

# Conestoga English Language Reader 3



# Conestoga English Language Reader 3

*Second Edition*

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# Contents

Acknowledgements	vii
Introduction	1
Part I. <u>Main Body</u>	
Chapter 1	5
<i>The Blue Box</i>	
Chapter 2	9
<i>The Honey Bee Hive</i>	
Chapter 3	13
<i>What Shapes Personality?</i>	
Chapter 4	16
<i>Working Under the Table</i>	
Chapter 5	20
<i>What is it like to work at Google?</i>	
Chapter 6	25
<i>Are you a Locavore?</i>	
Chapter 7	30
<i>Measurement</i>	
Chapter 8	34
<i>Thanks for Making My Day, Busker!</i>	
Chapter 9	39
<i>Co-op Ownership</i>	
Part II. <u>Answer Key</u>	
Answers: Chapter 1	45
Answers: Chapter 2	46
Answers: Chapter 3	47
Answers: Chapter 4	48
Answers: Chapter 5	49
Answers: Chapter 6	51
Answers: Chapter 7	52
Answers: Chapter 8	53
Answers: Chapter 9	54

### Part III. Vocabulary Practice

Definitions Chapter 1	59
Parts of Speech: Chapter 1	61
Fill in the Blanks: Chapter 1	62
Definitions Chapter 2	63
Parts of Speech: Chapter 2	65
Fill in the Blanks: Chapter 2	66
Definitions Chapter 3	67
Parts of Speech: Chapter 3	69
Fill in the Blanks: Chapter 3	70
Definitions Chapter 4	71
Parts of Speech: Chapter 4	73
Definitions Chapter 5	74
Parts of Speech: Chapter 5	76
Fill in the Blanks: Chapter 5	77
Definitions Chapter 6	78
Parts of Speech: Chapter 6	80
Fill in the Blanks: Chapter 6	81
Definitions Chapter 7	82
Parts of Speech: Chapter 7	84
Definitions Chapter 8	85
Parts of Speech: Chapter 8	86
Definitions Chapter 9	87

# Acknowledgements

## Land Acknowledgement

We wish to acknowledge and express gratitude to Indigenous peoples for their contributions as we work towards reconciliation by learning about the people, the land, and traditional territories on which we work and reside. Conestoga College is located on the traditional territory of the Anishinaabe, Haudenosaunee, and Neutral peoples.

## Gratitude and Thanks

It is important for me to recognize the handful of helpful humans that assisted in the production of this e-text.

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It is odd, but the Global Pandemic was also a contributor. Working virtually from home demonstrated a need for a text that couldn't be found and increased my awareness of online resources. So, yes, thank you COVID-19 for shaking things up, so I could see the opportunity to make this e-text!





# Introduction

This reader includes articles written from the perspective of English Language teachers 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 the chapter allows intermediate language students to enhance their vocabulary. This includes focusing on a list of 20 target vocabulary words from the Academic Word List in each chapter. Students are encouraged to use this reader to practice reading skills, engage in discussion, form opinions, and learn more words.



PART I  
MAIN BODY



# Chapter 1

## *The Blue Box*



### **Warm Up Questions**

1. *Do you recycle? Why or why not?*
2. *Where do you think the blue box originated?*
3. *How do/did you recycle household materials in your home country?*

### **Reading**



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/celr32ed/?p=22#audio-22-1>

*Listen to the reading shown below.*

1. In the 1970's when Nyle Ludolph moved away from the farm he grew up on, he began to work for Laidlaw, but the company had a different name back then. Laidlaw was a company that collected garbage within

Waterloo Region and brought it to the landfill site. What Nyle saw everyday in his job had an **impact** on him. The **impact** was **significant**.

2. Nyle's family lived a simple life on the farm where they produced their own food. When they killed an animal to eat, all the parts of the animal were used; nothing was wasted. When clothing became worn, it was fixed so that it could continue to be used. If furniture or appliances broke, repairs were made. **Similarly**, the farm machinery was cared for and **maintained**. When containers were emptied, they were reused; food waste was composted. Nyle grew up with a clear **vision** of careful living.
3. Nyle was attracted to the steady job and good income available as a garbage man. When he worked for Laidlaw, his job was to collect garbage from households in Waterloo Region. He was shocked to see how much waste was collected. From Nyle's point of view, there were many things that did not need to be taken to the landfill. He thought people could repair more **items**, but he also thought the cans, plastic and newspaper didn't belong in the landfill site. He was thinking of the environment; he looked for a different way to dispose of these **items**. Before he took his idea to the Laidlaw company, he wanted an **approximate** idea of what difference recycling would make. He and his wife and children started to separate the waste that they put out each week. They kept back the **items** that could be recycled, and they found that there was a reduction in the amount of trash they put out weekly. He could clearly see how his idea would **create** change.
4. After **approaching** his company with his ideas about **alternative** ways to dispose of the recyclable **items**, they sent him to a **conference** in Toronto. At the meeting in Toronto, Nyle made contact with others who were thinking about recycling. Some of the people he **connected** with had **initiated** a system in Toronto where they drove around and picked up materials left out for them. That Toronto neighbourhood was old and crowded and a number of people resided there. This **connection** with others who were thinking about recycling got Nyle thinking about the **potential** for his company back home in Waterloo Region.
5. When Nyle got back to work at Laidlaw, he was excited. His goal was to **exclude** recyclable materials from the landfill. He had thought of a plan for a complete recycling **process** to present to his company. The **process** that he planned started with residents **manually** separating these materials before pick up on garbage day. He had **created** a way to collect the cans, newspaper, and plastic. He thought the best way to collect these **items** would be to **equip** each household with a box where the recyclable goods could accumulate each week. This box could be put out at the same time as the garbage cans. He thought the residents of Waterloo would **cooperate** because reducing waste in the landfill would make them feel good. He saw the recycling boxes having a big **impact** in eliminating the amount of garbage dumped into the landfill.
6. Nyle's company **cooperated** to make the idea reality. They thought they could **integrate** the recycling pickup into the garbage pick up by collecting everything at the same time. Research was completed into what a box would look like. They decided to utilize a blue plastic box for the recycling materials because the colour would be easy to see in snow, or on grass as well as on a driveway. "We recycle" was printed on the side of the box to reinforce Nyle's idea that people would **cooperate** because it would feel good. Blue boxes were given to residents across Waterloo Region in 1986.
7. Nyle saw many things once he left the farm he grew up on. Could he see the **impact** of his idea today? In 2019 in Waterloo Region, 65% of household waste was redirected to recycling through the blue box and the sister program, the green bin. Blue boxes are used in communities across Canada.

## Comprehension Questions

*Answer the following questions in complete sentences.*

1. Describe three details about Nyle Ludolph's background.

2. Nyle did two different jobs at Laidlaw. What were they?
3. What did Nyle find shocking about garbage pickup?
4. What did Nyle learn at the conference in Toronto?
5. Why is the blue box blue?
6. In your opinion, how did Nyle's upbringing on the farm connect to the way he changed the garbage pickup?
7. How do you think recycling can be improved now?

[Access answer key.](#)

## Vocabulary Words

*Listen to the pronunciation of the words listed below.*



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/celr32ed/?p=22#audio-22-2>

---

alternative

approaching

approximate

conference

connect

cooperate

create

equip

exclude

impact

items

initiated

integrate

maintained

manually

potential

process

significant

similarly

vision

---

## Vocabulary Practice

[Access Definitions exercises](#)

[Access Parts of Speech exercises](#)

[Access Fill in the Blanks exercises](#)



# Chapter 2

## *The Honey Bee Hive*



### **Warm up Questions**

1. *How do you feel when you see a bee near you?*
2. *Do you prefer to eat honey or maple syrup?*

### **Reading**



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/celr32ed/?p=29#audio-29-1>

*Listen to the reading shown below.*

1. Honeybees have a reputation for working hard, and the reward for their **labour** is very sweet! There are about 50 000 bees inside an **average** beehive, and that group includes one queen bee, several drones, and thousands of worker bees. All the members of the hive have jobs to do; however, the drones and the queen have limited activities. The workers have the most complicated and variable **roles** within the hive. These jobs are all highly organized and change as they **develop** into fully grown **adult** bees.
2. The queen's job is simple. She lays eggs, so there are new bees in the hive during the seasons of activity. She will only leave the hive once in her lifetime. It is during this one flight that the queen bee mates with drones, who are the male bees in the hive. During this mating flight, the drones complete their one and only job – to mate with the queen. After this is complete, they are no longer a part of the day-to-day life of

the hive. When the queen returns to the hive after this one flight, she can lay eggs for the **duration** of her life. The queen also releases a chemical from her body that the other members of the hive can sense. This chemical **triggers** actions for the other bees in the hive. These simple jobs for the queen and the drones



are important for the hive.

