



Language Companion | Stage I: CLB 1-4



Funded by:

Financé par :



Citizenship and
Immigration Canada

Citoyenneté et
Immigration Canada

Acknowledgements

Citizenship and Immigration Canada would like to thank the following people for their contributions to the development of the Language Companion.

Expert Advisor: Joanne Pettis

Developed by: Toronto Catholic District School Board, Continuing Education Department:
Anne-Marie Kaskens (managing editor), Karen Geraci, Marisa Mazzulla

Special thanks to:

- Barb Krukowski, The Centre for Skills Development and Training, Burlington, Ontario for permission to use and adapt sections of the Newcomer Companion
- Centre for Canadian Language Benchmarks (www.language.ca) for permission to reprint the CLB mini-posters
- Administrators, teachers and students who participated in the Ottawa Portfolio Based Language Assessment field test and provided valuable feedback on the Language Companion

Sections of the Language Companion

The Language Companion includes six sections.



Canadian Language Benchmarks

Understand what you can do as you learn English.

My Canada

Learn about Canada.

Where I Live

Learn about your province and your community.

Helpful English

Learn helpful English words and phrases.

My Notes

Keep your daily classroom work in this section.

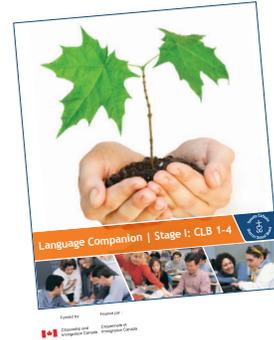
My Portfolio

Keep work that you and your teacher review to talk about your learning.

What is the Language Companion?

The Language Companion is a binder to help you:

- learn English
- learn about Canada and your community
- organize and store the work you do in class
- organize work that your teacher will assess



The Language Companion is Yours

The Language Companion belongs to you. Put your name on it. You will use the Language Companion during class. Bring it to each class. You will bring it with you when you move to a different class. You and your teacher will work together to decide which classroom work to put in the Language Companion.



What is My Portfolio?

My Portfolio

Your portfolio is a collection of examples of the work you do in class. It will include examples of listening, speaking, reading and writing tasks that show what you can do in English. Your teacher will tell you which tasks will go in your portfolio. Your teacher will look at your portfolio to see how much English you are learning, and to write your progress report at the end of the term.



About Me

Listening

Speaking

Reading

Writing

Other

In each section, you will make an inventory of classroom tasks. An inventory is a list of items.

- About Me includes information about:
 - **Your language level:** your Canadian Language Benchmark (CLB) in listening, speaking, reading and writing
 - **Your learning interests:** information about what you want to learn to do in English
 - **Your goals:** your language learning goals for the class
 - **Your life:** your life story, to help the teacher get to know you
- Listening includes an inventory and some tasks that show your listening progress
- Speaking includes an inventory and some tasks that show your speaking progress
- Reading includes an inventory and some tasks that show your reading progress
- Writing includes an inventory and some tasks that show your writing progress
- Other includes an inventory and some tasks you choose to do that show your progress



Canadian Language Benchmarks (CLB)

About the Canadian Language Benchmarks..... 3

Canadian Language Benchmarks Can Do Statements

Listening Benchmark 1-4 4

Speaking Benchmark 1-4 9

Reading Benchmark 1-4 14

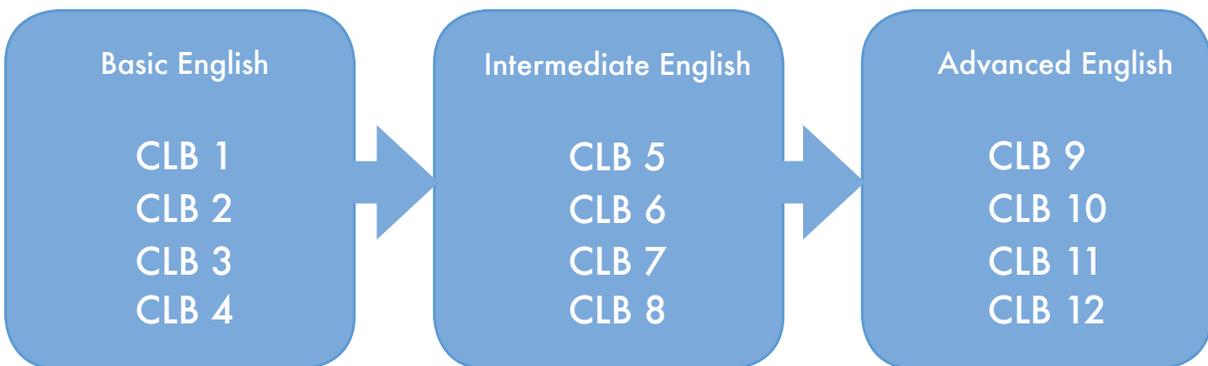
Writing Benchmark 1-4 19

Canadian Language Benchmarks

The Canadian Language Benchmarks (CLB) gives information about ESL literacy, and 12 levels of English.

Teachers use the CLB:

- To put students into the right English class
- To talk about student progress and achievement
- To give CLB levels at the end of the course



Stage 1 (CLB 1 – 4)

These are basic levels of English proficiency. By the end of CLB 4, learners can talk face to face about some things. They can read and write short, simple messages. They can understand brief face-to-face conversations and very simple details on the phone.

Stage 2 (CLB 5 – 8)

These are intermediate levels of English proficiency. At the end of CLB 8 learners may be ready for some post-secondary training but may still need to improve their language skills.

Stage 3 (CLB 9 – 12)

These are advanced levels of English proficiency. At CLB 12 individuals have native-like English for professional or academic use.

For a detailed description of what a learner can do in listening, speaking, reading and writing at Canadian Language Benchmarks 1-4, see the pages that follow.



Canadian Language Benchmarks



Listening



At this Benchmark, I can:

- understand a few words and very simple phrases
- understand common polite phrases

When:

- I can see the person
- the person speaks slowly and helps me understand
- the person uses pictures or gestures
- the person speaks about things I know or need

- Understand very simple greetings and introductions.



- Understand very simple requests.



- Follow very short, simple instructions.



- Understand very simple information.



© 2013 Centre for Canadian Language Benchmarks
The Can Do Statements are intended to help learners understand the Canadian Language Benchmark levels; they are not intended for assessment purposes.
For the Canadian Language Benchmark Online Self-Assessment, visit www.CLB-OSA.ca.
For further details on the Canadian Language Benchmarks, consult the CLB document, available online at www.language.ca.
The Can Do Statements were developed with support from the Province of Manitoba and the Government of Canada.





At this Benchmark, I can:

- understand very short, simple sentences

When:

- I can see the person
- the person speaks slowly and helps me understand
- the person uses pictures or gestures
- the person speaks about things I know or need

- Understand greetings, introductions, and some questions in very simple social conversations.



- Understand some simple requests and warnings.



- Follow simple instructions and directions.



- Understand simple information.



© 2013 Centre for Canadian Language Benchmarks
The Can Do Statements are intended to help learners understand the Canadian Language Benchmark levels; they are not intended for assessment purposes.
For the Canadian Language Benchmark Online Self-Assessment, visit www.CLB-OSA.ca.
For further details on the Canadian Language Benchmarks, consult the CLB document, available online at www.language.ca.
The Can Do Statements were developed with support from the Province of Manitoba and the Government of Canada.





At this Benchmark, I can:

- understand most simple sentences

When:

- I can see the person
- the person speaks at a slow to normal rate and helps me understand
- the person often uses pictures or gestures
- the topic is familiar

Interacting with Others

- Understand very short, simple social conversations (including greetings, introductions and endings).

