to Chapter 7.

# CHAPTER 8: DEFINITIONS

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Practice identifying the correct definition for each of the target words.

The following exercises show the vocabulary words in groups of six.

## Set 1

Read the sentence and pick the definition that best matches the way the word is used.



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## Set 2

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## Set 3

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## Set 4

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Back to Chapter 8.

# CHAPTER 9: DEFINITIONS

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Practice identifying the correct definition for each of the target words.

The following exercises show the vocabulary words in groups of six.

## Set 1

Read the sentence and pick the definition that best matches the way the word is used.



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## Set 2

Read the sentence and pick the definition that best matches the way the word is used.



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## Set 3

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Back to Chapter 9.