3. The worker bees also have a very organized **sequence** of jobs. The workers take on new jobs as their bodies **mature**, and they can do more **physically** demanding tasks. When a new bee **emerges**, the first task is to eat. Mostly, they are fed by passing worker bees, but **eventually** they find the supply of honey and pollen and can feed themselves. **Subsequently**, they begin their first job in the hive. They clean. They clean the honeycomb cells, so the queen can lay more eggs. Once they are about 6 days old, they can feed the larvae that **develop** from the new eggs laid by the queen. When the young bee is about 10 days old, they **develop** the ability to produce wax. This means that they are now able to give more assistance to the hive by repairing and building the honeycomb. More honeycomb is needed through the busy summer months so that there is **adequate** room for eggs and honey. After **gaining** the ability to produce wax, the bees can also **collect** the pollen and nectar that other worker bees bring into the hive, **hence** storing it for the future. Throughout this first month of life, the new worker bees remain inside the hive.
4. All the worker bees in the hive are female. The worker bee's **development** of the ability to fly coincides with the need to leave the hive to **eliminate** waste from their body. Honeybees are extremely clean, and they never **eliminate** waste within the hive; workers even carry the waste from the queen to an area outside of the hive for her. Once the new worker bee flies out of the hive, she spends time learning how to fly. She does not travel far during the initial external flights. **Eventually**, this new worker bee will learn how to communicate through dance-like movements with the foraging bees who are **collecting** pollen and nectar from plants. In this cooperative manner among all the worker bees, the hive **collectively** will make honey. Then, the worker bee will spend the rest of her life bringing these precious materials back into the hive. Mostly, foraging bees travel a 2-kilometer range around the hive; they know when they have reached their own home because they recognize the chemical released by their queen. In the busiest summer months, a worker bee is very busy and may only live about 5-6 weeks total. Their life **eventually** ends when their wings become worn out, and they can no longer fly. Inevitably, a worker bee works herself to death.

5. Not all worker bees become foragers. A few workers will stay in the hive to give a different **contribution** to the group. They work as hive guards or as **attendants** for the queen. Guard bees watch the hive entrance. They will fight intruders and perhaps use their stinger to harm an intruder, which also leads to their own death. The workers that **attend** the queen help to feed and clean or groom her. They also carry her waste out of the hive.
6. So, the next time you sample the sweet taste of honey, think about the worker bees. The division of **labour** within the hive helps to complete the enormous task of keeping the bees alive and storing food for the cold winter months. Within the natural world, honeybees also play an important **role** for plants. This is a perfect example of a cooperative system.



## Comprehension Questions

*Answer the following questions in complete sentences.*

1. How many different types of bees are in a hive? What are they?
2. What is the first thing a worker bee does when they emerge (are born)?
3. How old is a worker bee when they develop the ability to fly?
4. How do bees communicate?
5. How does a foraging worker bee know when they have reached their own hive?
6. The lifespan for a worker bee varies. What influences how long they live?
7. The article describes a very complicated organization of jobs within the beehive. Can you think of another species that is organized in a similar way?

[Access answer key](#)

## Vocabulary Words

*Listen to the pronunciation of the words listed below.*



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/celr32ed/?p=29#audio-29-2>

---

adequate

adult

attend

average

collect

contribution

develop

duration

eliminate

emerge

eventually

gain

hence

labour

mature

physically

role

sequence

subsequently

trigger

---

## Vocabulary Practice

[Access Definitions exercises](#)

[Access Parts of Speech exercises](#)

[Access Fill in the Blanks exercises](#)

# Chapter 3

## What Shapes Personality?

### Warm up Questions

1. How do you describe your personality?
2. Do you think personality is formed by environment or are we born with it?



### Reading



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/celr32ed/?p=34#audio-34-1>

Listen to the reading shown below.

1. What makes us who we are? Is it nature or is it nurture? Nature means that people are born a **certain** way. Nurture refers to the **circumstances** around us that influence who we become. This nature/nurture question is very old, and everyone seems to have a different answer. The varied responses to this question are as unique as our personality itself.
2. Albert Adler, who was a **colleague** of Sigmund Freud, had an idea. He thought that he could answer this question by looking at birth order. He developed a theory that the personality of people was formed by their position in the family as children. His survey found that there was a **distinction** between the characteristics of the eldest child, the middle child and the youngest child. He also found similarities between only children.
3. The theory of birth order suggests that eldest children are leaders. They like to take control, and they are **somewhat** bossy. Eldest children feel that they are predominantly right, and others should follow their lead. They see themselves as being responsible and cautious thereby making them take control. It is difficult to win an **argument** with an eldest child because they feel they are always right.
4. This theory suggests that middle children are very different from their older siblings. Middle children



seem to **seek** attention. Perhaps this is because they are sandwiched between their older and younger siblings and feel **ignored**. In contrast to their older brothers or sisters, middle children are often quite creative and independent. They usually enjoy being social and connecting with other people.

5. The youngest child in the family is often called the baby. This **label** is **ongoing**: when they are grown adults, you may hear them refer to themselves as the baby of the family. The youngest child is often charming. The social nature of the middle child can also be **detected** in the baby of the family. Youngest children are fun and outgoing. Their role includes being both a risk taker and an attention **seeker**.
6. The theory about birth order included an **investigation** into the personality of people who are only children. Only children develop personalities from the underlying effect of having no brothers and sisters. Theorists suggest that this lack of **exposure** to other children when growing up influences their personality. Only children are more mature than their peers of the same age. They are often sensitive to the feelings of others, and they want approval from people around them. Only children want to be the centre of attention; these characteristics can be traced back to the way they were raised.
7. Are there people you know that fit these **descriptions**? The **normal reaction** to this theory is to **label** others with these personality traits according to birth order. However, there are also examples of individuals who do not fit Adler's theory. Adler's theory of birth order became public in the 19th century and **generated** discussion, but recently no one has been able to duplicate his survey. Recent birth order studies specified that there are many variations in the personality traits of people grouped according to their birth order. Some critics also point out that birth order changes as more children are added to the family. Only the eldest remains in the same position.
8. Even though it was eventually proven false, interest in Adler's theory **fluctuates**. This theory is widespread and survived for over one hundred years. Perhaps it survived because it gave an easy answer to the nature versus nurture theory about personality development. Early family experiences must **comprise** part of the personality we **reveal** as adults. Do you find this theory true in your own life?

## Comprehension Questions

*Answer the following questions in complete sentences.*

1. Who is Albert Adler?
2. What are two characteristics of the eldest child?
3. Which type of child is described as a risk taker?
4. What is an only child?
5. Is Adler's theory true?
6. Do you agree with Adler's theory that birth order influences personality?
7. Do you think personality is a result of nature or nurture?

[Access answer key](#)

## Vocabulary Words



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/celr32ed/?p=34#audio-34-2>

Listen to the pronunciation of the words listed below.