For example:

- an apology from a friend
- an introduction to a new co-worker

Getting Things Done

- Understand common requests, warnings, and permission.

For example:

- a request for a day off work
- a request to borrow a book

Comprehending Instructions

- Follow 2- to 4-step common instructions and directions.

For example:

- instructions for a classroom activity
- directions to a washroom

Comprehending Information

- Understand short descriptions of a person, object, situation, personal experience, or routine.

For example:

- a description of a family photo
- details of a birthday party





At this Benchmark, I can:

- understand some simple formal and informal communication
- understand conversations about familiar topics

When:

- I can see the person
- the person speaks at a slow to normal rate and helps me understand
- the topic is familiar

Interacting with Others

- Understand short social conversations that include small talk.

For example:

- informal chat with a colleague about weekend plans
- a description of household tasks

Getting Things Done

- Understand common persuasive requests.

For example:

- a short simple commercial
- a sales clerk giving reasons to buy a more expensive product

Comprehending Instructions

- Follow 4- to 5-step common instructions and directions for familiar everyday situations.

For example:

- directions for a simple recipe
- simple instructions from a doctor

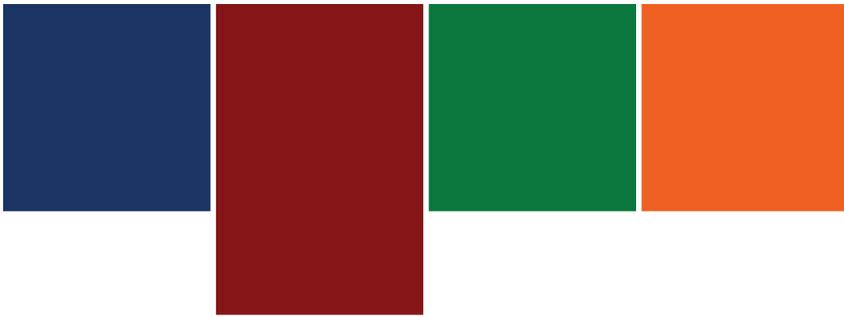
Comprehending Information

- Understand short descriptions or stories.

For example:

- a very short, clear weather report
- a classmate's story about shopping





Canadian Language Benchmarks



Speaking



At this Benchmark, I can:

- say a few words and very simple phrases
- say the alphabet, names, numbers, times, and dates

When:

- I can see the person
- the person helps me
- I can use pictures and gestures

- Say very simple greetings.
- Give a very simple introduction.



- Make very simple requests.



- Give very short, simple instructions.



- Answer very basic questions about myself.
- Ask simple questions about a person.



© 2013 Centre for Canadian Language Benchmarks
The Can Do Statements are intended to help learners understand the Canadian Language Benchmark levels; they are not intended for assessment purposes.
For the Canadian Language Benchmark Online Self-Assessment, visit www.CLB-OSA.ca.
For further details on the Canadian Language Benchmarks, consult the CLB document, available online at www.language.ca.
The Can Do Statements were developed with support from the Province of Manitoba and the Government of Canada.





At this Benchmark, I can:

- say simple phrases and some very short, simple sentences
- talk about some very common, everyday things

When:

- I can see the person
- the person helps me
- I can use pictures and gestures

- Start short social conversations with greetings and end with goodbyes.
- Give a simple introduction.



- Make simple requests.
- Say simple warnings.



- Give short, simple instructions.



- Give basic information about myself.
- Ask for basic information about another person.
- Describe a familiar thing (size, colour, number).



© 2013 Centre for Canadian Language Benchmarks
The Can Do Statements are intended to help learners understand the Canadian Language Benchmark levels; they are not intended for assessment purposes.
For the Canadian Language Benchmark Online Self-Assessment, visit www.CLB-OSA.ca.
For further details on the Canadian Language Benchmarks, consult the CLB document, available online at www.language.ca.
The Can Do Statements were developed with support from the Province of Manitoba and the Government of Canada.





At this Benchmark, I can:

- say short, simple sentences
- talk about some common, everyday things I need and about my experiences
- begin to use basic grammar and sometimes connect my ideas

When:

- I can see the person
- the person sometimes helps me
- I can sometimes use pictures and gestures

Interacting with Others

- Have very short, simple social conversations.

For example:

- introduce myself to a new person
- talk to a receptionist about my appointment

Getting Things Done

- Make and respond to simple polite requests.

For example:

- ask if I may do something
- ask someone to help me

- Give very short, simple warnings, cautions, and apologies.

For example:

- tell someone to be careful

Giving Instructions

- Give simple 2- to 3-step instructions and directions.

For example:

- tell a new student where to sit
- give directions to the classroom

Sharing Information

- Ask for and give simple information about things I need and things I do.

For example:

- tell the doctor how I feel
- talk about what I did yesterday
- talk about my plans

- Describe things, people, and situations in a few short sentences.

For example:

- describe my home
- describe a person in my family





At this Benchmark, I can:

- give simple information about common everyday activities, experiences, needs, and wants
- use basic grammar and connect my ideas

When:

- I can see the person or talk very briefly on the phone
- the person sometimes helps me
- I can sometimes use pictures and gestures

Interacting with Others

- Have short, casual social conversations.
For example:
 - introduce 2 people to each other
 - talk about the weather with a co-worker
- Talk briefly on the phone.
For example:
 - start and carry on simple telephone conversations and end the calls
 - leave short, simple telephone messages

Getting Things Done

- Make and respond to polite requests.
For example:
 - ask for information about services
 - ask for help when I am shopping
 - ask for a day off

Giving Instructions

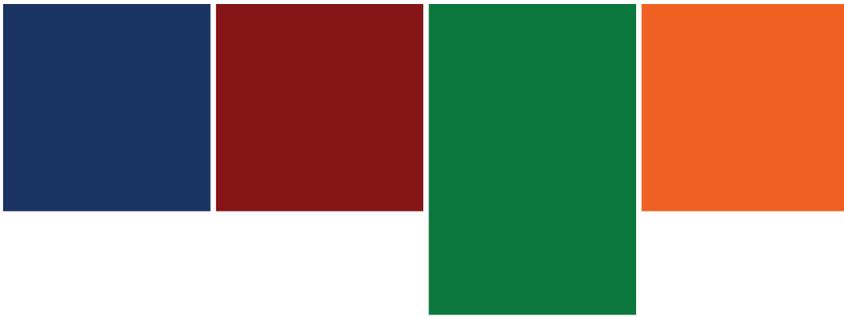
- Give simple 4- to 5-step instructions and directions.
For example:
 - give directions to a familiar place
 - give instructions on how to set an alarm clock

Sharing Information

- Ask for and give simple information about my needs and feelings.
For example:
 - tell a classmate how I am feeling
- Describe personal experiences and situations using 5-7 sentences.
For example:
 - describe my day at work
 - say what happened on my favourite TV show

© 2013 Centre for Canadian Language Benchmarks
The Can Do Statements are intended to help learners understand the Canadian Language Benchmark levels; they are not intended for assessment purposes.
For the Canadian Language Benchmark Online Self-Assessment, visit www.CLB-OSA.ca.
For further details on the Canadian Language Benchmarks, consult the CLB document, available online at www.language.ca.
The Can Do Statements were developed with support from the Province of Manitoba and the Government of Canada.





Canadian Language Benchmarks



Reading



At this Benchmark, I can:

- read the alphabet
- read numbers
- read some very common, everyday words

When:

- the topic is very familiar
- there are many pictures
- the words are very easy to read
- I use a dictionary in my language

- Understand some words and phrases in very short, simple messages.



- Understand very short, simple instructions.



- Find some information in very short, simple signs, maps, and forms.



- Understand very simple information.



