

LEAP: Reading and Writing Answer Key

CHAPTER 1: Elite Athletes

READING 1 (page 4) Three Athletes

A.

	PLAYED MANY SPORTS WHEN YOUNG	SPECIALIZED IN ONE SPORT BEFORE AGE FIFTEEN	INJURED BY TRAINING OR COMPETING	CONTINUED IN SPORT AS AN ADULT
Simon Whitfield TRIATHLON	yes	no	no	yes
Mary Lou Retton GYMNASTICS	no	yes	yes	no
Scott Bradshaw TENNIS	yes	no	no	yes

VOCABULARY BUILD (pages 7–9)

B.

- 1 b) interested in
- 2 a) limiting activities to only one
- 3 c) planned and purposeful
- 4 b) attention to
- 5 b) possible future effects of
- 6 a) importance on
- 7 a) increase in the number of
- 8 b) complex muscle actions
- 9 b) point of view
- 10 c) tired feeling from overwork
- 11 a) learning of
- 12 c) most skilled
- 13 c) non-competitive
- 14 b) repetition of an action
- 15 c) sport teacher
- 16 a) recognize

C.

- 1 specialization in
- 2 emphasis on
- 3 diversification of
- 4 acquisition of
- 5 involved in
- 6 focus on
- 7 implications of

FOCUS ON READING (pages 9–11)

Scanning For Key Words

A.

1 **The three objectives of youth sport are to improve physical health, develop psychosocial health (e.g., cooperation, discipline, leadership and self-control) and teach motor skills.**

2 When people develop youth-sport programs, they must consider opportunities for deliberate play, deliberate practice and early specialization.

3 If young people participate in sports—either deliberate play or deliberate practice activities—they are more likely to participate in sports as adults.

4 Deliberate play activities are fun and have flexible rules. Participants are not primarily concerned with winning or losing. Examples of deliberate play include backyard soccer, baseball, running races in a field and playing Frisbee.

5 Deliberate practice activities are highly structured, require effort and are meant to improve performance rather than enjoyment. Examples of deliberate practice activities are drills or exercises of any kind that improve a specific skill such as a volley drill in tennis.

6 Early specialization involves high amounts of deliberate practice and low amounts of deliberate play, while limiting participation to one sport that is practised year-round.

7 The most effective way to improve performance is to use deliberate practice.

8 An overemphasis on deliberate practice at a young age may result in dropout, muscle overuse, injury, a failure to develop transferable skills, decreased enjoyment, disappointment, discouragement, burnout, a sense of failure and/or missed social opportunities.

9 Early specialization can produce elite performers.

10 If you use only deliberate practice to learn a sport, you may fail to recognize the importance of developmental, motivational and psychosocial aspects of human abilities.

11 According to the authors, participation in a wide variety of sports with deliberate play activities is best to produce active, healthy adults.

12 Programs should offer both specialization (deliberate practice) and recreational programs (deliberate play) to satisfy the needs of all children and adolescents.

ACADEMIC SURVIVAL SKILL (pages 15–16)

Using Citations and References

A. If the authors have already been identified in the text, then only the date is in parentheses; if not, then both author(s) and date are in parentheses. When all or part of the citation is part of the sentence, then it is not in parentheses.

B.

1 Citations within the text are short so that the reader will be less distracted from the content by a lot of source information.

2 References are at the end of the reading because there is a lot of information in them and they can be listed in alphabetical order, so that the reader can easily locate the source referenced.

3 Readers need this information in order to identify the earlier publication, in case they want to refer to or read additional material from the original, or verify the information given in the current article for themselves.

4 Answers might vary but should include some of the following: author's name(s), title of book or chapters within a book, date of publication, title of papers in academic journals, name/date/ issue of the journal, page numbers referred to, publisher and publisher's location.

C.

CITATION	REASON FOR USING THE CITATION
Telama, Hirvensalo & Raitakari (2006)	Statistic: to show how important it is for children to participate in sports
(Côté & Hay, 2002; Côté, Baker, & Abernethy, 2003, 2007)	Definition: of deliberate play
Ericsson, Krampe, and Tesch-Römer (1993)	Research: to show effective learning occurs with deliberate practice

D. Answers will vary.

VOCABULARY BUILD (page 18)

B.

- 1 e
- 2 a
- 3 f
- 4 k
- 5 (commit to) b; (primarily) i
- 6 d
- 7 (reciprocal) g; (oriented) l
- 8 h
- 9 j
- 10 c

FOCUS ON READING (page 19)

Identifying Key Words in Questions

1 The three trajectories are 1) recreational participation through sampling, 2) elite performance through sampling and 3) elite performance through early specialization.

2 a) six to twelve; b) thirteen plus; c) thirteen to fifteen; d) sixteen plus

3 RECREATIONAL SAMPLING: Athletes participate in a wide variety of sports using deliberate play activities during the foundational years and the recreational years. The primary goal is enjoyment and health. Both coaches and parents support participation.

ELITE PERFORMANCE THROUGH SAMPLING: Athletes sample during the foundation years and specialize during their specialization years (thirteen to fifteen) and their investment years. Coaches are important, and parents play less of a role.

ELITE PERFORMANCE THROUGH EARLY SPECIALIZATION: Athletes skip the sampling years and specialize during their foundation years. They may miss positive psychosocial experiences or develop overuse injuries. There are high amounts of deliberate practice.

4 SIMON WHITFIELD: Trajectory 2; MARY LOU RETTON: Trajectory 3; SCOTT BRADSHAW: Trajectory 1

FOCUS ON WRITING (pages 22–23)
Introducing Examples into a Text

A.

	PHRASE OR ABBREVIATION	POSITION IN SENTENCE: BEGINNING OR MID-SENTENCE	IN PARENTHESES: YES OR NO
READING 2			
LINE 27	For example, children may change ...	beginning	no
LINE 28	... (e.g., playing in the street, ...	mid	yes
LINE 30	... (i.e., whether they win or lose) ...	mid	yes
LINE 31	... (i.e., having fun) ...	mid	yes
LINE 43	For example, the backhand skill in tennis ...	beginning	no
LINE 56	... development, such as decreased enjoyment, ...	mid	no
LINE 70	For example, Soberlak and Côté (2003) showed that ...	beginning	no
LINE 84	... (i.e., deliberate practice) ...	mid	yes
READING 3			
LINE 5	... sports, such as hockey, baseball, ...	mid	no
LINE 21	... (i.e., overuse injuries) ...	mid	yes
LINE 50	... (e.g., women's gymnastics, figure skating), ...	mid	yes
LINE 58	... (e.g., going from investment to recreational) ...	mid	yes
LINE 89	...sports, such as triathlon, investment ...	mid	no

1 In mid-sentence, with a comma after, and in parentheses

2 Mid-sentence, but not in parentheses and used with a comma before if what follows is an example (non-restrictive construction) or without a comma if what follows defines or limits (restrictive construction).

3 Can be used at the beginning of a sentence, not in parentheses and with a comma after, or mid-sentence and can be followed by a colon if introducing a list or complete clauses; it could also be put in parentheses.

B.