---

argument

certain

circumstance

colleague

comprise

description

detected

distinction

exposure

fluctuation

generate

ignore

investigation

label

normal

ongoing

reaction

reveal

seek

somewhat

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## Vocabulary Practice

[Access Definitions exercises](#)

[Access Parts of Speech exercises](#)

[Access Fill in the Blanks exercises](#)

# Chapter 4

## Working Under the Table

### Warm up Questions

1. What age do young people start working in your country?
2. What is a suitable job for a young person?
3. What was your first job?

### Reading



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/celr32ed/?p=40#audio-40-1>

Listen to the reading shown below.

1. When Brian entered high school, he wanted a job. He wanted to have pocket money, so he could go out with his friends. Brian's parents gave him a weekly allowance for helping out around the house; however, he felt ready to take on more **responsibility** and independence. He found a job that he thought was perfect – it was only 3 kilometers from home. Becky hired him to work in her store putting away the weekly order of supplies, cleaning the floor, and doing **odd** jobs. He worked one day a week after school for a few hours. Brian was happy with this **arrangement** because his weekends were free, and he could spend the money that he made going out with his friends.
2. There was one unusual **factor** to this **arrangement**. Brian was working under the table, which means there would be no formal record of his employment. The circumstances in this working situation have both **benefits** and drawbacks for the employer and the employee.
3. When there is no formal record of employment, normal pay **deductions** are not made. In Canada, normal **deductions** refer to the money that is deducted from wages. Employees must pay **income** tax and unemployment insurance. These **deductions** are made by the employer before the paycheque is written, and that money is paid directly to the government. In addition, all workers pay into Canada Pension Plan. These **deductions** are a **legal** agreement **between** the government, the employer, and the employee. As a young man, Brian was happy because without making these payments,





he had more money in his pocket. Money was his motivation for working. **Nevertheless**, the employer was taking a risk in this **illegal** circumstance.

4. In a **scenario** like this, where an employee is working under the table, there is a lack of **legal** protection for the worker. Some of the **legal** protection relates to the worker's safety. If the employee received an injury at work, they would not receive compensation. In addition, if the job ended, there would be no unemployment insurance **benefits**. Finally, there is no contribution to future retirement savings. Brian did not worry about his future because he was only **focused** on pocket money for the weekends with his friends.
5. Becky's store was a small independent business. She was **responsible** for the **administration**, marketing, cleaning, customer service, and everything else that is part of owning your own business. By avoiding the administrative tasks of formally employing Brian, she saved herself time. She also **benefited** from the casual nature of the working relationship she had because she could change or cancel a shift with only a moment's notice. She liked having Brian's youthful **energy** around the store, and she was impressed with how hard he would work. The low financial cost of having Brian come in once a week saved her both time and **energy**.
6. Brian knew that his work was a **violation** of the laws of employment in Canada. He made a **commitment** to Becky as his employer because he knew the work would be **temporary**. He was not old enough to work in a restaurant yet, and he had not finished his training to become a lifeguard. He thought he had few work **options** at his age, but that would change in a year or two.
7. In addition to the pay, Brian found other incentives in his part time job. Because of the casual agreement with his employer, he could change his schedule if he had homework or after-school activities. This flexibility suited Becky too. If the weekly delivery were delayed, she could easily change his shift. Brian also liked working for Becky. He enjoyed talking to her, and they got along well. It was nice to have an adult to connect with who was neither his parent nor his teacher. In the future, he knew he would be able to count on Becky to give a good reference to a future employer. The boxes delivered to the store were heavy, and after work Brian sometimes felt like he had been to the gym for a good workout. Developing his arm muscles was an unexpected bonus of his job.
8. As employer and employee, Becky and Brian both knew that they were taking a risk. The risk ended when Brian completed his lifeguard training two years later. Becky was happy to give the new employer a glowing review of Brian's **commitment** and **conduct** on the job. Brian was happy to sit in the guard chair and flex the muscles he developed while moving boxes for Becky.



## Comprehension Questions

Answer the following questions in complete sentences.

1. Why did Brian want a job?
2. Why were Brian's work opportunities limited?
3. What does working under the table mean?
4. Why did Becky hire Brian "under the table"?
5. What are some of the risks to the employee in this situation?
6. Would you work under the table? Why or why not?
7. Would you allow your teenage child to work under the table? Why or why not?

[Access answer key](#)

## Vocabulary Words



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/celr32ed/?p=40#audio-40-2>

Listen to the pronunciation of the words listed below.

---

administration  
arrangement  
benefit  
between  
cancel

commitment  
conduct  
deductions  
energy  
factor

focused  
illegal  
income  
nevertheless  
odd

options  
responsibility  
scenario

temporary  
violation

---

## Vocabulary Practice

[Access Definitions exercises](#)

[Access Parts of Speech exercises](#)

# Chapter 5

*What is it like to work at Google?*

## **Warm up Questions**

1. *Describe your perfect working conditions – what extras would you like an employer to provide for you?*
2. *If you work for a full day, what do you do about lunch? Do you bring it with you, go out, or skip the meal?*

## **Reading**



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/celr32ed/?p=46#audio-46-1>

Listen to the reading shown below.

1. Google Canada has an office in Kitchener, Ontario. The office is in an old factory downtown that has had major renovations to allow it to be used as a modern technology office. The office on Breithaupt Street has very high security, so it is not open to the public. The inside of the **enhanced** office space is fantastic to those who dream of working there. Google has built a modern work environment that offers several unique benefits to employees, and in return receives a high level of output from them.
2. When entering the building, the first private space **beyond** the lobby is the cafeteria. This is a space to gather around long tables for fresh healthy meals, coffee and pastry, or snacks. Along with offering food that is made fresh daily, there is no **fee** to employees for these meals and snacks. Similarly, on each floor of the building there is a snack and drink counter to get a quick bite like a piece of fruit or a cup of tea. The radical idea of feeding employees for free **achieves** two objectives for the company. First of all, they do not lose time going out of the building for food, and they can save money. Secondly, because the room is full of large tables, teamwork **interactions** continue through their breaks. This is one way that Google builds a community among the employees.
3. Another health-conscious **feature** of the Google office location is the **facilities** for working out. Workers who travel by bicycle, can bring their bikes to the inside storage space where there are tools and equipment for quick repairs. Within the **domain** of exercise, the building has a weight room, an exercise room, and a trainer for **consultation**. From the street in front of the building, there is a visible climbing wall in a **converted** elevator shaft from the old factory that the building used to be. **Depending** on the season, the skating rink or volleyball court can be seen within the courtyard. Employees can exercise in these **facilities** as their work allows; there are yoga classes scheduled throughout the week. Allowing employees to take healthy exercise breaks during the workday keeps their **motivation** and energy levels high.
4. Employees who need some downtime while they are at the office can enter any one of the lounges located throughout the building. These lounges are equipped with games, pinball machines, and pool tables. These recreational game **facilities** also have a fridge with beer and occasionally a table full of pizza on Friday afternoons. This **feature** allows employees to relax together, but they can also learn more about one another to build better teamwork. The environment created by the game activities may also **aid** in creative thinking and problem solving among groups.
5. Not all the Google building is dedicated to enhancing teamwork. There are areas for individual pursuits. One is the sleeping pods on the top floor. This space is dedicated to a quiet, safe space for employees to recharge. The second individual space includes the work cubes. These desks allow employees to focus completely on their job. The area is quiet, and employees have **control** of the lighting and equipment.





6. There are other workplace norms that Google does not follow. Google offers a private bus service to employees who wish to commute to Kitchener from Toronto. Nonetheless, any employee who wants to travel between the cities can use the bus. A second radical difference for employees is the hardware desk where employees can pick up needed items such as cables or converters and monitors. Employees are not charged a **fee** for the items that they take, but a record is kept of how much is being used. Finally, there is a maker space equipped with materials and machines and tools to build just about anything. These are other ways that the employer is saving employees time during the day and making it possible for them to collaborate and remedy **issues** related to their projects.
7. Employees at Google have **access** to several benefits that most Canadian employees dream about. Google employees who have been with the company for many years may take these benefits for **granted**. The unique strategies that Google uses to keep employees in the office has direct **implications** for the work an employee produces. Some employees find the **comprehensive** approach of the company excessive; while for others, the **perspective** Google provides for them is exactly what they love to do their job. Google provides employees a fantastic place to work.