© 2013 Centre for Canadian Language Benchmarks
The Can Do Statements are intended to help learners understand the Canadian Language Benchmark levels; they are not intended for assessment purposes.
For the Canadian Language Benchmark Online Self-Assessment, visit www.CLB-OSA.ca.
For further details on the Canadian Language Benchmarks, consult the CLB document, available online at www.language.ca.
The Can Do Statements were developed with support from the Province of Manitoba and the Government of Canada.





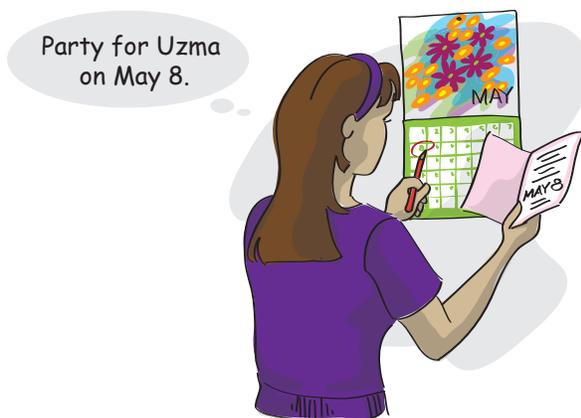
At this Benchmark, I can:

- read common, everyday words and phrases
- read some very short, simple sentences

When:

- the topic is very familiar
- there are some pictures
- the words are very easy to read
- I use a dictionary in my language

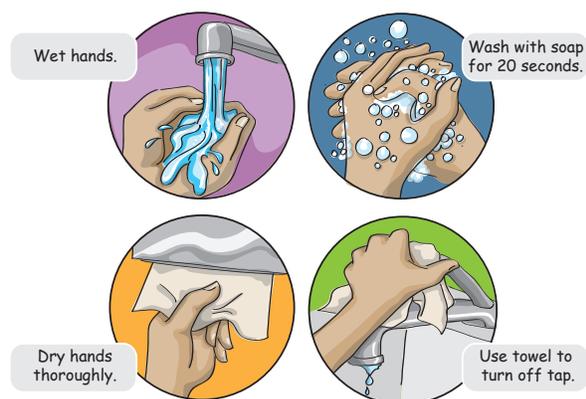
■ Understand very short, simple messages.



■ Find some information in very simple forms, maps, signs, and labels.



■ Understand short, simple instructions with up to 4 steps.



■ Understand simple information about everyday topics.



© 2013 Centre for Canadian Language Benchmarks
The Can Do Statements are intended to help learners understand the Canadian Language Benchmark levels; they are not intended for assessment purposes.
For the Canadian Language Benchmark Online Self-Assessment, visit www.CLB-OSA.ca.
For further details on the Canadian Language Benchmarks, consult the CLB document, available online at www.language.ca.
The Can Do Statements were developed with support from the Province of Manitoba and the Government of Canada.





At this Benchmark, I can:

- read short, simple sentences
- understand some information in short, simple paragraphs

When:

- the topic is familiar
- there are some pictures, charts, or diagrams
- I sometimes use a dictionary in my language

Interacting with Others

- Understand very short, simple social messages.

For example:

- a short note from my teacher
- a short email with the details for an appointment

Getting Things Done

- Find some information in simple forms, tables, and schedules.

For example:

- bus schedules

- Find some key information in short business texts such as flyers, form letters, and brochures.

For example:

- a flyer with information about a sale

Comprehending Instructions

- Understand simple instructions with about 5 steps, often with pictures.

For example:

- directions to the bus stop
- steps to take care of someone's house while the person is away

Comprehending Information

- Understand the main idea and some important information in short, simple paragraphs.

For example:

- a story about my neighbourhood

- Find simple information in dictionaries and encyclopedias.

For example:

- a word in an online bilingual dictionary





At this Benchmark, I can:

- understand short, simple paragraphs

When:

- the topic is familiar
- there are sometimes pictures, charts, or diagrams
- I sometimes use a dictionary in my language

Interacting with Others

- Understand simple social messages.

For example:

- an email from a friend with the reason they didn't come to class
- a letter with news from a friend

Getting Things Done

- Find information in simple forms, tables, schedules, and directories.

For example:

- telephone numbers in an online directory

Find and compare information in short business texts such as brochures, notices, form letters, and flyers.

For example:

- two simple brochures about travel

Comprehending Instructions

- Follow simple instructions with about 6 steps and with some pictures.

For example:

- simple recipes
- instructions for playing a simple game

Comprehending Information

- Understand and compare some important information in 2-3 short, simple paragraphs.

For example:

- factual description of a company (its location, when it started, how many people worked there, etc.)
- information about 2 different apartments

- Find information in dictionaries and online encyclopedias.

For example:

- information for a class project in an online encyclopedia

© 2013 Centre for Canadian Language Benchmarks
The Can Do Statements are intended to help learners understand the Canadian Language Benchmark levels; they are not intended for assessment purposes.
For the Canadian Language Benchmark Online Self-Assessment, visit www.CLB-OSA.ca.
For further details on the Canadian Language Benchmarks, consult the CLB document, available online at www.language.ca.
The Can Do Statements were developed with support from the Province of Manitoba and the Government of Canada.





Canadian Language Benchmarks



Writing



Canadian Language Benchmarks
Can Do Statements

Writing **Benchmark 1**

At this Benchmark, I can:

- write the alphabet and numbers
- write some very common, everyday words

When:

- the topic is very familiar
- someone helps me
- I write for a familiar person

■ Write very short, simple social messages.



■ Complete very short, simple forms.



■ Copy numbers, simple lists of words, or very short, simple sentences.



■ Complete 3-5 very short, simple sentences about me.



© 2013 Centre for Canadian Language Benchmarks
The Can Do Statements are intended to help learners understand the Canadian Language Benchmark levels; they are not intended for assessment purposes.
For the Canadian Language Benchmark Online Self-Assessment, visit www.CLB-OSA.ca.
For further details on the Canadian Language Benchmarks, consult the CLB document, available online at www.language.ca.
The Can Do Statements were developed with support from the Province of Manitoba and the Government of Canada.





Canadian Language Benchmarks Can Do Statements

Benchmark

Writing 2

At this Benchmark, I can:

- write simple phrases and some very short, simple sentences
- write very common, everyday words

When:

- the topic is very familiar
- someone helps me
- I write for a familiar person

■ Write short, simple social messages.

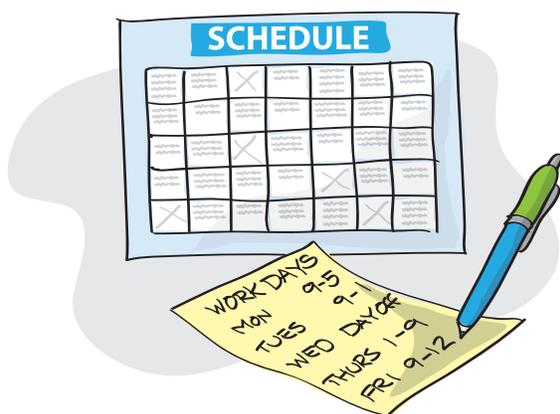


■ Complete short, simple forms.



■ Copy 3-5 short, simple sentences.

■ Copy lists with 10-15 items.



■ Write a few words to complete short sentences or answer questions about me.



© 2013 Centre for Canadian Language Benchmarks
The Can Do Statements are intended to help learners understand the Canadian Language Benchmark levels; they are not intended for assessment purposes.
For the Canadian Language Benchmark Online Self-Assessment, visit www.CLB-OSA.ca.
For further details on the Canadian Language Benchmarks, consult the CLB document, available online at www.language.ca.
The Can Do Statements were developed with support from the Province of Manitoba and the Government of Canada.