In some sports, **such as** women's gymnastics; (**e.g.**, triathlon); **such as** Canadian; **For example**, Simon; (**i.e.**, overuse injuries)

C. Answers will vary.

LEAP: Reading and Writing Answer Key

CHAPTER 2: A Fitting Education

VOCABULARY BUILD (pages 26–27)

DESCRIPTION	VOCABULARY FROM READING
school you attend when you are fourteen to seventeen years old	secondary school
schools you attend as an adult to learn a trade	public colleges, institutes of technology, community colleges, polytechnics, colleges of applied arts and technology or CEGEP
what you earn when you finish college	diploma
schools you attend as an adult to learn an academic subject	universities, institutes, university colleges or schools
what you earn when you finish university	certificate or degree
first degree from a university	bachelor’s degree
second degree from a university	master’s degree
third degree from a university	doctorate degree
what you study for when you finish a university degree and decide to study next at a college	postgraduate diploma
program of study in a Quebec CEGEP to learn a trade	vocational
program of study in a Quebec CEGEP to prepare for university	pre-university
program that you study at a college before you transfer to a university	applied degree
program of study for a bachelor’s degree	undergraduate
program of study for a master’s or Ph.D. degree	graduate

READING 2 (page 28)

Finding the Right Fit

A.

1 Three pages

2 A magazine article: an interview

3 This is clearly an interview because there are questions and answers. The language is informal. It looks like a magazine article because the paragraphs are short.

4 Erin Millar [Note to teachers: Encourage students to search for this article online and link to the author's name to read more about her. She is a young writer who writes mostly about university/higher education issues.]

5 Kate Ross, the Registrar at Simon Fraser University

6 2007

7 How students can choose the educational program that's right for them.

8 It matters less what undergraduate program we take than the fact that we get an undergraduate degree. Students worry that they have to choose a career right away, but there is lots of choice. Find a program that's right for you. Talk to faculty and students about the program you're interested in. Pick something that interests you. Gain transferable skills. Do something you love.

B. (pages 32–33)

1 She means that an undergraduate degree from any program is good. It doesn't matter so much what program you take, as long as you have a degree at the end of it.

2 a) According to Ross, an undergraduate degree demonstrates that you have good analytical skills, writing ability and critical thinking ability.

b) Answers will vary.

3 Ross believes it is hard for students to pick a study program because they are focused on finding the right career. It's a big decision to make, and there's a lot of choice.

4 Her advice is to do something that you love and be open to the possibilities that come along.

5 Answers will vary.

6 a) Some of the factors suggested by Ross are size of university and city, opportunities outside of academics, availability of residence, the academic philosophy, the opportunities to become a well-rounded person, whether there is an active student association, if there are ties to outside organizations, the academic rigour and relevance of the program, if the program is challenging, if there are co-op programs, if there are international exchange programs, how satisfied students are, the potential for graduate work, the flexibility to take some time off school.

b) Answers will vary.

7 She says that neither universities nor colleges are better, but that you should pick the institution that's best for you. However, your students might infer that she thinks a university is better because she spends more time talking about universities and university programs than she does about colleges.

8 Ross believes they are essential for developing employment and international experience. These opportunities also make students better students.

9 Do something you love.

FOCUS ON READING (pages 40–41)
Considering the Characteristics of a Text

A.

TYPE OF TEXT	CHARACTERISTICS OF TEXT	HOW TO READ EFFICIENTLY
TEXTBOOK	<ul style="list-style-type: none"> ▪ Provides information. ▪ Content is organized under chapter titles, headings and subheadings. ▪ Usually contains a table of contents and an index. ▪ Sometimes key words or concepts are defined in text boxes in the margins. ▪ May contain in-text citations and references. ▪ Language is formal. 	<ul style="list-style-type: none"> ▪ In each chapter, skim to learn the topic and main points. ▪ Scan to look for specific details. ▪ Highlight important information.
COURSE NOTES	<ul style="list-style-type: none"> ▪ Provides information. ▪ Content is organized by topic or date. ▪ Usually includes key information. ▪ May leave some information out so students are required to complete the notes as they listen to the lecture. ▪ Language is most likely to be formal. 	<ul style="list-style-type: none"> ▪ Read carefully to learn key points and details. ▪ Highlight important information.
MAGAZINE ARTICLE	<ul style="list-style-type: none"> ▪ Written to attract interest. ▪ Topic may be of current interest in the media. ▪ May start with a story of an individual. ▪ Language may be informal and/or idiomatic. ▪ Writer may use quotations. 	<ul style="list-style-type: none"> ▪ Read quickly for interest. ▪ Understand the main point or concept.
NEWSPAPER STORY	<ul style="list-style-type: none"> ▪ Provides information quickly. ▪ Main points are in the first few paragraphs; details in later paragraphs. ▪ Paragraphs are often short. ▪ Language may be informal and/or idiomatic. 	<ul style="list-style-type: none"> ▪ Read quickly for information. ▪ May read only the first few paragraphs then skim the rest of the story.
REPORT	<ul style="list-style-type: none"> ▪ Provides information about a specific, limited topic. ▪ Usually divided into sections: introduction, methods, results and discussion or recommendations. ▪ Often has charts, graphs and tables. ▪ May contain citations and references. 	<ul style="list-style-type: none"> ▪ Skim charts, graphs and tables for general information about content. ▪ Read carefully for details about the specific topic. ▪ May read some sections and not others.

ESSAY	<ul style="list-style-type: none"> ▪ The writer attempts to demonstrate knowledge mastery; written to complete an assignment requirement. ▪ Usually includes in-text citations and references. ▪ Language is formal. ▪ Main points contained in a thesis statement in the introductory paragraph or section. ▪ Paragraphs begin with topic sentences. ▪ Conclusion finishes the essay. 	<ul style="list-style-type: none"> ▪ Read to find the thesis statement. ▪ Read topic sentences to confirm main points. ▪ May read paragraphs for details. ▪ Conclusion should confirm main points from thesis.
E-MAIL	<ul style="list-style-type: none"> ▪ Written for a wide variety of purposes. ▪ Is often short. ▪ Language may be formal or informal depending on topic, writer or recipient. 	<ul style="list-style-type: none"> ▪ Read quickly.
WEBSITE	<ul style="list-style-type: none"> ▪ Provides information. ▪ May have advertisements around the edges of the “page.” 	<ul style="list-style-type: none"> ▪ Skim to identify the topic/subject. ▪ Scan for details you want to know about.
NOVEL	<ul style="list-style-type: none"> ▪ Text is longer and usually narrative. 	<ul style="list-style-type: none"> ▪ Read for pleasure.

B. The text type is a report. You know this because of the use of charts and graphs within the text, and the formal language. The title and author (and organization) may also be a clue.

C.

1 Three and a half pages

2 The Association of Universities and Colleges of Canada (AUCC) wrote it. This gives the report some credibility as it is a report about universities and colleges.

3 2011

4 Enrolment of international students in Canadian universities

5 More and more international students are studying in Canadian universities. They study in a variety of fields, but their representation in these fields is different from the percentage of domestic students studying in these fields. They come from a variety of countries, but mostly China. Canada is not unique in trying to attract international students.

VOCABULARY BUILD (pages 42–43)

A.