## Comprehension Questions

*Answer the following questions in complete sentences.*

1. The article mentions a number of benefits available to Google employees. What are three of them?
2. How does an employee benefit from having meals at work?
3. How does the company benefit by allowing the employees to have downtime activities while they are at work?
4. What are work cubes?
5. Do all employees enjoy this working atmosphere?
6. Would you like to work in a company like this? Why or why not?

7. Kitchener-Waterloo, Ontario has a number of well known technology companies in the area. What are other companies in this area that you are familiar with?

[Access answer key](#)

## Vocabulary Words

Listen to the pronunciation of the words listed below.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/ce1r32ed/?p=46#audio-46-2>

access  
achieve  
aid  
beyond  
comprehensive

consultation  
control  
converted  
depending  
domain

enhanced  
facilities  
feature  
fee  
granted

implications  
interaction  
issue  
motivation  
perspective

## Vocabulary Practice

[Access Definitions exercises](#)

[Access Parts of Speech exercises](#)

[Access Fill in the Blanks exercises](#)



# Chapter 6

## Are you a Locavore?



**Warm up**

### Questions

1. Have you ever been to a farmer's market?
2. Think about the last thing that you ate – what was it, and where did it come from? How many miles did it travel before you put it in your mouth?
3. Check your knowledge of vocabulary for different types of diets with the matching exercise below.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/celr32ed/?p=53#h5p-1>

### Reading



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/celr32ed/?p=53#audio-53-1>

Listen to the reading shown below.

1. In 2005, a **couple** in British Columbia decided to try an experiment. They restricted the food that they ate to only items that were grown in their immediate area. This **voluntary** exercise meant that foods like bananas, white rice and mangoes were no longer part of their diet. Over time, they decided that they would eat food that was grown within a 100-mile radius of their apartment in Vancouver. Little did they know that their experiment would eventually lead to writing a book and sparking a food movement called the 100-mile diet.
2. When food consumption is restricted in this way, community is enhanced. Locavores do not shop at big box stores because they go to farmer's markets. Weekly shopping trips to the farmer's market help to build connections between **consumers** and growers. Other producers may sell through online orders or independent stores. This business model **enables** direct contact between the shopper and the food producer. **Statistics** show that when money is spent within the community, it stays in the community. For **instance**, the farmer will use his income to pay a local mechanic or a child's piano teacher. This regular contact between business and **consumers** means there is a **framework** of communication and support



within the community.

3. A very good example of the relationships that grow from the local food movement is a CSA. This is the Community Shared Agriculture (CSA) system that can be found seasonally across Canada. During the winter season, a farmer sells **shares** in future crops to customers; this list of customers helps to **establish production guidelines**. The **investment** from the customers before the goods are delivered gives the farmer **stability**. During the growing season, this farmer will supply a weekly food box of fresh produce to any member with a **share**. The box is full of seasonal fruits and vegetables and may or may not include extras like eggs or fresh flowers. As the growing season progresses, the items in the box change. In this way, the farmer is guaranteed income and support from a predetermined number of **consumers**. For anyone who has been to a CSA pickup, it feels like a weekly celebration of harvest with friends. Egg cartons or food boxes are exchanged for reuse, trials and tribulations are shared by the farmer, and the community **bonds**.
4. Dietician Ellen Clancy argues that our bodies need food that changes with the seasons. When the food is grown locally, it offers people exactly the type of nutrition that is needed within the current season. Think about how the climate differs between Iqualuit, Nunavut and Saskatoon, Saskatchewan. Now think about the different foods available within 100 miles of those locations; diets for people living in either of those

locations would be radically different. Think about the people who **survived** in those areas hundreds of years ago. They were unable to import foods and had to rely on what was at hand. This **restriction** did not have a negative impact because they were healthy, and they were physically active.

5. Having direct contact with your food producer means that knowledge will be shared through direct communication. It would be possible to discuss the use of pesticides and chemicals or additives. In this partnership, the producer will be able to share knowledge about ripeness, storage, and ongoing **availability** with the **consumer**. A farmer may not have officially met the **guidelines** for producing organic food because that is a long process, but they may be able to verbally discuss his growing process. Supermarkets have great demand for perfect looking produce resulting in waste or rejected items. When there is direct contact between the grower and the **consumer**, this becomes less of an issue. There is an opportunity for the farmer to educate the **consumer**; for example, they could discuss the spots on the peaches which were a result of a storm in early June.
6. Being a locavore is a win/win for the **consumer** and the producer. There is an ongoing connection that makes everyone healthier. It can be overwhelming to rethink a daily diet completely, so it may be easier to make the change in smaller steps. Canada's food guide divides food into 3 broad **categories** – fruits and vegetables, proteins, and grains. Adopting a local diet may be easier if it **involves** working on one food group at a time. But be careful of the season – it is difficult to find strawberries in December in Ontario, unless you thought **ahead** and froze them! Being a locavore in Canada also means planning **ahead**.



## Comprehension Questions

*Answer the following questions in complete sentences.*

1. How was the diet of the British Columbia couple restricted?
2. How is community enhanced by this type of diet?
3. What is CSA and how does it work?
4. Why does Ellen Clancy think a local diet is a good idea?
5. Having direct contact with a farmer you buy vegetables and/or fruit from means you can talk to them. What ideas does the writer suggest can be shared?
6. There are different reasons for restricting diet. What are some reasons that people may restrict the type of

food that they eat?

7. What are other benefits of a local diet?

[Access answer key](#)

## Vocabulary Words



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/celr32ed/?p=53#audio-53-2>

Listen to the pronunciation of the words listed below.

---

ahead

availability

bond

category

consumer

couple

enables

establish

framework

guideline

instance

investment

involves

production

restriction

share

stability

statistics

survived

voluntary

---

## Vocabulary Practice

[Access Definitons exercises](#)

[Access Parts of Speech exercises](#)  
[Access Fill in the Blanks exercises](#)



# Chapter 7

## Measurement



### Warm up Questions

1. Does your home country use the metric or imperial system?
2. Why do you think Canadians switch between the metric and imperial system?
3. Can you convert easily between the metric and imperial systems?

### Reading



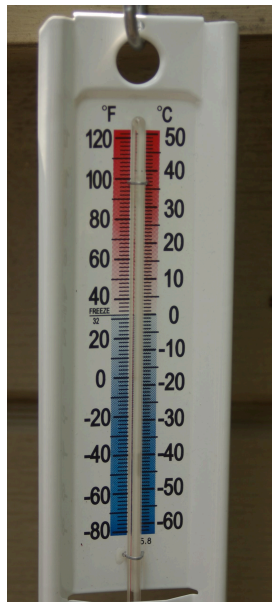
One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/celr32ed/?p=60#audio-60-1>

Listen to the reading shown below.

1. Up until the 1970's, Canada used the imperial system of measurement, but that changed. In the mid 1970's, Canada adopted the metric system. During this **decade**, there was a **period** of adjustment and change. These changes included everything from road signs to product packaging. People also had to learn the new, easier system. Although Canada officially adopted the metric standards for measurement, in many situations, the imperial system is still used by Canadians.
2. Generally, Canadians will **transition** between imperial and metric measurements. This can be **illustrated** by body measurements. When Canadians discuss height, they will most likely tell you a measurement in feet and inches. Because of this **unique reliance** on the imperial system, the driver's licencing office provides a chart to help unprepared citizens convert their height into a metric measurement. Similarly, body weight is also commonly counted in pounds rather than kilograms. When a new baby is born, the hospital will measure the baby in kilograms and centimeters, but the family will announce the baby's

arrival to family and friends in pounds and inches.