Centre for
Canadian Language
Benchmarks

Centre des niveaux de
compétence linguistique
canadiens



At this Benchmark, I can:

- write short, simple sentences
- write common, everyday words
- use capital letters and some simple punctuation

When:

- the topic is familiar
- I write for a familiar person

Interacting with Others

- Write short, simple social messages to someone I know.

For example:

- an invitation to a co-worker about a party
- an email to a sick friend

Getting Things Done

- Complete short, simple forms with 12-15 items.

For example:

- an emergency contact form

- Write short, simple messages to get things done.

For example:

- a note to a co-worker asking him or her to turn off the lights

Reproducing Information

- Copy 1 very short, simple paragraph.

For example:

- a short recipe
- details about my work schedule

Sharing Information

- Write sentences about things I know.

For example:

- a short description of a family member
- a few sentences about my weekend





At this Benchmark, I can:

- write simple sentences and short, simple paragraphs
- use capital letters and simple punctuation

When:

- the topic is familiar
- I write for a familiar person

Interacting with Others

- Write a short social message (up to 1 paragraph) to someone I know.

For example:

- an email to a friend to talk about my vacation
- a thank-you note to my supervisor

Getting Things Done

- Complete simple forms with 15-20 items.

For example:

- an application form for pre-authorized payments

- Write short, simple messages to get things done.

For example:

- an email to my supervisor to ask for a day off (including a reason)

Reproducing Information

- Copy short, simple paragraphs.

For example:

- information about 2 products to decide which one is better
- definitions from 2-3 different dictionaries

Sharing Information

- Write 1 paragraph describing something familiar to me.

For example:

- a description of my plans for next summer
- a description of my new home

© 2013 Centre for Canadian Language Benchmarks
The Can Do Statements are intended to help learners understand the Canadian Language Benchmark levels; they are not intended for assessment purposes.
For the Canadian Language Benchmark Online Self-Assessment, visit www.CLB-OSA.ca.
For further details on the Canadian Language Benchmarks, consult the CLB document, available online at www.language.ca.
The Can Do Statements were developed with support from the Province of Manitoba and the Government of Canada.





My Canada

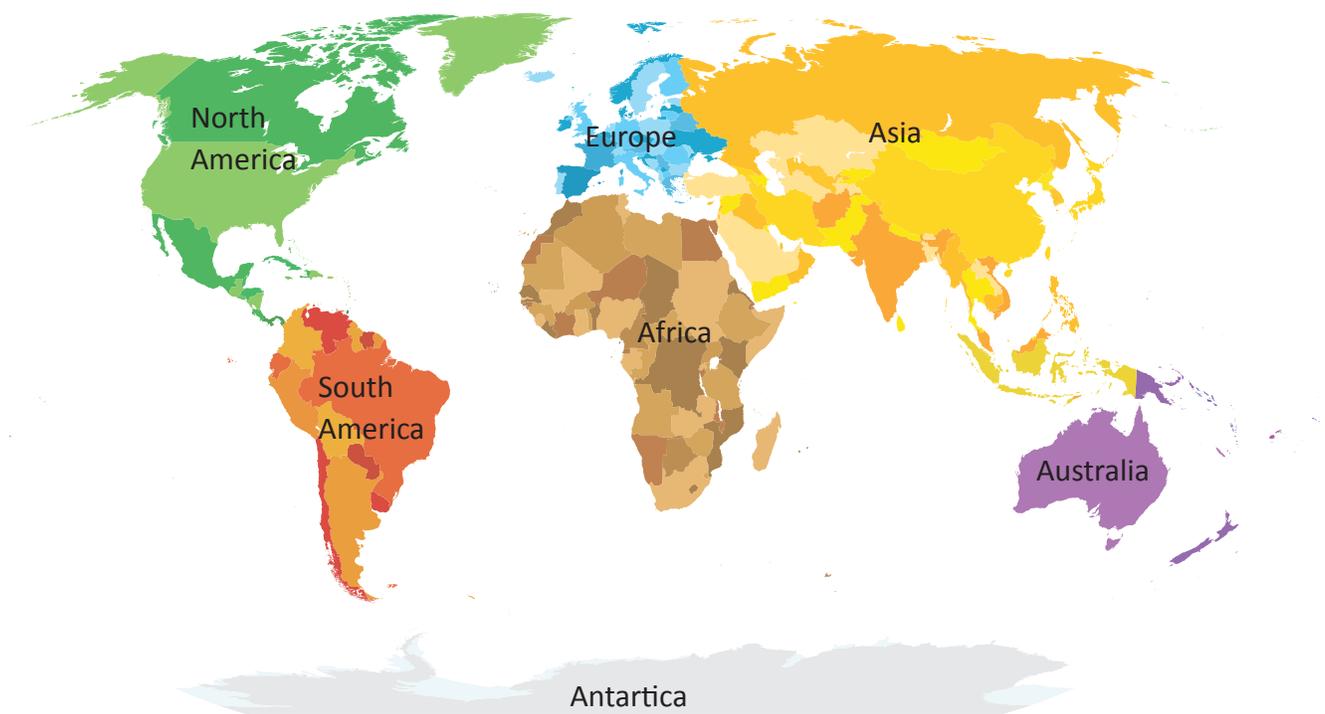
The World.....	3
Canada.....	4
The Flag and the National Anthem.....	5
Capital Cities.....	6
Canada’s Regions.....	7
Population of Canada	8
Canada’s People	9
Canada’s Languages.....	10
Holidays.....	11
Canada’s Government	12
Federal Government	13
Provincial or Territorial Governments	14
Municipal Government	15
Charter of Rights and Freedoms.....	16
Living in Canada.....	17
Renting a Home	18
Owning a Home.....	19
Money and Finances	20
Making Purchases.....	21
Working in Canada: Applying for Work	22
Working in Canada: Looking for a Job	23
Working in Canada: Occupations	24
Working in Canada: Workers’ Rights	25
Volunteering.....	26
Working in Canada: Workplace Expectations.....	27
Education for Children.....	28
Education for Adults.....	29
Health Care in Canada	30
Services for Emergencies.....	31
The Law and You.....	32
Services that Help.....	33
Helpful Websites	34

The World

This is a map of the world that shows the seven continents. Canada is the second largest country in the world. It covers an area of 10 million square kilometres.

Canada has a population of 34 million people. There are more than 30 countries with a larger population than Canada's.

Canada is located in the continent of North America. Find and circle Canada on the map.



Canada

This is a map of Canada. Canada has 10 provinces and three territories. Three oceans border Canada: the Pacific Ocean in the west; the Atlantic Ocean in the east; and the Arctic Ocean to the north.

Canada shares two borders with the United States – a long border in the south and a shorter one in the northwest.

Canada has many different landscapes, including mountains, forests, grasslands and tundra. Like its landscapes, Canada's climate varies from region to region.



What province or territory do you live in?

I live in _____ .

Canada's Flag

Canada's national flag is a symbol of Canadian identity. The Canadian parliament approved this flag in 1964.

Canada's flag features a maple leaf. The maple leaf has been used since Canada's early days to symbolize the land and its people.



National Anthem

A national anthem is a country's official song. **O Canada** was officially named Canada's national anthem in 1980, 100 years after people starting singing it.



O Canada!

*Our home and native land!
True patriot love in all thy sons command.*

*With glowing hearts we see thee rise,
The True North strong and free!*

*From far and wide,
O Canada, we stand on guard for thee.*

*God keep our land glorious and free!
O Canada, we stand on guard for thee.*

O Canada, we stand on guard for thee.

Capital Cities

The capital city of Canada is **Ottawa**. Ottawa is located in the province of Ontario. Each province and territory in Canada has its own capital city. Each province and territory in Canada has its own capital city and its own official flag.