1 public administration

2 student aid

3 approximately; approximately

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Teacher Section

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- 4 concentrated
- 5 domestic; conversely
- 6 fluctuated
- 7 generating
- 8 incentives
- 9 majority
- 10 visible minorities; significantly
- 11 sector
- 12 source
- 13 trends
- 14 on the part of

READING 3 (pages 47–48)

Enrolment Trends

B.

- 1 b) increasing
- 2 b) graduate level
- 3 a) all fields of study
- 4 b) not equally represented in all fields of study
- 5 b) business, management and public administration
 - c) architecture, engineering and related studies
- 6 a) China
- 7 c) India and Saudi Arabia
- 8 a) Canada is one of many countries competing for the brightest international students.

C. Answers will vary.

D. Answers will vary.

E. Answers will vary.

LEAP: Reading and Writing Answer Key

CHAPTER 3: Consumer Behaviour and Innovation

READING 1 (page 53)

Consumer Behaviour

A.

TYPES OF INFLUENCE	INFLUENCES MENTIONED IN READING	INFLUENCES FROM GROUP DISCUSSION
psychological	Includes an individual's motivations, perceptions, ability to learn and attitudes.	Answers will vary.
personal	Includes lifestyle, personality, economic status and life-cycle stage.	
social	Includes family, opinion leaders and reference groups such as friends, co-workers and professional associates.	
cultural	Includes culture, subculture and social class.	

FOCUS ON WRITING (page 54)

Using Parallelism in Writing

A. intelligence

B. Answers will vary, but here are some possibilities.

1 ... ineffective marketing or embarrassing mistakes ...

2 ... health services, exercise equipment, active clothing, organic foods and various diets

3 ... people from different nationalities, religions, races and regions

4 ... casual clothing and simpler furniture ...

5 ... value personal freedom, natural beauty, mutual respect, social equality, judicial fairness, Canadian nationalism, financial security, international role (reputation), and broad multiculturalism ... (adjective + noun combinations); ... value freedom, beauty, respect, equality, fairness, nationalism, security, reputation, and multiculturalism ... (one-word nouns)

VOCABULARY BUILD (page 55)

A.

MARKETING WORDS

- | | |
|---------------------------|---|
| 1) Baby Boomers (n.) | <u>10</u> group that is different from the majority |
| 2) census (n.) | <u>7</u> part of something larger |
| 3) distinct* (adj.) | <u>5</u> employment or job |
| 4) ethnic* group (n.) | <u>6</u> living |
| 5) occupation* (n.) | <u>9</u> selected group to sell to |
| 6) residing* (v.) | <u>2</u> official process of counting people |
| 7) segment (n.) | <u>8</u> change |
| 8) shift (n.) | <u>4</u> group identified by race or nationality |
| 9) target* market (n.) | <u>3</u> different or separate |
| 10) visible minority (n.) | <u>1</u> people born after World War II (1946–1966) |

ACADEMIC WORDS

- | | |
|----------------------|--|
| 1) commodities* (n.) | <u>8</u> include some but not all of the same things |
| 2) contrary* (adj.) | <u>5</u> understand in a certain way |
| 3) exhibit* (v.) | <u>9</u> make stronger |
| 4) exceeds* (v.) | <u>3</u> demonstrate or show |
| 5) interpret* (v.) | <u>10</u> not flexible |
| 6) dominate* (v.) | <u>2</u> opposite |
| 7) linked* (adj.) | <u>4</u> is greater than |
| 8) overlap* (v.) | <u>6</u> form the majority of |
| 9) reinforce* (v.) | <u>7</u> connected |
| 10) rigid (adj.) | <u>1</u> products bought and sold |

FOCUS ON READING (page 57)

Applying Read Smart Skills

A.

1 A textbook

2 Answers will vary, but Reading 2 will provide more information on cultural influences that affect consumer buying behaviour.

3 Answers will vary, but Reading 2 will break down the influence of culture into subgroups—culture, subculture and social class.

B. Answers will vary.

C. Answers will vary.

READING 2 (page 62)

Characteristics Affecting Consumer Behaviour

- 1 Consumers are influenced by cultural, social, personal and psychological factors.
- 2 Culture is the set of basic values, perceptions, wants and behaviours learned by a member of society from family and other important institutions.
- 3 It is important for marketers to be aware of cultural shifts because it helps them identify new products that consumers will want to buy.
- 4 Subculture is a group of people with shared value systems based on common life experiences and situations. Examples will vary but should include one of the following: nationalities, religions, racial groups and geographic regions.
- 5 REGIONS (Atlantic provinces, Quebec, Central Canada, the Prairies, British Columbia);
FOUNDING NATIONS (English, French, Aboriginal);
IMMIGRANTS AND VISIBLE MINORITIES (Chinese, South Asian people);
AGE (mature consumers).
- 6 Answers will vary but should include: Chinese households in Canada spend more than the average Canadian households; Chinese Canadians tend to use the Internet more than the TV and radio; and Chinese Canadians would spend more if advertisements were in their native tongue.
- 7 Marketers are targeting mature consumers because they are the largest and wealthiest group. For example, Home Depot offers “do it for me” services, and Dove markets a pro-age line of products.
- 8 Social classes are the relatively permanent and ordered divisions in a society whose members share similar values, interests and behaviours.
- 9 If Canadians think of a social class at all, they mostly consider themselves middle class. Marketers need to keep this in mind because people within a given social class tend to exhibit similar buying behaviour.

VOCABULARY BUILD (pages 63–64)

- 1 **approach**
- 2 innovation
- 3 seek
- 4 hurdle
- 5 initial
- 6 adopt
- 7 venturesome
- 8 laggards
- 9 affect
- 10 compatible
- 11 perceive
- 12 refrain from
- 13 recession
- 14 awareness

READING 3 (page 65)

To Buy or Not to Buy

A. Answers will vary.

B. Answers will vary.

C.

1 A textbook

2 Four

3 To give definitions

4 To describe stages and influences in the adoption process

5 A process essay

D.

1 awareness, interest, evaluation, trial, adoption

2 innovators, early adopters, early majority, late majority, laggards

3 relative advantage, compatibility, complexity, divisibility, communicability

FOCUS ON WRITING (pages 68–69)

Writing Definitions

B.

	WORD TO BE DEFINED	TO BE (<i>is/are</i>)	NOUN OR NOUN PHRASE	RELATIVE PRONOUN	RELATIVE CLAUSE
1	Culture	is	the set of basic values, perceptions, wants and behaviours	that	are learned by a member of society from family and other important institutions.
2	Subculture	is	a group of people with shared value systems	that	are based on common life experiences and situations.
3	Social classes	are	the relatively permanent and ordered divisions in a society	whose	members share similar values, interests and behaviours.
4	A new product	is	a goods, service or idea	that	is perceived by some potential customers as new.

C. Answers will vary.

LEAP: Reading and Writing

Answer Key

CHAPTER 4: Branding: The Positive and the Negative

READING 1 (page 72)

Brand Loyalty and Brand Equity

A.

1 Brand loyalty is defined as the degree of consumer attachment to a particular brand of product or service.

2 The three stages of brand loyalty are brand recognition, brand preference and brand insistence.

3 It is important to keep a customer loyal because it is easier (less expensive) to keep an existing customer than it is to convert/find/convince a new customer.