3. In Canada, most kitchen goods stores will sell measuring devices that have both imperial and metric markings on them. Many home cooks will **fluctuate** between metric and imperial for **volume**. In fact, the Dairy Board of Canada publishes recipes with both imperial and metric measures in the ingredient list in the recipe or instructions. Canadian cooks may feel more comfortable switching between measurement systems in this **domain** as the goods in the supermarket are sold under the metric system. In some cases, that system may seem **illogical**. In the example of butter, it is sold in a package weighing 453.59 grams. This metric measure seems to be an odd number, but it is the conversion of one pound.
4. The construction industry is another **domain** caught between two systems. Carpet is priced in square feet, a piece of plywood measures 4feet by 8 feett, and wood is sold as 2 by 4 or 4 by 4, the length of which is measured in linear feet. When making exact measurements in inches, the smallest calculations become fractions. Inches can be divided into halves, quarters, eighths, and sixteenths etc. The imperial system is challenging to use this way, but the metric system based on units of 10 and decimals seems much more **straightforward**.
5. Driving a car in Canada is one area where the adaptation of metric seems to be more **widespread**. Both speed and distance are commonly measured by the metric system. Perhaps the **inclination** to use metric



in this example comes from the fact that the road signs are metric, and the gages in the car report in metric. The information around the driver has taught metric. The challenge would be for the driver who crosses the Canada / U. S. border by car, and finds the need to convert the speed and distance to imperial measurements.

6. Temperature is the last area where Canadians make **unique** use of two systems. If we think back to cooking in the oven, temperature is generally communicated in Fahrenheit rather than centigrade. **Likewise**, outside temperatures are reported to Canadians from the meteorologist in centigrade – but they get excited when summer days near 100 degrees Fahrenheit. To exaggerate the heat, they quickly converted the measurement. Finally, contemporary thermostats that **regulate** heat within homes can be programmed to read in either Fahrenheit or centigrade.
7. The Canadian government will not abandon the metric system that was adopted in the 1970's, but re-educating the population to use the new system has not been easy. It took a **decade** to change the systems people **encounter** daily from food shopping to driving. There are global influences on Canada's process of **adopting** the new system. Canada had strong ties to Great Britain, and their conversion to the

metric system happened five years before Canada's. **Likewise**, Canada's biggest trading **partner** is the United States of America, and they continue to use the imperial system. The flow of goods across the border, common language, and similar culture demand a consistent measurement system between the two countries.

8. Making a **major** change in a country like this does not happen overnight. There are many Canadians who learned the imperial system, and then had to switch to the metric system. It may be very different for Citizens who were born after the change was made. The framework of the metric system will be the only system they are taught in school. Until then, Canadians will prefer to use both systems of measurement.



## Comprehension Questions

*Answer the following questions in complete sentences.*

1. What does the article say happened in Canada in the mid 1970's ?
2. What measurement system do Canadians use when they announce a new baby's birth to family and friends?
3. In Canada, why is butter sold in the unusual amount of 453.59 grams?
4. According to the writer, are inches or centimeters easier to calculate? Why?
5. Why does the writer suggest that Canadians use the metric system when driving a car?
6. Why does the writer think that Canada is still using the imperial system?
7. Have you had any challenges with either of these measuring systems in Canada?

[Access answer key](#)

## Vocabulary Words





One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/celr32ed/?p=60#audio-60-2>

*Listen to the pronunciation of the words listed below.*

---

adopt

cross

decade

domain

encounter

fluctuate

illogical

illustrated

inclination

likewise

major

partner

period

regulate

reliance

straightforward

transition

unique

volume

widespread

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## Vocabulary Practice

[Access Definitions exercises](#)

[Parts of Speech exercises](#)

# Chapter 8

## *Thanks for Making My Day, Busker!*



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/celr32ed/?p=66#audio-66-1>

### **Warm up Questions**

1. *Do you perform any tricks or can you play an instrument?*
2. *Do you pay attention to food, architecture, history, or something else when you travel to a new city?*

### **Reading**



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/celr32ed/?p=66#audio-66-2>

*Listen to the reading shown below.*

1. A busker is someone who performs in a public place, like a street corner or town square, for spare change. A busker may do any number of amusing tricks or play a musical instrument. They sing, perform magic, swallow fire, or demonstrate acrobatics all to entertain passersby and receive some money in exchange. They may or may not have related **goods** for sale. When was the last time you saw someone on the street corner juggling knives? Did you give them some money for their talent? Working as a busker aids in personal and professional growth for the performer.
2. Performing for the public on a regular basis is demanding. It demands both hours and hours of practice and a large repertoire, or collection of material. Once performing on the street frequently, skill **evolves**, and buskers become even better performers. Performing daily involves repetition; repetition improves skill. In his book *The Tipping Point*, author Malcolm Gladwell notes that the difference between mastering a skill and merely being good is about 10 000 hours of practice. Buskers often spend long hours performing, which directly **affects** their chance of attaining mastery of their skill.
3. Performing on the street rather than the stage means the busker is **accessible**. This accessibility provides a unique opportunity for feedback and conversation with the audience. It is hard to make a **prediction** about how the public will react. People may make a request for a song or a trick, they may join in, or they may even challenge the performer. The performer's reaction to the interaction must always be professional. Conversely, if unimpressed, members of the public may not **acknowledge** the performer let alone throw them some spare change. Hence, the busker must have a brave face in order to keep feelings related to rejection hidden **internally**. The diversity that they experience in the audience helps toughen the performer; meaning that they are able to move on quickly after an





undesirable interaction.

4. Being a street performer helps to develop both character and identity. Strength of character comes from the **controversy** over buskers. Each time they are questioned over why they are working on the street rather than in a performance hall, they must review their reasons for this choice. This **issue** becomes settled if a busker considers himself as an entrepreneur rather than someone on the fringes of society. Over time, they may also become known as the person that performs on the street. They adopt this as part of their identity.
5. It is the **norm** for a busker to set their own hours and schedule as well as where they work. Although some cities or venues **enforce** regulations for street performers, like **distancing** them from one another within the city, performers can work as often or as little as they wish. Beyond the basic city **restrictions**, there is little monitoring of the frequency of their show or income. If they abandon the street for a day, they forfeit any income. It is important for the performer to notice **trends** in foot traffic patterns because that is how they find their audience. Performing regularly also requires the busker to learn new material and keep their equipment and their performance top-notch. Some days the reward of cash may come quickly, and the busker may stop early, but it could just as easily be a long and quiet day which may lead to feelings of **depression**. Self-employed performers **definitely** learn to manage all aspects of the business.
6. Buskers learn the value of **conforming** to a regular schedule – same time and same place. This brings another level of reward to the performer. Establishing relationships with the business owners nearby becomes a **priority**, and they build a network of connections within the city. This is advantageous because they will look out for one another. In a very practical way, the performer may gain access to fresh water and other facilities during the day. The performer may also increase the traffic to an adjacent business-like a nearby café or a busy bakery where people would be happy to stay for another



drink or wait in line because they are being entertained.

7. Street performers bring life to the city they are **based** in by adding personality to the streets they work in. They often create special memories for tourists and enhance the experience of visiting any city. They really do create a win-win situation for themselves and the places where they work. Jacob Davis, who spent 6 years playing guitar and singing for the patrons at the farmer's market, can share a long list of positive **outcomes** from his days as a busker. He says that "Busking was a great way to learn about people."

## Comprehension Questions

*Answer the following questions in complete sentences.*

1. What is a busker?
2. Describe one way that a busker may interact with the audience?
3. Why does the writer describe the busker as self-employed?
4. How does a busker benefit from being surrounded by businesses?
5. How could the audience reward the busker?
6. When was the last time that you saw a busker? What impression or feeling did they give you?
7. Would you encourage someone to perform on the street? Why or why not?