Circle the flag and capital city of your province or territory.



Canada's Regions

There are five regions in Canada.

North

(Nunavut, Northwest Territories, Yukon Territory)

The North is made up of Canada's three territories. Part of each territory is in the Canadian Arctic. The Arctic is land located north of the Arctic Circle. Much of the Arctic's ground is frozen throughout the year. The North has the smallest population in Canada among Canada's regions.

The Atlantic Region

(Newfoundland and Labrador, Prince Edward Island, Nova Scotia, New Brunswick)

The Atlantic region is made up of four provinces that border the Atlantic Ocean. It is on the east side of Canada.



The West Coast

(British Columbia)

The West Coast region has one province. It borders the Pacific Ocean. It is located on the west side of Canada.

The Prairie Provinces

(Manitoba, Saskatchewan, Alberta)

There are three provinces in the Prairie region. A large part of the Prairie provinces are covered by grassland.

Central Canada

(Ontario and Québec)

Central Canada is made up of two provinces: Ontario and Québec. Approximately 60% of Canada's population lives in Central Canada.

Population of Canada



Region	Province or Territory	Population (2011)
Atlantic Region	Newfoundland and Labrador	515,000
	Prince Edward Island	140,000
	Nova Scotia	922,000
	New Brunswick	751,000
Central Canada	Québec	7,903,000
	Ontario	12,852,000
Prairie Provinces	Manitoba	1,208,000
	Saskatchewan	1,033,000
	Alberta	3,645,000
West Coast	British Columbia	4,400,000
North	Nunavut	34,000
	Northwest Territories	41,000
	Yukon Territory	32,000
	Total	34,476,000

What is the population of your province or territory?

_____ .

Source: Statistics Canada, accessed Feb. 12, 2012, from www12.statcan.gc.ca

Canada's People

The Canadian population includes Aboriginal peoples, French- and English-speaking people and immigrants.

Aboriginal Peoples

Aboriginal people lived in Canada before the arrival of European settlers. There are three groups of Aboriginal Peoples:

- First Nations
- Inuit
- Métis

First Nations and Métis live in all parts of Canada. The Inuit live primarily in the North.



French and English Canadians

French- and English-speaking people first settled in Canada in the 1600s. They came from France, England, Wales, Scotland and Ireland.

Immigrants to Canada

Approximately 20 per cent of Canadians were born outside of Canada. Until the 1970s, most Canadian immigrants came from Europe. Since then, the majority of immigrants have come from Asian countries.

Canada is often called a land of immigrants. Immigrants have played an important role in helping to build Canada.



Canada's Languages

English and French are Canada's two official languages. All official federal government services and publications are available in both English and French. Packaged foods and toiletries are also labelled in both English and French.

Approximately 18 million people in Canada speak English as a first language (anglophones) and 7 million people speak French as a first language (francophones). Although the majority of francophones live in Québec, there are francophone populations in most provinces and territories.

Mother-tongue Languages

Many people in Canada first learned to speak a language other than English or French. The language a person first learns and still understands, is his or her mother-tongue. The list below shows the 12 most common mother-tongue languages in Canada.

12 most common mother-tongue languages in Canada (2006)	
Language	Number of People
English	17,883,000
French	6,818,000
Chinese languages	1,012,000
Italian	455,000
German	451,000
Punjabi	368,000
Spanish	345,000
Arabic	262,000
Tagalog	236,000
Portuguese	219,000
Polish	211,000
Vietnamese	142,000

Source: 2006 census data, accessed on Feb 12, 2012, www.statcan.ca/01/cst01/demo11a-eng.htm

Find out:

What languages do your classmates speak at home?

Holidays

There are four statutory holidays that are observed in all provinces and territories of Canada. On statutory holidays, government offices, banks and most businesses are closed. People in all parts of Canada take these four days off work and school.



Statutory Holidays

These holidays are observed in all parts of Canada.

New Year's Day	January 1
Canada Day	July 1
Labour Day	first Monday in September
Christmas Day	December 25

Other Holidays

Each province or territory has additional statutory holidays. They differ from province to province. Check off the holidays that are celebrated where you live. Add other holidays to the list.

Holiday	Day Observed	Celebrated in Your Province or Territory?
Family Day	Third Monday in February	<input type="checkbox"/> yes <input type="checkbox"/> no
Louis Riel Day	Third Monday in February	<input type="checkbox"/> yes <input type="checkbox"/> no
Good Friday	Friday before Easter Sunday	<input type="checkbox"/> yes <input type="checkbox"/> no
Easter Monday	Monday after Easter Sunday	<input type="checkbox"/> yes <input type="checkbox"/> no
Victoria Day	Monday preceding May 25	<input type="checkbox"/> yes <input type="checkbox"/> no
National Aboriginal Day	June 21	<input type="checkbox"/> yes <input type="checkbox"/> no
Saint-Jean-Baptiste Day	June 24	<input type="checkbox"/> yes <input type="checkbox"/> no
Civic Holiday	First Monday in August	<input type="checkbox"/> yes <input type="checkbox"/> no
Thanksgiving	Second Monday in October	<input type="checkbox"/> yes <input type="checkbox"/> no
Remembrance Day	November 11	<input type="checkbox"/> yes <input type="checkbox"/> no
Boxing Day	December 26	<input type="checkbox"/> yes <input type="checkbox"/> no

Canada's Government

Canada's system of government is a federal state, parliamentary democracy and a constitutional monarchy.

Canada is a Federal State

Canada has three levels of government. Each level of government has different responsibilities.



Federal government



Provincial or territorial government



Municipal government

Canada is a Parliamentary Democracy

Parliament has three parts: the sovereign (queen or king), the Senate and the House of Commons.

Canada is also a democracy. This means that that Canadians elect members of their government.



Canada is a Constitutional Monarchy

Canada is a constitutional monarchy and part of the Commonwealth. This means that the Queen or King of England is Canada's head of state. Canada's Prime Minister is the head of government.

Federal Government

The government of Canada is also called the federal government. The federal government is located in Ottawa, the capital city of Canada.

The federal government includes 308 **members of parliament (MPs)**. Canadians elect members of parliament (MPs) to represent them in Ottawa. The leader of the federal government is the **Prime Minister**.

The federal government is responsible for national and international matters, such as national defence, immigration, foreign affairs, postal services and criminal law.



National defence



Immigration



Postal Services



Criminal Law

Each level of government has different responsibilities.

Learn more:

Go to www.pm.gc.ca to learn about Canada's Prime Minister:

Who is the Prime Minister? _____.

When was the last federal election? _____.

Provincial and Territorial Governments

Each province and territory has its own elected government, also called the legislature. Legislatures are located in the capital city of each province and territory.

Each provincial government is made up of many members of the provincial legislature. Canadians elect members of the provincial legislature to represent them. The leader of a provincial or territorial government is the **Premier**.

Provincial legislatures have the power to change their laws and manage their public lands. They are responsible for matters such as education, health care and road regulations. Provincial governments sometimes share responsibilities with the federal government. For example, federal and provincial governments share responsibility for agriculture, natural resources and immigration.



Health care



Education

Learn more:

What is the website for your legislature? _____.

Who is the Premier? _____.

When was the last provincial election? _____.

Municipal Government

Each city, town or district has its own government. The head of a municipal government is usually called a mayor and is sometimes called a reeve. Canadians elect councillors and a mayor (or reeve) to represent them at the municipal level.

Municipal governments are responsible for matters such as public transportation, fire protection, local police, local land use, libraries, parks, community water systems, roadways and parking.

			
Community centres	Garbage collection, recycling and composting	Libraries	Local parks

Across the country there are also band councils that govern First Nations communities. Band councils are similar to municipal governments; the members of a band elect the band council and a chief.