4 From a consumer perspective, brand equity is the value the consumer receives over and above the value of the product itself. From a corporate perspective, brand equity is the value attributed to the name/brand itself.

B. Answers will vary.

FOCUS ON WRITING (page 74)

Learning Collocations

brand name

brand insistence

brand equity

brand loyalty

brand recognition

brand preference

VOCABULARY BUILD (pages 74–77)

A.

1 slogan:	short phrase that is easy to remember and used by advertisers, politicians and organizations (noun)
2 stabilize:	make something firm or steady (verb)
3 attributes:	qualities or features (noun)
4 strategic:	done as part of a plan (adjective)
5 perception:	way you think about something; your idea of what it is like (noun)
6 proposal:	formal plan or suggestion (noun)
7 stalled:	stopped making progress or developing (verb)

8 infringe:	do something that is against a law or someone's legal right (verb)
9 quirky:	unusual, especially in an interesting way (adjective)
10 intuitive:	based on a feeling rather than on knowledge or facts; able to understand situations without being told (adjective)
11 synonymous:	very closely connected to something else (adjective)
12 resurrect:	bring back an old activity, belief, idea etc. (verb)
13 generic:	(product) without a special name to show that it is made by a particular company; relating to a whole group of things rather than to one thing (adjective)
14 tangible:	clear enough or definite enough to be easily seen or noticed (adjective)
15 mission:	purpose or most important aim of something; important job that someone has been given to do (noun)

READING 2 (page 80)
Branding Strategy

1 Brands should identify the function of a product, as does Beautyrest. Brands should be distinctive, such as Research in Motion (RIM). The brand name should be able to cover more than one product, such as RIM or Apple. The brand name should transfer well across cultures and languages, such as Kodak. The brand name should be available and not in use by another company. The brand name should be memorable, like Google.

2 Marketers can position their brands at the level of attributes, benefits and values. Examples will vary for the second part, but the text example is P&G, Pampers diapers.

3 Answers will vary.

4

LINE 4:	brand name	LINE 8:	marketing strategies
LINE 4:	brand positioning	LINE 64:	product attributes
LINE 8:	target market	LINE 74:	desirable benefit

VOCABULARY BUILD (pages 82–84)
 Answers will vary.

FOCUS ON READING (page 85)
Relating Text Organization to Content

1 Answers will vary, but here are some possibilities: "Marketing's Impact on Individual Consumers"; "Marketing's Impact on Society as a Whole"; "Marketing's Impact on Other Business Firms."

2 The points in this paragraph that are used as headings in this reading are high prices, deceptive practices and high-pressure selling. Points in the paragraph that are

not headings in this reading are shoddy or unsafe products, planned obsolescence and poor service to disadvantaged consumers.

3 The final sentence of the second paragraph suggests that unfair practices in marketing are not sustainable if a company wants to encourage a long-term relationship with a consumer. This reflects the authors' opinions.

4 The points listed in the third paragraph are used as subheadings for the next eight paragraphs.

5 The paragraphs list the points to be discussed. Most points are used as subheadings in the text. The points are mostly listed in parallel structure.

6 The consistent pattern of presentation throughout this text is that the negative consequence/impact of branding/marketing is stated in the first paragraph. The second (and sometimes third) paragraphs refute, contradict or answer this accusation.

7 Persuasive essays. It is a good way to present the negative information and then provide an answer to the "accusation."

READING 3 (pages 86 and 89)
The Negative Consequences of Branding

A. (page 86) Answers will vary.

B. (page 89)

NEGATIVE IMPACT	RESPONSE TO THE NEGATIVE IMPACT
A long-standing charge is that ...	How do resellers answer these charges? They argue that intermediaries do work that would otherwise have to be done by manufacturers or consumers.
Modern marketing is also accused of ...	Marketers respond that advertising does add to product costs, but that it also adds value ... At the same time, companies are cost conscious about promotion and try to spend their money wisely.
Critics also charge that ...	Marketers respond that ...
Marketers are sometimes accused of ...	The Competition Bureau acts as a watchdog to prevent such practices ... Marketers argue that most companies avoid deceptive practices.
Salespeople are sometimes accused of ...	But in most cases, marketers have little to gain from ...

C. Answers will vary but should include: *however, but, in contrast, although.*

LEAP: Reading and Writing Answer Key

CHAPTER 5: Philosophies of Medicine

READING 1 (page 92)

CONVENTIONAL MEDICINE	COMPLEMENTARY AND ALTERNATIVE MEDICINE
surgery, antibiotics, biomedicine, blood tests, chemotherapy, pharmaceutical drugs, radiation, vaccination, Western	yoga, acupuncture, ayurveda, Eastern, herbal medicine, prayer, qigong, traditional Chinese medicine, vitamin supplements

VOCABULARY BUILD (pages 93–94)

A. Answers in table below.

B. *Treat* suggests a longer relationship with the patient. *Perform* suggests something that is a single occurrence of a medical treatment.

TYPE OF PRACTITIONER	WHAT THE PRACTITIONER DOES
1 dentist	<u>1</u> treats a patient's teeth
2 optometrist	<u>4</u> treats pain by manipulating bones and muscles
3 surgeon	<u>5</u> treats pain by manipulating muscles and suggesting specific exercises
4 chiropractor	<u>6</u> treats a disease by exposing the patient to small amounts of the substance that causes the disease
5 physical therapist	<u>9</u> treats pain by massaging muscles
6 homeopath	<u>2</u> treats a patient's eyes and orders glasses or contact lenses
7 herbalist	<u>8</u> treats pain by inserting small needles into a patient's body
8 acupuncturist	<u>10</u> pretends to be a doctor (term showing strong disapproval)
9 massage therapist	<u>3</u> performs operations in a hospital
10 quack	<u>7</u> treats diseases with medicine made from plants

C. Answers will vary.

D. Answers will vary.

E.

KIND OF DOCTOR	KIND OF MEDICINE PRACTISED
1 dentist	dentistry
2 optometrist	optometry
3 surgeon	surgery
4 chiropractor	chiropractic
5 physical therapist	physical therapy
6 homeopath	homeopathy
7 herbalist	herbal medicine
8 acupuncturist	acupuncture
9 massage therapist	massage therapy
10 quack	quackery

READING 2 (pages 94–99)
Complementary and Alternative Medicine

A. Notes will vary, but here are some possibilities.

1 (page 96)

TRADITIONAL CHINESE MEDICINE	NOTES
PHILOSOPHY: What is the main idea, approach or theory?	TCM views an individual as connected to the broader universe. The yin/yang theory suggests that there are complementary yet opposing forces that must be balanced inside the body. These are represented by a series of oppositions (cold/hot) and five elements (fire, earth, water, wood and metal). The life force “qi” flows through the body along pathways called “meridians.”
METHOD: What do the practitioners actually do?	Practitioners observe patients carefully, and treat illness through herbal medicine and acupuncture.
YOUR THOUGHTS: Do you think this system is effective? Explain your answer.	Answers will vary.