[Access answer key](#)

## Vocabulary Words

*Listen to the pronunciation of the words listed below.*



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/celr32ed/?p=66#audio-66-3>

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accessible  
acknowledge  
affect  
based  
conform

controversy  
definitely  
depression  
distancing  
enforce

evolve  
goods  
internally  
issue  
norm

outcome  
prediction  
priority  
restrictions  
trend

---

## Vocabulary Practice

[Access Definitions exercises](#)

[Access Parts of Speech exercise](#)

# Chapter 9

## Co-op Ownership

### Warm up Questions

1. Would you share a car with someone that you don't know?
2. Did you ever buy something that you only used once?
3. Right now, do you share anything within your family or with your neighbours?



### Reading



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/celr32ed/?p=72#audio-72-1>

Listen to the reading shown below.

1. There are both benefits and drawbacks to cooperative ownership which can be easily illustrated by several organizations within Waterloo Region. Communauto is a car share company where members have access to vehicles for as long as they wish. This type of rental may be for several days or minutes depending upon an **individual's** need. The Library of Things is just like a library where, rather than borrowing books, **individuals** who have joined the organization can take out tools, equipment, or small appliances for a specified time. A third type of cooperative organization includes artistic groups. One example of this type of organization is The Waterloo Potters' Workshop, which is a group for potters who can have access to a fully equipped studio, classes, and events. Other cooperative groups are formed around land ownership like housing cooperatives and insurance groups or agricultural activities.
2. One advantage of shared ownership is that these groups have a democratic **structure** and are operated by a board of directors made up of members of the group. This allows opportunity for participation in the way the group operates. In order to function, some cooperatives may require participation such as a working co-op where every member **contributes** in some way to the organization. This sort of participation may include activities like website **maintenance**, holding a position on the board of directors, or cleaning the facility depending on the member's **capability**. Jobs like this often rotate **annually**. **Overall**, being part of a cooperative organization allows members to gain skills and experience in a variety of roles.
3. One of the most **obvious** benefits to cooperative membership is **economic**; members can save money. In the case of Communauto, members only have the cost of a vehicle when they are using it; **whereas** a typical car owner has expenses like insurance even if the car is only being used occasionally. Artists who cannot

**afford** to purchase the expensive equipment required to start a pottery studio can spare that initial expense by sharing the Waterloo Potter's Workshop. In addition, an **individual** who changes their car tires for the winter season does not need to purchase a hydraulic car jack for that purpose when it can be borrowed from the Library of Things only when required.



4. The **concept** of cooperative organization has been around for ages, and examples can be found in several countries around the world. The Israeli Kibbutz, which is a collective agricultural community, is an example. In all the organizations mentioned, it is **obvious** that a true sense of community would develop. Members would rely on one another to complete their assigned tasks. Not only would they be **unified** with a common goal, but they would also build a network where the best **interest** of everyone **involved** would be met. This is a positive and natural consequence of people with a common **interest** coming together.
5. Being part of a cooperative does add more work for the members. Working members will have to meet the obligation of the organization by doing their assigned job. They may need to take time to understand and follow the guidelines for use of facilities or equipment. There will undoubtedly be some record keeping such as **indicating** gasoline purchased or mileage driven for Communauto or prebooking equipment before being picked up at the Library of Things. These extra tasks are a drawback.
6. Anyone who had to share toys with their siblings when growing up knows that the hardest part of sharing



is just that – sharing. In each of these organizations, members need to plan their activities. They may not be able to access what they need at the last minute because someone else may be using it. There are also rare occasions where an item may be damaged. As a **consequence** of the damage, it will be **unavailable** until it is repaired or replaced. This may cause inconvenience to the next member waiting for their turn. This negative **aspect** of cooperative organizations is often what causes members to leave the group.

7. Even though there are challenges to cooperative ownership, it continues to be a positive option for a variety of people. Membership with an organization like Communauto may be temporary for a new graduate. On the other hand, an artist may develop lifelong connections with a group like the Waterloo Potters' Workshop. Next time you think about doing a seasonal job, completing a home renovation, or cooking a special meal, perhaps something you can borrow from the Library of Things will make the job easier.

## Comprehension Questions

Answer the following questions in complete sentences.

1. The writer mentions three organizations in the article. Explain what they are.
2. What are three advantages of belonging to a cooperative organization?
3. What is a disadvantage of belonging to a cooperative organization?
4. When would the Library of things be helpful?
5. Why would an artist join the Waterloo Potters' Workshop?
6. Who would benefit from being part of Communauto?

[Access answer key](#)

## Vocabulary Words



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/celr32ed/?p=72#audio-72-2>

Listen to the pronunciation of the words listed below.

---

afford

annually

aspect

capability

concept

consequence

contributes

economic

function  
indicating

individual  
interest  
involved  
maintenance  
obvious

overall  
structure  
unavailable  
unified  
whereas

---

## Vocabulary Practice

[Access Definitions exercises](#)

PART II  
ANSWER KEY



# Answers: Chapter 1

## The Blue Box

### Comprehension Questions

1. Describe three details about Nyle Ludolph's background.

**Answer:** Nyle grew up on a farm. His family grew their own food. They repaired things like equipment and clothes or furniture. They reused containers and composted. They lived carefully.

2. Nyle did two different jobs at Laidlaw. What were they?

**Answer:** He collected garbage. He invented a recycling pick up system.

3. What did Nyle find shocking about garbage pickup?

**Answer:** Nyle thought people threw out too much stuff including things that could be recycled.

4. What did Nyle learn at the conference in Toronto?

**Answer:** At the conference in Toronto, Nyle learned how another group was collecting recyclable materials in Toronto.

5. Why is the blue box blue?

**Answer:** It is easy to see on snow, grass or a driveway.

6. In your opinion, how did Nyle's upbringing on the farm connect to the way he changed the garbage pickup?

**Answer:** Answers may vary – suggest reflection on mindful living.

7. How do you think recycling can be improved now?

**Answer:** Answers may vary.

- Suggestions: Different days for different materials
- Expand the type of things being picked up
- Increase frequency of recycling pickup/reduce frequency of garbage pickup.

[Access Chapter 1](#)

# Answers: Chapter 2

## The Honeybee Hive

### Comprehension Questions

1. **How many different types of bees are in a hive? What are they?**

**Answer:** There are three kinds of bees in the hive. They are the queen bee, the drones and the worker bees.

2. **What is the first thing a worker bee does when they emerge (are born)?**

**Answer:** They are fed by passing bees; they eat.

3. **How old is a worker bee when they develop the ability to fly?**

**Answer:** They can fly when they are about a month old.

4. **How do bees communicate?**

**Answer:** They communicate through dance-like movements.

5. **How does a foraging worker bee know when they have reached their own hive?**

**Answer:** They can detect the chemical from the queen. (pheromone)

6. **The lifespan for a worker bee varies. What influences how long they live?**

**Answer:** The season affects the lifespan of a worker bee. In the busy summer months, they live 5 or 6 weeks.

7. **The article describes a very complicated organization of jobs within the beehive. Can you think of another species that is organized in this way?**

**Answer:** Answers may vary

- Maybe wolves – they hunt in packs and are led by an alpha female.
- Gorillas also have a social structure.

[Access Chapter 2](#)

# Answers: Chapter 3

## What Shapes Personality?

### Comprehension Questions

1. **Who is Albert Adler?**

**Answer:** Albert Adler is a colleague of Sigmund Freud. He developed a theory of personality based on birth order.

2. **What are two characteristics of the eldest child?**

**Answer:** Any two of the following are correct. The oldest child is:

- they think they are predominantly (always) right
- a leader – take control
- responsible and cautious
- wins arguments

3. **Which type of child is described as a risk taker?**

**Answer:** The youngest child likes to take risks.

4. **What is an only child?**

**Answer:** An only child is a child who has no brothers or sisters.

5. **Is Adler's theory true?**

**Answer:** No, Adler's theory is not true. It was proven false.

6. **Do you agree with Adler's theory that birth order influences personality? Can you explain your answer with examples from people that you know?**

**Answer:** Answers may vary.

7. **Do you think personality is a result of nature or nurture?**

**Answer:** Answers may vary.

[Access Chapter 3](#)

# Answers: Chapter 4

## Working Under the Table

### Comprehension Questions

1. **Why did Brian want a job?**

**Answer:** He wanted a job because he wanted pocket money.

2. **Why were Brian's work opportunities limited?**

**Answer:** He was too young to work in a restaurant, and he had not completed his lifeguard training.

3. **What does working under the table mean?**

**Answer:** Working under the table means that there are no deductions taken from the paycheque. There is also no legal protection for the worker. It is a working arrangement that is illegal.