Learn more:

What is the website for your city, town or district? _____.

Who is the mayor (or reeve)? _____.

When was the mayor (or reeve) elected? _____.

Charter of Rights and Freedoms

Canada's constitution, or highest law, includes the *Canadian Charter of Rights and Freedoms*.



The *Canadian Charter of Rights and Freedoms* allows you to:

- Express your beliefs and opinions
- Gather with anyone you choose
- Practise any religion or no religion
- Live anywhere in Canada
- Not be arrested unfairly
- Receive equal treatment regardless of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability
- Enjoy the same rights whether you are a woman or a man
- Receive services from the federal government in either English or French

I think...

I disagree with you. I think...

Can a company decide not to hire me because of my race?

No, that's not allowed in Canada.

Learn more:

 ***Your Guide to the Canadian Charter of Rights and Freedoms***: To find this online booklet, type the title into the search box of your Internet browser.

Living in Canada

Canadians live in villages, towns and cities. Some Canadians live on farms.

 <p>Villages are small and have small populations.</p>	 <p>Towns are larger than villages, but smaller than cities. Towns contain more homes, buildings, stores, parks and businesses compared to villages.</p>	 <p>Cities are larger than towns. Some cities in Canada are home to over a million people.</p>	 <p>Farms are both homes and businesses. Canadian farmers grow grains, fruits, vegetables, flowers and herbs. They also raise livestock.</p>
--	--	---	--

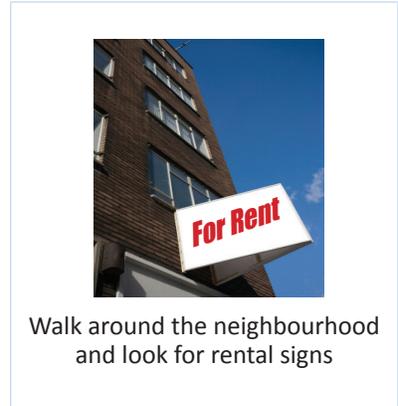
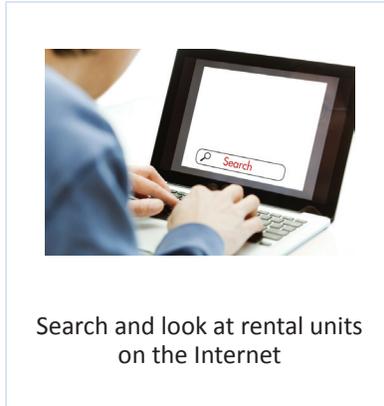
Homes in Canada

Canadians live in apartment buildings, townhouses and houses.

 <p>Detached houses are not attached to any other houses.</p>	 <p>Semi-detached houses are attached to another house on one side.</p>	 <p>Townhouses are homes that are attached to other homes on both sides.</p>	 <p>Apartment buildings are more common in towns and cities. Many residents live together in the same apartment building.</p>
---	---	---	---

Renting a Home

You can find a home to rent in many ways



You can choose to rent an apartment, a house or part of a house. When you look at ads in newspapers or on the Internet, these are some common terms you will find:

- **Room for rent:** An apartment where you have your own room, but you share a kitchen and bathroom with other people.
- **Bachelor:** An apartment that is just one room, but has a kitchen and bathroom.
- **One-bedroom apartment:** An apartment that includes a bedroom that is separate from the kitchen and living room.
- **Basement apartment:** The word basement tells you that the apartment is below ground and likely in a house, not in an apartment building.
- (Three-bedroom) **House:** The word house tells you that the rental unit is either a detached house, semi-detached house or a townhouse.

A **landlord** is someone who owns a house or building and rents it out to **tenants**. When you agree to rent a home, you and your landlord should sign a **lease**. A lease is a legal document that outlines the terms you and your landlord have agreed to.

Learn more:

The *Canada Mortgage and Housing Corporation* is the federal government's national housing agency. It has a website called *Housing for Newcomers*. There are videos and factsheets (in eight languages) about renting a home.

Housing for Newcomers website: www.cmhc.ca/ourhome

Owning a Home

You can own a house or a condominium. When you own a house, you pay for heating, water, electricity, home insurance and property taxes. If you own a condominium, you also pay monthly condominium fees, sometimes called maintenance fees, to cover the cost of building maintenance.



Buying a Home

Contact a **real estate agent** to help you buy a home. Real estate agents help buyers find suitable homes, arrange to see homes, and negotiate selling prices. The seller of the home pays a real estate fee called a commission to the real estate agent. The buyer of the home does not pay real estate fees.

Before you agree to buy a home, arrange a **home inspection**. This will tell you if the home needs any major repairs.

Most homebuyers do not have enough money to pay for their home all at once. They get a loan from a bank to buy their home. A loan for buying a home is called a **mortgage**. You pay back a mortgage through regular payments over many years.

Learn more:

- 🔗 The website *Housing for Newcomers* has videos and factsheets about buying a home, in eight different languages. www.cmhc.ca/ourhome
- 🔗 You can search for a home on the *Multiple Listing Service (MLS)* website. It lists homes for sale all over Canada. www.mls.ca

Money and Finances

Keeping Your Money Safe

In Canada, banks, trust companies and credit unions are safe places to keep your money. Many banks and trust companies are members of the *Canada Deposit Insurance Corporation* (CDIC). This means that if the bank or trust company fails, you can get up to \$100,000 of your savings back from CDIC.

These are the five largest banks in Canada. They are members of CDIC:

- **Bank of Montreal**, also called BMO
- **Bank of Nova Scotia**, also called Scotiabank
- **Canadian Imperial Bank of Commerce**, also called CIBC
- **Royal Bank of Canada**, also called RBC
- **TD Canada Trust**, also called TD Bank



A Bank Account

You can use a bank account to deposit and withdraw money, write cheques, pay bills and use a debit card for purchases. You can also let your employer deposit your paycheque directly into your account.

Your Banking Rights

You have the right to a bank account even if:

- you do not have a job
- you do not have money to put in the account right away
- you have a poor credit rating
- you have been bankrupt

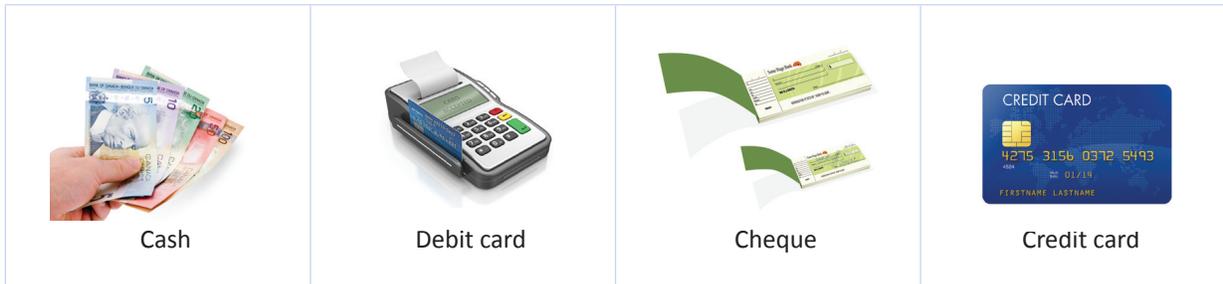
You have the right to cash a cheque from the federal government free of charge at any bank.

Learn more:

- 🔗 About banking in Canada: Go to www.cdic.ca. On the homepage, click on *banking*.
- 🔗 Is your financial institution a member of CDIC? Go to www.cdic.ca to find out.