2 (page 97)

HOMEOPATHY	NOTES
PHILOSOPHY: What is the main idea, approach or theory?	“Like cures like” is the basis of homeopathy. Practitioners expose patients to weakened forms of the substance that they believe is causing the illness.
METHOD: What do the practitioners actually do?	Patients are exposed to solutions made from plants, minerals or animals. Treatments are designed for each individual.
YOUR THOUGHTS: Do you think this system is effective? Explain your answer.	Answers will vary.

3 (page 98)

NATUROPATHY	NOTES
PHILOSOPHY: What is the main idea, approach or theory?	Nature has healing powers, and patients can return to a healthy state or “balance.” Prevention is the best cure is another key belief.
METHOD: What do the practitioners actually do?	Practitioners may counsel patients on how to lead a complete and balanced lifestyle. Treatments are designed for each individual.
YOUR THOUGHTS: Do you think this system is effective? Explain your answer.	Answers will vary.

4 (page 99)

CHIROPRACTIC	NOTES
PHILOSOPHY: What is the main idea, approach or theory?	The body has the ability to self-heal. A healthy spine is central to a healthy body. Problems in other parts of the body may be apparent when the patient has a sore back.
METHOD: What do the practitioners actually do?	Chiropractors manipulate the spine in the hope of making a patient feel better.
YOUR THOUGHTS: Do you think this system is effective? Explain your answer.	Answers will vary.

FOCUS ON WRITING (pages 100–101)

Considering the Academic Perspective

Answers will vary, but here are some possibilities.

- 1 Chiropractors can help reduce back pain.
- 2 Acupuncture can help many people.
- 3 Although some people believe ginseng will make them more intelligent, this claim has not been scientifically proven.
- 4 Increasing numbers of people suffer from allergies.
- 5 Homeopaths believe the body has an innate ability to heal itself.

VOCABULARY BUILD (pages 101–103)

A.

1 analysis: obtained:	detailed examination got something that you wanted, especially through your own effort, skill or work
2 authority:	power you have because of your official position
3 dimensions:	parts of a situation or a quality involved in it; how great or serious a problem is
4 modifications:	small changes made in something such as a design, plan or system

5 entities:	things that exist as single and complete units
6 features:	parts of something that you notice because they seem important, interesting or typical
7 identified:	recognized something or discovered exactly what it was, what its nature or origin was
8 individual:	considered separately from other people or things in the same group
9 passive:	accepting, without taking any action
10 rationally:	based on reason rather than emotion
practitioner:	someone who works as a doctor
empathy:	ability to understand other people's feelings and problems
11 implementation:	application of actions or changes that you have officially decided should happen
procedures:	ways of doing something
12 process:	series of actions that are done in order to achieve a particular result
13 relies:	trusts or depends on someone or something to do what you need or expect them to do
14 underlying:	(cause or idea) that is the most important, although it is not easily noticed
alienation:	feeling of not being part of society or a group

READING 3 (pages 103–109)
More Medical Models

A. (page 103)

- | | |
|---|-----------------------|
| 1 Definitions of Western and humanistic models | ENDS LINE: <u>43</u> |
| 2 Patient as physical entity OR physical and emotional entity | ENDS LINE: <u>92</u> |
| 3 Medicine based on science OR on science and intuition | ENDS LINE: <u>119</u> |
| 4 Doctor as authority figure OR empathetic figure | ENDS LINE: <u>161</u> |

B. (pages 107–109)

1 The biomedical model of medicine is the dominant model in developed countries. It reduces patients to their body parts and considers the body as a machine. The doctor is emotionally detached from the patient in order to be objective and scientific. The doctor's role is to replace or heal the diseased body part and prevent death. This emotional detachment can alienate the patient from the doctor. Sometimes the doctor's schedule seems more important than the patient's health.

2 The humanistic model of medicine emphasizes the emotional, psychological and social dimensions as well as the physical dimension of the patient. It recognizes doctor intuition and emotion. It views the patient as an active partner in his or her treatment.

3 In the biomedical model, the patient is a machine. The role of the doctor in this model is to identify the disease and to remove or replace the diseased/ill part of the machine. Students may relate to the patient in this model if they have ever felt their doctors are concerned only with their physical well-being, and not with their mental well-being.

4 The humanistic model views the patient as a whole—a person with emotional, social and spiritual dimensions. The doctor recognizes that the mind and body can influence each other, and the goal of the doctor is to select a treatment that addresses the whole of the patient.

5 The only medical knowledge recognized by the biomedical model of medicine is knowledge based on science and clinical trials—“randomized, double-blind, concurrently controlled” trials. No other knowledge is recognized as valid.

6 While the humanistic doctor recognizes the value of scientific knowledge, he or she does not ignore the value of intuitions and emotions.

7 The patient plays an active role in healing. The patient’s experience is valued.

8 The doctor identifies the patient’s illness and decides on the best treatment, often without discussing it with the patient first. The doctor tries to prevent death at all costs. The doctor is emotionally detached from the patient. The patient is passive. The physician is an authority figure.

9 The doctor is concerned about the emotional and the physical health of the patient. The doctor is empathetic. The doctor and the patient work together to achieve wellness and they regard each other with mutual respect. Death is not always viewed as a negative outcome.

FOCUS ON READING (page 109)
Recognizing a Compare and Contrast Text

A.

SECTION	MODEL OF MEDICINE IN ORDER OF APPEARANCE IN THE TEXT
1 Definitions of Western and humanistic models	1 biomedical model 2 humanistic model
2 Patient as physical entity OR physical and emotional entity	1 biomedical model 2 humanistic model
3 Medicine based on science OR on science and intuition	1 biomedical model 2 humanistic model
4 Doctor as authority figure OR empathetic figure	1 biomedical model 2 humanistic model

B.

Section 1: **In response to the quality-of-care crisis, ...**

Section 2: **The biomedical world view is modified in humanistic or humane models ... AND Instead of reducing the patient to the physical body alone ...**

Section 3: **Although the humanistic or humane models share many ... features with the biomedical model ...**

Section 4: **Instead of the physician being rationally concerned in an emotionally detached manner for the patient’s diseased body part ...**

ACADEMIC SURVIVAL SKILL (page 113)
Avoiding Plagiarism by Referencing

A. Answers will vary.

LEAP: Reading and Writing Answer Key

CHAPTER 6: Vaccines

READING 1 (page 119)

The Body's Defenses

B. (LINE 2) internal criminals; (3) hostile agents; (14) external defenses; (16) dispose of; (24) defense mechanisms; (29–30) penetrate; (32) invader; (34) disposal system; (34) eliminate the threat; (39–40) enemy agents; (40) trained observers; (40) weapons knock them out; (75) optimal resistance

C.

1 The body's three systems of defense are the external defenses, the innate immune system and the adaptive immune system.

2 Examples of the body's external defenses are skin, eyelashes and mucus.

3 To be effective, an immune system must have a way of recognizing the invader (bacteria or a virus), it must have a disposal system, and it must have a communication system to regulate the activity.

4 The innate immune system responds quickly (possibly within minutes or hours), and it has broad recognition of invaders, but its recognition is general and not specific. The adaptive immune system is slower (can take days to respond) but can recognize specific invaders. It also has memory, so its response to a second exposure will be faster.

5 What is new and surprising is the fact that the innate and adaptive immune systems interact extensively.

VOCABULARY BUILD (pages 119–120)

A.