4. **Why did Becky hire Brian "under the table"?**

**Answer:** She could save time and energy on paperwork. She had flexibility to change a shift. She needed help, and she liked Brian.

5. **What are some of the risks to the employee in this situation?**

**Answer:** Any of the following answers are correct:

- No protection if injured
- No contributions to Canada Pension Plan
- No legal record of employment
- No unemployment insurance
- Changes in shift/work time/hours

6. **Would you work under the table? Why or why not?**

**Answer:** Answers may vary.

7. **Would you allow your teenage child to work under the table? Why or why not?**

**Answer:** Answers may vary.

[Access Chapter 4](#)



# Answers: Chapter 5

## What is it like to work at Google?

### Comprehension Questions

1. The article mentions a number of benefits available to Google employees. What are three of them?

**Answer:** Any three of the following points are correct:

- Free meals and snacks
- Exercise facilities, classes and a trainer
- Recreational facilities/games
- Sleeping pods
- Bus service to/from Toronto
- Hardware desk
- Maker space (materials and equipment)

2. How does an employee benefit from having meals at work?

**Answer:** Having meals at work saves the employee time and money. They don't have to go out. Also, they can connect with the other employees.

3. How does the company benefit by allowing the employees to have downtime activities while they are at work?

**Answer:** Having downtime activities at work allows the employees to build teamwork, increase creative thinking and problem solving.

4. What are work cubes?

**Answer:** A work cube is a quiet place to work where an employee can control the lighting and equipment.

5. Do all employees enjoy this working atmosphere?

**Answer:** Not all people enjoy this because some employees find it excessive.

6. Would you like to work in a company like this? Why or why not?

**Answer:** Answers may vary.

7. Kitchener-Waterloo has a number of well-known technology companies in the area. What other companies are you familiar with?

**Answers:** Answers may vary. Some suggestions include:

- Shopify
- Rim
- Desire to Learn

[Access Chapter 5](#)

# Answers: Chapter 6

## Are you a Locavore?

### Comprehension Questions

1. **How was the diet of the British Columbia couple restricted?**

**Answer:** They only ate food that was grown in their immediate area. Eventually, this was a 100-mile radius of their home in Vancouver.

2. **How is community enhanced by this type of diet?**

**Answer:** There is more connection within the community. Money spent in local businesses is again spent within other local businesses. This increases communication and support.

3. **What is CSA and how does it work?**

**Answer:** CSA means community shared agriculture. It means that a consumer gets a box of produce weekly from a grower that they buy a share with.

4. **Why does Ellen Clancy think a local diet is a good idea?**

**Answer:** She thinks our body needs food and nutrition that changes with the seasons and the area where we live.

5. **Having direct contact with a farmer you buy vegetables and/or fruit from means you can talk to them.**

**What ideas does the writer suggest can be shared?**

**Answer:** The farmer can share his challenges, his use of chemicals and additives, ripeness, storage, availability and the damage from a storm.

6. **There are different reasons for restricting diet. What are some reasons that people may restrict the type of food that they eat?**

**Answer:** Suggestions include health, religion, beliefs etc., but answers may vary.

7. **What are other benefits to a local diet that are not mentioned in the article?**

**Answer:** Answers may vary, but should suggest benefits of less pollution, lower cost because of less travel, sense of adventure etc...

[Access Chapter 6](#)

# Answers: Chapter 7

## Measurement

### Comprehension Questions

1. **What happened in Canada in the mid 1970's?**

**Answer:** Canada officially adopted the metric system.

2. **What measurement system do Canadians use when they announce a new baby's birth to family and friends?**

**Answer:** To announce the arrival of a new baby, Canadians will convert the baby's length to inches and the weight to pounds. This is the imperial system of measurement.

3. **In Canada, why is butter sold in the unusual amount of 453.59 grams?**

**Answer:** Butter is sold in this amount in Canada because it is the exact conversion of 1 pound.

4. **According to the writer, are inches or centimeters easier to calculate? Why?**

**Answer:** Centimeters are easier to calculate because they do not have fractions.

5. **Why does the writer suggest that Canadians use the metric system when driving a car?**

**Answer:** When driving a car, all the information is given to the driver in metric. The gages in the car and the signs on the road are all reported in metric.

6. **Why does the writer think that Canada is still using the imperial system?**

**Answer:** Canada has close ties and much trade with the USA, so they need to have a common measurement system.

7. **Have you had any difficulties with measuring things in Canada?**

**Answer:** Answers may vary.

[Access Chapter 7](#)

# Answers: Chapter 8

## Thanks for Making My Day, Busker!

### Comprehension Questions

**1. What is a busker?**

Answer: A busker is someone who performs on the street in a public place. They can do any performance like sing or do tricks.

**2. Describe one way that a busker may interact with the audience?**

Answer: A busker may take requests, may have someone join in the performance, they may get money or other feedback.

**3. Why does the writer describe the busker as self-employed?**

Answer: They decide when and where they will work. They determine their hours and show. A busker also gets money for their show.

**4. How does a busker benefit from being surrounded by businesses?**

They may be able to use facilities or get water. They also have a relationship with a business owner and may increase the number of customers or keep the customers happy.

**5. How could the audience reward the busker?**

They can give them money.

**6. When was the last time that you saw a busker? What impression or feeling did they give you?**

Answers may vary.

**7. Would you encourage someone to perform on the street? Why or why not?**

Answers may vary.

[Access Chapter 8](#)

# Answers: Chapter 9

## Co-op Ownership

### Comprehension Questions

1. The writer mentions three organizations in the article. Explain what they are.

**Answer:**

- Communauto is a car share organization where members can use vehicles.
- Waterloo Potters' Workshop is an arts group where members share a equipment and classes and events.
- The Library of Things is like a library, but you can borrow tools and equipment.

2. What are three advantages of belonging to a cooperative organization?

**Answer:** Any of the following:

- Opportunity for participation in the group organization
- Gain skills and experience in a variety of roles
- Economic – save money
- Build community

3. What is a disadvantage of belonging to a cooperative organization?

**Answer:** Any of the following:

- Extra work like understanding guidelines or doing an assigned job or keeping records
- Sharing
- Something is damaged and cannot be used unexpectedly

4. When would the Library of things be helpful?

**Answer:** It would be good to borrow something from the Library of Things if you only needed the tool or equipment to complete one task. This would be a task like changing the tires on the car or preparing a special dinner.

5. Why would an artist join the Waterloo Potters' Workshop?

**Answer:** The artist would save the expense of setting up a workspace of their own if they joined the Waterloo Potters' Workshop. Also, they would be able to learn from the other members and have access to events.

**6. Who would benefit from being part of an organization like Communauto?**

**Answer:** A new graduate would benefit from this organization because they may not be able to afford a car of their own yet.

[Access Chapter 9](#)





PART III  
VOCABULARY PRACTICE



# Definitions Chapter 1

The following exercises review definitions for Chapter 1 words.

The activities are grouped in sets of five words.