Making Purchases

You can pay for purchases and services in different ways. You can pay with:



Credit and Loans

Getting **credit** means that you borrow money to buy something and pay it back later. You pay it back with interest. Interest is a fee you pay for borrowing the money. Interest rates can be very high.

- **Credit cards** allow you to borrow money as you need it to make purchases. If you pay the credit card bill in full before the due date, there will be no interest.
- A **personal bank loan** is a loan from the bank.
- A **mortgage** is a loan from the bank to buy a home.
- A **line of credit** allows you to borrow money from a bank as you need it. The bank charges interest from the day you withdraw the money. Lines of credit usually have lower interest rates than payday loans or credit card advances.
- A **payday loan** is a short-term loan that you pay back from your next pay cheque. Payday loans are a **very expensive** way to borrow money. Payday loan companies and many cheque-cashing outlets offer payday loans.

Credit Reports

When you use credit, a credit-reporting agency collects this information. It becomes part of your credit history. Banks can look at your credit history to decide whether or not to give you a loan.

Thinking about borrowing money? Find out:

- What are the fees?
- What is the interest rate?
- What happens if you miss a payment?

Working in Canada: Applying for work

To apply for a job, you might need to:

- Create a résumé**
A résumé is a formal list of qualifications and work experience.
- Write a cover letter**
A cover letter is a way to introduce yourself to employers and highlight what makes you a strong candidate for the job.
- Fill out an application form**
An application form usually requires you to list your work experience, education and training related to the position.
- Go to an interview**
An interview is your opportunity to describe your experience and answer questions the employer asks. You can also ask questions at an interview.



Helpful Hints:

Do

- Include a customized cover letter with each application
- Include volunteer experience in application forms and résumés
- Remain positive in all your interactions with potential employers

Don't

- Include your date of birth or your age
- Include information about your appearance, including height or weight
- Include information, other than your name, that could identify you as a member of a specific religion, ethnic or cultural group

Working in Canada: Looking for a Job

There are many ways to find a job. Here are a few examples:

- ☑ Ask for help at an **immigrant-serving organization**.
- ☑ Visit web sites of companies or organizations that hire workers in your field.
- ☑ Read the job search advertisements in the classified section of your newspaper.
- ☑ Go to a **job fair** to find out about job opportunities. In a job fair, many employers come together to give information about what they do and who they hire.
- ☑ Use an **employment agency** that will help with your job search. Employment agencies help job seekers find jobs that are suitable for their background and experience.
- ☑ Ask relatives, friends or neighbours if they know of anyone who is hiring.
- ☑ Look through job-search websites that have large **databases** of available jobs.



Look on job-search websites



Ask for help at an immigrant service agency

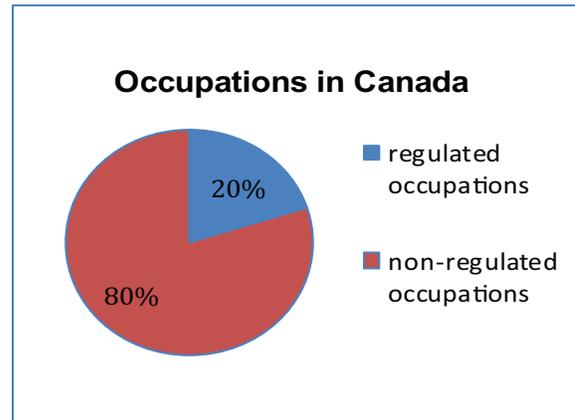
Learn more:

- 🔗 About job openings: www.jobbank.gc.ca is Service Canada's job-search website. It lists thousands of job openings all over Canada.
- 🔗 About job skills training: www.jobsetc.gc.ca has lists of government employment services and training providers.

Working in Canada: Occupations

Occupations in Canada are either **regulated** or **non-regulated**. Most jobs in Canada are non-regulated.

To work in a regulated occupation you need a licence or certificate. Non-regulated occupations do not require licensing.



Regulated Occupations

Some examples of regulated occupations are engineers, lawyers, nurses, teachers and truck drivers.

To work in a regulated occupation, you may need to:

- Write one or more examinations
- Have your language skills evaluated
- Do some supervised work experience
- Pay fees

Regulated occupations often have professional organizations. These professional organizations are responsible for protecting public health and safety. They also ensure that professionals meet occupational standards.

Many newcomers have education, skills and work experience from their country of origin. These are called **credentials**. To work in a regulated profession, you may need to prove that you have credentials from another country. This process is called **foreign credential recognition**. It takes time and costs money.

Learn more:

 www.jobbank.gc.ca is a website with information about working in over 500 Canadian occupations. You can use the website to find out about skills you need, qualifications and job openings.

Working in Canada: Workers' Rights

In Canada there are federal and provincial laws to protect employees and employers.

Employers must follow laws about work conditions, such as minimum wage, work hours, parental leave, paid vacation and safety.

Employers must also follow human rights laws about treating employees fairly. They must follow laws about:



Minimum Wage

Minimum wage is the least money an employer can pay you per hour.



Health and Safety

For example, employers must provide safety training and equipment, where required.



Hours of Work

For example, employers must pay overtime when employees work more than a certain number of hours in one week.



Parental Leave

For example, employers must follow laws about giving you time off work to care for your new child.

Working in Canada: Volunteering

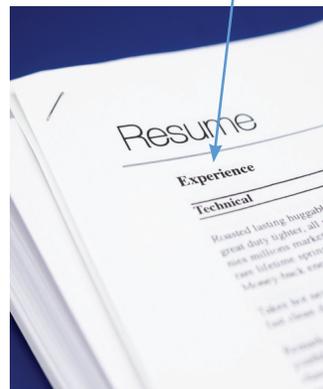
Having Canadian work experience is an advantage when you are looking for a job. One good way of gaining Canadian work experience is by volunteering.

Volunteering can also help you to:

- Meet new people
- Improve your English
- Develop workplace skills
- Get involved in your community

To find a volunteer placement, think about places that use volunteers. For example, you can sometimes volunteer at:

- Schools
- Community centres
- Sports teams
- Places of worship
- Food banks
- Charitable organizations



Did you know?

You can include volunteer experience on your résumé.

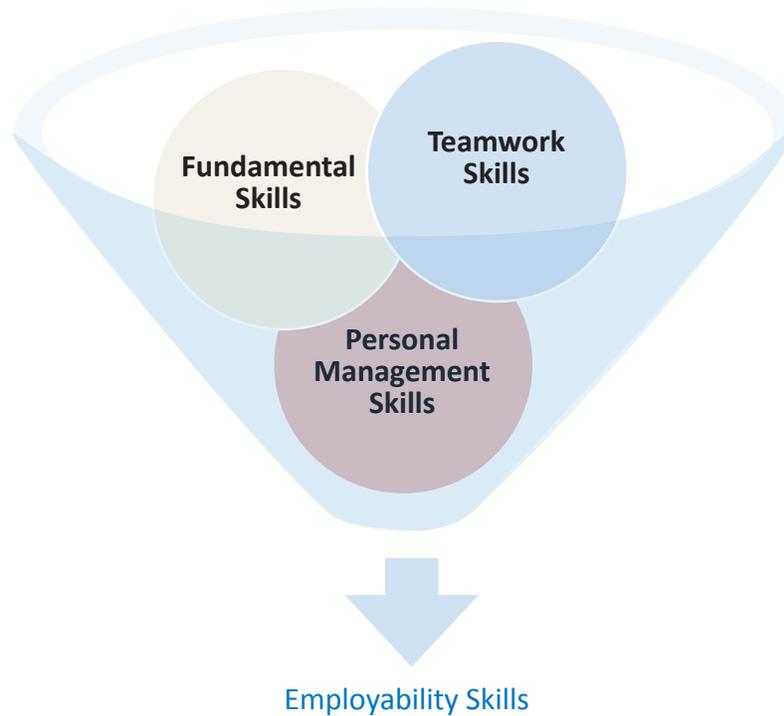
List volunteer work under the subheading “experience” in your résumé.