- 1 syringe (**noun**); vaccine (**noun**)
- 2 vaccination (**noun**); contract (**verb**)
- 3 to be vaccinated (**verb**); needle (**noun**)
- 4 injects (**verb**)
- 5 inoculation (**noun**); immunity (**noun**); resist (**verb**)
- 6 vaccinated (**verb**); immune (**adjective**)
- 7 immunization (**adjective**); flu (**noun**)
- 8 adverse (**adjective**); rare (**adjective**)

B.

immunize (v.), inject (v.), inoculate (v.), vaccinate (v.)

adverse (adj.), negative (adj.)

contract (v.), get (v.)

eliminate (v.), eradicate (v.), knock out (v.)
 elimination (n.), eradication (n.)
 immunization (n.), inoculation (n.), vaccination (n.)
 immune (adj.) from, protected (adj.) against
 injection (n.), needle (n.), shot (n.), syringe (n.)

VOCABULARY BUILD (pages 123–125)

A.

DISEASE	SYMPTOMS
1 diphtheria	<u>6</u> Causes coughing that is difficult to stop. Can be fatal.
2 hepatitis B	<u>4</u> Causes fever, sore throat, runny nose and red spots on the body.
3 influenza (flu)	<u>5</u> Causes painful swelling in the neck.
4 measles	<u>9</u> Causes red spots on the body. Can damage an unborn child if the mother is infected.
5 mumps	<u>7</u> Causes muscle degeneration ranging from twisted arms and legs to an interruption of breathing. Can be fatal.
6 pertussis (whooping cough)	<u>1</u> Causes infection of the throat that makes breathing difficult. Can be fatal.
7 polio	<u>11</u> Occurs when bacteria penetrate the skin and causes the muscles, and especially the jaw, to become stiff.
8 rabies	<u>12</u> Causes infection of various body parts, but especially the lungs. Makes breathing difficult. Can be fatal.
9 rubella	<u>8</u> Occurs when bitten by an infected animal. Causes headache, fever, pain, violent movements. Can be fatal.
10 smallpox	<u>3</u> Causes symptoms of a bad cold: runny nose, sore throat, aching muscles, sometimes fever.
11 tetanus (lock jaw)	<u>10</u> Causes red spots on the skin. Can be fatal. Has been eradicated worldwide.
12 tuberculosis (TB)	<u>2</u> Causes inflammation of the liver and vomiting. Can be fatal.

B.

1 adaptive:	able to change
2 pathogens:	agents that cause disease in your body: bacteria, viruses, germs
3 attenuated:	weakened or made less
4 available:	accessible, able to be used or easily found
5 beneficial:	having a good effect, helpful
6 correspond:	be the same as something else, match
7 criteria:	standards by which you judge something

8 enhanced:	improved, made better
9 enormously:	very or very much
10 estimates:	calculates
11 function:	purpose
12 generation:	people of the same age—within a lifetime
13 induces:	encourages, causes
14 maintained:	kept, continued
15 specific:	detailed and exact
16 susceptible:	likely to be affected by; in danger from
17 transmission:	process of sending out, spreading

READING 2 (pages 127–128)
Control of Infectious Disease

1 The function of a vaccine is to induce the memory of the adaptive immune system without actually causing the disease.

2 The four requirements for a successful vaccine are effectiveness, safety, stability and affordability.

3 Jenner’s cowpox vaccine eliminated smallpox, and several other diseases (e.g., measles, diphtheria) are disappearing rapidly thanks to vaccination. After the introduction of each vaccine, the death rate from the disease rapidly decreases. The WHO estimates that vaccination saves three million lives per year, and if vaccines were available universally, possibly five million people could be saved each year.

4 One way is herd immunity. This term describes the effect that occurs when *most* people in a community are vaccinated. When most people are inoculated, those few people who can’t be immunized are protected. The second way occurs when an attenuated (weakened) version of the pathogen replaces the pathogenic (infectious) type of pathogen. People may be exposed to it and develop resistance to both forms of the pathogen without knowing.

5 The strain may change constantly (influenza); the disease may exist in the wild animal population, which makes it difficult to target; in some parts of the world, vaccines may be less effective for unknown reasons; in some cases, there are no vaccines available.

6 It can be very expensive to develop a vaccine, and to pay legal fees if anything goes wrong with the vaccine.

7 The cold chain refers to the need to refrigerate vaccines to prevent spoiling. If the vaccine must be transported across the world, it is sometimes difficult to maintain the refrigeration required.

8 In the comparatively wealthy West, vaccines are considered a cheap form of health care. In developing countries, even a small cost for the vaccine may be considered too expensive.

FOCUS ON WRITING (page 130)

Writing in the Third Person

Answers will vary, but here are some possibilities.

1 Babies should be vaccinated to avoid the possibility that they may contract a disease early in their lives.

2 Unvaccinated children that live long enough ...

3 Vaccines that reduce the chance of death are beneficial to society.

4 Sometimes, people can't be vaccinated. They have severe allergic reactions to some part of the vaccine, or their immune systems may be too weak to receive the vaccines.

5 Tourists who accidentally expose themselves to diseases may bring the sicknesses back to their countries.

READING 3 (pages 130 and 133)

Vaccine Brain Damage

A. (page 130) Answers will vary, but students should include that this story is written in the first person and it is written in the past. The paragraphs are relatively short and the vocabulary is easier.

B. (page 133)

1

- Lucia had her hepatitis B shot.
- She developed flu symptoms after her first shot.
- Six months later, she could hardly read, follow a TV show, speak with her friends.
- She had a hard time sleeping.
- She experienced excessive fatigue.
- She made a partial recovery.
- She used acupuncture, diet, herbs and vitamins to strengthen her body.
- She has irreversible brain damage.
- She has chronic fatigue syndrome.
- She saw a chiropractor.
- She had a SPECT scan that told her she had brain damage as if she had experienced electric shock therapy.
- She worries about the teenagers getting hepatitis B shots.
- She is writing to educate people and hopefully prevent other adverse reactions.

2 Answers will vary.

3 No, there is no scientific proof provided in this narrative.

C. Answers will vary.

FOCUS ON READING (page 135)

Evaluating Information

Answers will vary.

LEAP: Reading and Writing Answer Key

CHAPTER 7: Risk Perception

READING 1 (pages 138 and 140)

Risk Tolerance

A. (page 138) Answers will vary, but here are some possibilities.

1 When people need to think about what they are doing, and make decisions based on how they see the situation, they are more confident about the outcome.

2 When people don't understand a situation, or don't have enough information, they are wary or unsure of the outcome.

3 Some people have no fear and are willing to do or try anything.

4 He didn't understand that something will happen as a result of a particular action.

5 Dangerous chemicals can cause accidents or problems in a laboratory setting.

6 When someone is in a situation where they are not protected from something dangerous, they increase their chances of getting an illness.

7 Some people are so careful to avoid danger or risk that they avoid every activity—even activities that are not likely to cause them injury.