## Set 1



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## Set 2



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## Set 3



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## Set 4



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[Access Chapter 1](#)

[Access Parts of Speech practice](#)

[Access Fill in the Blanks practice](#)

# Parts of Speech: Chapter 1



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## Vocabulary Practice

[Access Fill in the Blanks](#)

[Access Chapter 1](#)

# Fill in the Blanks: Chapter 1



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## Vocabulary Practice

[Access Parts of Speech exercise](#)

[Access Chapter 1](#)

# Definitions Chapter 2

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

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

## Set 1

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



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<https://ecampusontario.pressbooks.pub/celr32ed/?p=142#h5p-28>

## Set 2

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



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<https://ecampusontario.pressbooks.pub/celr32ed/?p=142#h5p-27>

## Set 3

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



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<https://ecampusontario.pressbooks.pub/celr32ed/?p=142#h5p-26>

## Set 4

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



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<https://ecampusontario.pressbooks.pub/celr32ed/?p=142#h5p-25>

[Access Chapter 2](#)

[Access Parts of Speech exercises](#)

[Access Fill in the Blanks exercises](#)



# Parts of Speech: Chapter 2



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<https://ecampusontario.pressbooks.pub/celr32ed/?p=103#h5p-15>

[Access Chapter 3](#)

[Access Fill in the Blanks exercises](#)

# Fill in the Blanks: Chapter 2



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<https://ecampusontario.pressbooks.pub/celr32ed/?p=105#h5p-14>

[Access Chapter 2](#)

[Access Fill in the Blanks exercise](#)

# Definitions Chapter 3

Each set of exercises groups five of the vocabulary words together.

Practice identifying definitions for the vocabulary words.

## Set 1

Read the definition for the word. Two of the sentences show the word used correctly, and one sentence shows incorrect use of the word. Select the two sentences where the word is used correctly.



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<https://ecampusontario.pressbooks.pub/celr32ed/?p=149#h5p-24>

## Set 2

Read the definition for the word. Two of the sentences show the word used correctly, and one sentence shows incorrect use of the word. Select the two sentences where the word is used correctly.



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<https://ecampusontario.pressbooks.pub/celr32ed/?p=149#h5p-23>

## Set 3

Read the definition for the word. Two of the sentences show the word used correctly, and one sentence shows incorrect use of the word. Select the two sentences where the word is used correctly.





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<https://ecampusontario.pressbooks.pub/celr32ed/?p=149#h5p-21>

## Set 4

Read the definition for the word. Two of the sentences show the word used correctly, and one sentence shows incorrect use of the word. Select the two sentences where the word is used correctly.



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<https://ecampusontario.pressbooks.pub/celr32ed/?p=149#h5p-20>

[Access Chapter 3](#)

# Parts of Speech: Chapter 3



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[Access Chapter 3](#)

[Access Fill in the Blanks exercise](#)

# Fill in the Blanks: Chapter 3



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<https://ecampusontario.pressbooks.pub/celr32ed/?p=110#h5p-12>

[Access Chapter 3](#)

# Definitions Chapter 4

## Set 1

Read the sentence with the target word in bold. Select the definition that best fits how the word is used. Sentences are grouped in sets of five.



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<https://ecampusontario.pressbooks.pub/celr32ed/?p=182#h5p-37>

## Set 2

Read the sentence with the target word in bold. Select the definition that best fits how the word is used. Sentences are grouped in sets of five.



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<https://ecampusontario.pressbooks.pub/celr32ed/?p=182#h5p-38>

## Set 3

Read the sentence with the target word in bold. Select the definition that best fits how the word is used. Sentences are grouped in sets of five.



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<https://ecampusontario.pressbooks.pub/celr32ed/?p=182#h5p-39>

## Set 4

Read the sentence with the target word in bold. Select the definition that best fits how the word is used. Sentences are grouped in sets of five.



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<https://ecampusontario.pressbooks.pub/celr32ed/?p=182#h5p-40>

[Access Chapter 4](#)

[Access Parts of Speech exercises](#)



# Parts of Speech: Chapter 4



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<https://ecampusontario.pressbooks.pub/celr32ed/?p=112#h5p-10>

[Access Chapter 4](#)

# Definitions Chapter 5

Practice identifying the definitions for the target vocabulary words in Chapter 5.

The words are grouped in four sets of activities.

## Set 1



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## Set 2



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## Set 3



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## Set 4



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<https://ecampusontario.pressbooks.pub/celr32ed/?p=162#h5p-31>

[Access Chapter 5](#)

[Access Parts of Speech exercises](#)

[Access Fill in the Blanks exercise](#)

# Parts of Speech: Chapter 5



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# Fill in the Blanks: Chapter 5



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[Access Chapter 5](#)

# Definitions Chapter 6

## Set 1

Read the sentence with the target word in bold. Select the definition that best fits how the word is used. Sentences are grouped in sets of five.



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<https://ecampusontario.pressbooks.pub/celr32ed/?p=185#h5p-41>

## Set 2

Read the sentence with the target word in bold. Select the definition that best fits how the word is used. Sentences are grouped in sets of five.



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<https://ecampusontario.pressbooks.pub/celr32ed/?p=185#h5p-42>

## Set 3

Read the sentence with the target word in bold. Select the definition that best fits how the word is used. Sentences are grouped in sets of five.



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<https://ecampusontario.pressbooks.pub/celr32ed/?p=185#h5p-43>

## Set 4

Read the sentence with the target word in bold. Select the definition that best fits how the word is used. Sentences are grouped in sets of five.



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<https://ecampusontario.pressbooks.pub/celr32ed/?p=185#h5p-44>

[Access Chapter 6](#)

[Access Parts of Speech exercise](#)

[Access Fill in the Blanks exercise](#)

# Parts of Speech: Chapter 6



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[Access Chapter 6](#)

[Access Fill in the Blanks exercise](#)



# Fill in the Blanks: Chapter 6



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://ecampusontario.pressbooks.pub/celr32ed/?p=121#h5p-7>

[Access Chapter 6](#)

# Definitions Chapter 7

## Set 1

Read the definition for the target word. Read the sentences and select two sentences that show the use of the word according to the definition provided. Words are shown in sets of five.



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<https://ecampusontario.pressbooks.pub/celr32ed/?p=193#h5p-48>

## Set 2

Read the definition for the target word. Read the sentences and select two sentences that show the use of the word according to the definition provided. Words are shown in sets of five.



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<https://ecampusontario.pressbooks.pub/celr32ed/?p=193#h5p-47>

## Set 3

Read the definition for the target word. Read the sentences and select two sentences that show the use of the word according to the definition provided. Words are shown in sets of five.



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<https://ecampusontario.pressbooks.pub/celr32ed/?p=193#h5p-46>

## Set 4

Read the definition for the target word. Read the sentences and select two sentences that show the use of the word according to the definition provided. Words are shown in sets of five.



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<https://ecampusontario.pressbooks.pub/celr32ed/?p=193#h5p-45>

[Access Chapter 7](#)

[Access Parts of Speech exercise](#)

# Parts of Speech: Chapter 7



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<https://ecampusontario.pressbooks.pub/celr32ed/?p=123#h5p-5>

[Access Chapter 7](#)

# Definitions Chapter 8

The following exercises review definitions for Chapter 8 words.

The activities are grouped in sets of five words.

## Set 1



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## Set 2



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<https://ecampusontario.pressbooks.pub/celr32ed/?p=273#h5p-56>

## Set 3



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<https://ecampusontario.pressbooks.pub/celr32ed/?p=273#h5p-57>

## Set 4



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[Access Chapter 8](#)

[Access Parts of Speech exercises](#)

# Parts of Speech: Chapter 8



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<https://ecampusontario.pressbooks.pub/celr32ed/?p=125#h5p-3>

[Access Chapter 8](#)

# Definitions Chapter 9

## Set 1

Read the sentence with the target word in bold. Select the definition that matches the way the bold word is used in the sentence. Words are grouped in sets of five.



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<https://ecampusontario.pressbooks.pub/celr32ed/?p=198#h5p-53>

## Set 2

Read the sentence with the target word in bold. Select the definition that matches the way the bold word is used in the sentence. Words are grouped in sets of five.



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<https://ecampusontario.pressbooks.pub/celr32ed/?p=198#h5p-52>

## Set 3

Read the sentence with the target word in bold. Select the definition that matches the way the bold word is used in the sentence. Words are grouped in sets of five.



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## Set 4



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[Access Chapter 9](#)