B. (page 140)

1 Susan was worried that trace amounts of TCE would cause cancer in her child.

2 Answers will vary, but students might suggest since Susan is a parent of a student, she is worried for her child.

3 Susan is overweight and she smokes. She has control of these risks but doesn't seem to be worried about them.

4 Answers will vary. Some students might think that her low risk tolerance for her daughter's exposure to a hazardous chemical is completely justified, while others might say Susan should be more worried about her weight and smoking.

FOCUS ON WRITING (page 141)

Writing Conditional Sentences

Answers will vary.

VOCABULARY BUILD (pages 142–143)

A.

1 abated:	weakened or ended
2 unique:	individual, one of a kind
3 genders:	male or female
4 evidence:	proof
annual:	yearly (every year)
5 evolution:	idea that plants, animals and humans grow and change over time
6 factors:	things that influence or cause a situation
7 rampant:	difficult to control
8 circumstances:	conditions or situations
9 react:	behave in a particular way (respond)
10 phenomenon:	something that exists, that is worthy of study
11 confers:	gives
12 predict:	say what will happen in the future
trigger:	start
13 respond:	behave in a particular way (react)
14 ultimately:	in the end

READING 2 (page 144)

What Makes Us Afraid?

1 Answers will vary, but if we don't have accurate information about risks, we can make bad decisions, or our decisions can be biased by fear.

2 Answers will vary, but here are some possibilities.

FACTORS THAT INCREASE OUR PERCEPTION OF RISK	FACTORS THAT DECREASE OUR PERCEPTION OF RISK
<ul style="list-style-type: none"> ▪ If risks are new, they are more frightening than old risks. ▪ If a risk involves an ugly death, then we will be more afraid of it than of risks that seem to involve a more "normal" death. ▪ If we don't trust people or activities, we are more likely to be afraid. ▪ If we have heightened awareness of a risk, that increases our fear of it. ▪ If there is uncertainty about the effects of a new technology, we are more likely to be afraid. ▪ If our children are at risk, we are more afraid. ▪ If a danger is local, we are more afraid than if the danger is distant. 	<ul style="list-style-type: none"> ▪ If risks are naturally produced, they are less frightening than human-made risks. ▪ If we can choose an activity, we are less likely to worry about the outcome than if the risk is forced upon us. ▪ If risks are associated with a benefit, we are less afraid of it. ▪ If we have control over a risk, we are less afraid of it. If we have less control, we are more afraid of it.

3 Susan is a parent, worried about her child, in a situation of very little control because the chemical exposure was forced upon her daughter. She is worried about her daughter getting cancer, which is a terrible way to die. The threat occurred in her local school, to her own daughter, so she is very afraid. It is a human-made risk, which increases her fear. There are no benefits to chemical exposure, so the risk it represents is unacceptable.

4 When we perceive a risk, we avoid it, which allows us to survive. Risk perception factors are similar across cultures, genders and age groups.

5 Different people are afraid of different things because they have been exposed to different experiences, have different values and have different family circumstances (for example, not everyone has children).

VOCABULARY BUILD (page 149)

A.

KEY WORD	DEFINITION
1 altered* (v.)	<u>1</u> changed
2 anecdotal (adj.)	<u>10</u> forced
3 confined* (v.)	<u>16</u> probably
4 distorted* (adj.)	<u>15</u> in spite of the fact just mentioned
5 epidemiological (adj.)	<u>18</u> information printed in a book, magazine, etc., so the public can read it
6 equivalent* (adj.)	<u>17</u> belief about what is right and what is wrong
7 established* (adj.)	<u>3</u> restricted or limited
8 furor (n.)	<u>4</u> changed in appearance so it is unclear
9 hierarchy* (n.)	<u>6</u> identical, the same
10 imposed* (adj.)	<u>2</u> based on a personal story
11 incidence* (n.)	<u>5</u> showing how diseases are transmitted
12 interventions* (n.)	<u>19</u> differ
13 licensing* (n.)	<u>20</u> done willingly without being forced
14 media* (n.)	<u>21</u> happening in many places at once
15 nevertheless* (adv.)	<u>13</u> approval to own or do something for a period of time
16 presumably* (adv.)	<u>7</u> existing for a long period of time
17 principle* (n.)	<u>11</u> frequency or rate, the number of times something happens
18 publication* (n.)	<u>12</u> involvements in a problem in order to make the situation better
19 vary* (v.)	<u>9</u> system of organization that places more important things at the top and less important things at the bottom
20 voluntary* (adj.)	<u>14</u> all the organizations that provide information to the public, such as radio, television, newspapers, Internet
21 widespread* (adj.)	<u>8</u> sudden expression of anger among a large group of people about something that has happened

READING 3 (pages 150–153)
Risk Perception and Vaccination

A. (pages 150–152) Answers will vary, but here are some possibilities.

Section 1: **Problems with Vaccines**

Section 2: **Reasons for Perceiving Vaccination as Risky**

Section 3: **Why Risk Tolerance Varies**

Section 4: **Costs of Reducing Risk**

Section 5: **Conclusion**

B. (page 153)

1 It is quite clear that the author believes the risks of vaccination are acceptable. The last paragraph indicates that the author believes that public perception about the risks of vaccination are distorted (i.e., the public believes it is more dangerous than it really is), and that this distortion makes vaccination an important phenomenon to study.

2 Smallpox was such a horrible and frightening disease that the adverse reactions vaccination caused were considered acceptable because of the widespread public benefit of eradicating the disease.

3 The author says that the study was an “anecdotal description” of a small number of children. This suggests the study did not meet scientific standards.

4 Vaccines may appear more risky than they are because the media emphasizes the adverse reactions and disregards the protection vaccines offer. Some people believe that herd immunity will protect their children. Others are part of the anti-vaccination movement that does not trust biomedicine. And some believe that the precautionary principle should be used to prevent the use of vaccines that are not 100-percent safe.

5 People will accept risks if the risks are voluntary and offer obvious benefit. Also, people will accept risk in some sports and in operations, but not in driving, biking, drugs or vaccination.

6 The author is saying that there are significant costs to eradicating public risk.

7 Answers will vary.

FOCUS ON READING (pages 154–155)
Identifying Cause and Effect

A. Answers will vary.

B. Answers will vary.

**LEAP: Reading and Writing
Answer Key**

CHAPTER 8: The Slow Food Movement

VOCABULARY BUILD (pages 158–159)

A.

1 happy meal:	(n.) McDonald’s meal for children
2 revel in:	(v.) enjoy very much
old-fashioned:	(adj.) belonging to the past
3 labour:	(n.) work, effort
4 feast:	(n.) large meal for a special occasion
tempt:	(v.) persuade
5 conform:	(v.) behave or be as expected
accessible:	(adj.) easy to find or reach
6 aspects:	(n.) parts of
7 corporate:	(adj.) belonging to big business
8 chapter:	(n.) local members of a large organization such as a club
founded:	(v.) established, begun
9 acknowledges:	(v.) admits or recognizes that something is true
inherent:	(adj.) characteristic, built in
10 initiative:	(n.) important new plan
11 institutions:	(n.) large, well-established organizations that exist for a purpose (e.g., education or finance)
12 promote:	(v.) encourage something to grow and develop
13 teaming up with:	(v.) joining, working together
resources:	(n.) useful things that can help you build—typically money, land, oil, minerals or personal abilities
14 foodies:	(n.) people who like food
convivium:	(n.) conference for Slow Food foodies
specifically:	(adv.) intended for one group or type of person
15 inaugural:	(adj.) first
16 laments:	(v.) express feelings of sadness about something
17 culinary:	(adj.) cooking

READING 1 (pages 159–160)

Slow Food in Canada

1 The text is a newspaper article. Students should know this from a variety of clues. The reference indicates the source of the text, but the text is also organized like a newspaper article. There is a title and subtitle, short stories of individuals, short paragraphs and quotations.

2 Stephanie likes to shop for home-grown local foods and prepare them in the old-fashioned way. She thinks it's important because she believes many young people have lost their connection to food production. She thinks young people should be educated about where their food comes from.

3 They are planning a "convivium," which will bring young people together to make a meal; they will travel to farms and markets to buy fresh food.

4 The Slow Food movement is against the mass production of food, which is controlled by large corporations. These corporations control our food systems, and the Slow Food movement encourages people to buy local produce to support neighbouring farmers and encourage food variety.

5 There are conviviums planned at the universities, and elementary-school children are planting a garden behind their school to provide food for their cafeteria.

6 Kolk suggests that students may not have enough money to buy (possibly) more expensive local food, and they may not have the ability to travel to farms and markets to buy local fresh food.

7 Young people can team up with others to shop together, travel to markets to purchase local food, and plan ahead by preserving fruit and vegetables during the summer months to eat during the winter months.

8 Answers will vary.

FOCUS ON WRITING (page 164)

Selecting Vocabulary to Express Opinions

Answers will vary, but here are some possibilities.

1 Today, North American salmon are tampered with/manipulated to explode to an unnatural/extreme size six times as large as nature intended.

2 With new strains of rice, farmers can rush/push/bully nature into producing two or more harvests within a single year.

3 There are unnatural varieties of peaches that can now be picked when they are rock hard and shipped across continents, consuming fuel and energy for transportation.

READING 2 (page 167)

In Praise of Slowness

1 Farmers use chemical fertilizers, pesticides, intensive feeding, antibiotic digestive enhancers, growth hormones, rigorous breeding and genetic modification to cut costs, boost yields and make livestock and crops grow more quickly.

2 The author reports that the Slow Food movement began in 1986, when Carlo Petrini saw a McDonald's in the middle of Rome. He was disappointed that a fast-food restaurant was so prominently located in Italy, so he began to write about slowing eating and food production.

3 Slow Food activists organize dinners, workshops and school visits. They have opened a university near Bra, Italy, where people can study food production, history and cooking. It advises on school curriculum and national initiatives. It also identifies artisanal food that is close to extinction and tries to bring it to market.

4 Organic farmers do less damage to the soil by using only natural means to encourage plant and animal growth and eliminate pests. They are careful not to pollute the water, eliminate other plants or animals or allow soil depletion. Organic farming protects wildlife.

5 The Slow Food movement supports food variety, in both plants and animals because factory farming reduces our food options and also disrupts ecosystems. Monoculture also means plants and animals are more susceptible to disease.

VOCABULARY BUILD (pages 168–170)

1 abandoned:	left behind, stopped
2 cultivated:	farmed
3 previously:	before a particular point in time
4 intensification:	great increase in degree or strength
5 despite:	in spite of, notwithstanding
6 valid:	reasonable, sensible
7 ensure:	make sure that something will happen
8 contributed:	been a part of, helped
9 modes:	ways, means
10 convinced:	feeling that something is true, sure of
11 sphere:	particular area of work, knowledge or activity
12 element:	part of a larger system
13 ranges:	includes a variety of different things
14 empirical evidence:	scientific proof (and not theory)
15 incompatible:	unable to coexist
16 procuring:	purchasing, getting, finding
17 crucial factor:	determining influence
18 radical:	big and important
19 contradiction:	two things that both cannot be true
20 emerging:	in an early state, beginning to show itself

READING 3 (pages 170–171) A Slow Food Nation

1 Petrini says that although we are producing more food than we need, we can't feed the world's population. Cultivated land is turning to desert due to water shortages or is becoming polluted due to overuse of chemicals. Furthermore, the number of animal and plant varieties has been reduced.

2 He means that modern agro-industry (which he says is unsustainable) has killed many of the more traditional and sustainable methods of farming. This is why he calls agro-industry an "executioner." He says that it is also a victim, because he believes that agro-industry has become so efficient it has become invisible to consumers, so people have become disconnected from food production.

3 He suggests that agro-industry is destroying the planet, and we must change these methods of food production if we are to save the planet.

4 Petrini blames Western agriculture for unnatural methods of food production—specifically, chemicals—that have poisoned the earth.

5 Agricultural monocultures are created for the purposes of efficiency, but they eradicate plant and animal variety and damage the Earth's natural systems. Despite this fact, this is the model of agriculture that most of the world's farmers try to follow.

6 This term combines the words *agriculture* and *industry*. Agriculture should be organic, and industry is mechanical. That is why Slow Food advocates object to this term, and the methods encompassed by it.

7 Petrini writes about damage to ecosystems, the persistence of world hunger and the loss of traditional food production methods.

8 New agriculture should be sustainable and based on traditional knowledge. It will be an improvement over tradition but will remember to avoid the mistakes of the recent past. Farmland that has been abandoned should be cultivated again, and traditional knowledge of food production methods should be spread. Farmers should be paid fairly for their work. The new agriculture should respect both old traditions and new technologies.

9 He believes the current situation requires a radical change in thinking—a move towards more production of more food varieties. Humans must be more humble and responsible to nature.

FOCUS ON READING (pages 174–175) Reading Multi-Clause, Multi-Phrase Sentences

(page 174)

Food production is rising, the amount of cultivated land is increasing, and 22 percent of the world population (almost half of the total workforce) is engaged in agriculture, but the food produced for twelve billion people is in fact not enough to feed the six billion who actually live in the world.

(page 175)

Biodiversity is rapidly diminishing, especially agro-biodiversity, with a continual reduction in the number of animal breeds and vegetable varieties that have for centuries contributed to the sustenance of entire regions in a perfectly sustainable alliance between man and nature.

(page 175)

1 Executioner, because the unsustainable methods of agro-industry have led to the disappearance of many sustainable production methods that were once part of the identity of the communities that practised them and were one of the highest pleasures for the gastronome in search of valuable knowledge and flavours.

2 Victim, because the same unsustainable methods—originally necessary in order to feed a larger number of people—have since turned the sphere of food and agriculture into a neglected sector, completely detached from the lives of billions of people, as if procuring food required no effort at all.

3 Politicians show little interest in it, except when pressured to do so by the most powerful international corporations of agro-industry, while the average consumer either does not reflect on what he or she is eating or has to make a titanic effort to obtain the information that will explain it.

4 As Debal Deb stated in a 2004 publication, modern agricultural and forestry sciences have created a simplification and homogenization of nature in order to minimize uncertainty and ensure an efficient production of commercial goods; agriculture today consists of an intensification of a few crops, to the detriment of a magnificent genetic diversity created through millennia of experimentation.

ACADEMIC SURVIVAL SKILL (page 177)

Expressing Opposing Ideas

A. Answers will vary.

B. Answers will vary.