Learn more:

 www.volunteer.ca has information about volunteering in Canada. It has a directory of volunteer centres in Canada.

Working in Canada: Workplace Expectations

Employees bring lots of different skills to the job. Many jobs require skills that are specific to the type of work being done. These are called technical or job skills. But employers also like to hire people with good employability skills. Unlike specific job skills, employability skills are important for all kinds of work. Here are some examples of employability skills:



Fundamental Skills	Personal Management Skills	Teamwork Skills
<ul style="list-style-type: none">• Communicate• Manage information• Use numbers• Think & solve problems	<ul style="list-style-type: none">• Have a positive attitude• Be responsible• Manage your time• Be adaptable• Learn continuously• Work safely	<ul style="list-style-type: none">• Work well with others• Participate in group projects & tasks

Source: The Conference Board of Canada- adapted from *Employability Skills 2000+*
www.conferenceboard.ca/Libraries/EDUC_PUBLIC/esp2000.sflb Retrieved June 2, 2011.

Education for Children

In Canada, each province and territory provides public education. The educational systems are similar across Canada, with some differences between provinces and territories.

All children must attend school until they are 16 or 18. The age is set by the province or territory. Every province and territory has an official **curriculum**. The curriculum outlines what students will learn about in school. There are two levels of education for children and youth in Canada:

In elementary and secondary school:

- There is no cost. It is free.
- Parents receive report cards that describe their child's progress.
- Children attend school every day.
- Any absence must be reported to the school.

Elementary School

- Starts between age 4 and 6
- Kindergarten to grade 6 or 8



Secondary School (High School)

- From grade 7 or 9 to grade 12

Elementary and secondary schools are provided through school boards or school districts. Each province and territory has many boards or districts.

A **principal** is responsible for each school. Principals take care of school administration and report to the school board or school district.

Each class has a **teacher**. Some classes also have **assistants**. Teachers are responsible for classroom planning and day-to-day teaching.

If you have questions about your child's education, you can contact the school. During the school year, most schools arrange for **parent-teacher meetings**. These are short meetings with your child's teacher where you can discuss your child's progress.



Education for Adults

Many Canadians continue their education as adults. Adults may return to school to:

- learn a new skill
- earn a high school diploma
- upgrade to receive credits for credential recognition
- earn a university degree or college diploma

Adults can take credit courses and non-credit courses.

Non-credit Courses

Adults usually take non-credit courses out of interest. Non-credit courses usually cost less than credit courses. Sometimes they are free.

Non-credit courses are offered through:

- School boards or districts
- Community centres
- Immigrant serving organizations
- Colleges



Credit Courses

Credit courses are courses that count towards a certificate, diploma or degree. Students usually pay **tuition** to take these courses.

Credit courses are offered through:

- Colleges
- Universities
- School boards
- Career colleges



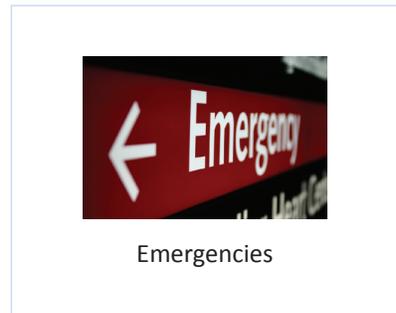
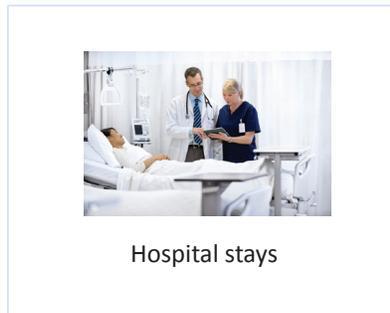
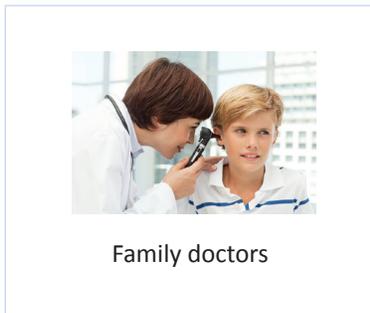
i Did you know?

Some educational institutions are **recognized**, which means that the government allows them to grant degrees, diplomas, certificates or other qualifications. Not all educational institutions are recognized.

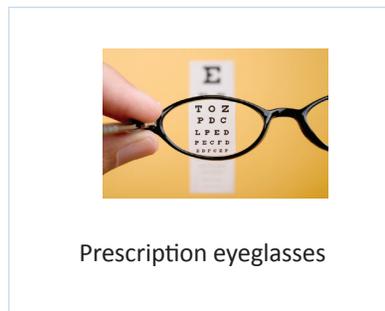
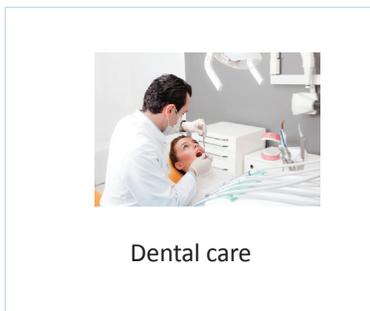
Health Care in Canada

Canada has public health insurance. That means that Canadians can go to the doctor, clinic or hospital and they do not have to pay for it directly. The government pays for the services. The government uses taxes to pay for health care.

Each province and territory has its own public health insurance system. Public health Insurance pays for many health services, such as:



Government plans usually **do not** pay for some services, such as:



In some cases the government may pay for these expenses. For example, the government often pays these costs for seniors or for people with a low income. All prescription medication is free during hospital stays.

Health Card

Canadian citizens and permanent residents can apply for public health insurance. Eligible people will get a health card. Each time you visit a doctor, clinic or hospital, you need to show your health card.

Services for Emergencies

You can go to the emergency department of the nearest hospital or dial 911 on your telephone for medical emergencies. **It is free to call 911.**

All emergency medical services and medications are free in hospitals. In some provinces or territories, you might have to pay for an ambulance to bring you to the hospital.

When You Travel Within Canada

When you travel in Canada and are outside your home province or territory, you can still go to the hospital for free. Sometimes a walk-in clinic in another province may charge you a fee.

Dial 911 for:



Fire



Ambulance



Police



People with a serious medical condition, such as diabetes, high blood pressure or allergies to medications, often wear a medical bracelet or necklace. It has their medical information on it. In an emergency situation, doctors and nurses need this information.

The Law and You

The Police

The police make sure everyone is safe. You can call the police if a crime happens to you or if you see a crime taking place. In Canada, **domestic violence** is a serious crime. Domestic violence includes hurting a spouse or other family member with words or actions. If you need to reach the police in an emergency, call **911**.

The Law

The law applies to everyone in Canada; this includes the police, government and public officials.

Courts can help people resolve **disputes** (disagreements). But most disputes do not end up in the courts. Instead, people often settle their differences outside of court.



If you need help in a Canadian court, you can hire a **lawyer** to represent you. Depending on your income, you may receive legal services free of charge. This is called **legal aid**.

If the police arrest you, you have the right to know why. Under Canadian law, you are considered innocent until proven guilty. You also have the right to a lawyer and to an interpreter if you need one. In Canada:

Everyone is **innocent** until proven guilty.

not guilty of a crime

Everyone has the right to a **fair** trial.

everyone is treated equally and in a reasonable way

You cannot be **excused** because you don't know the law.

forgiven

You must attend **jury** duty if you are asked.

a group of people who judge a court case

Services that Help

There are many services available in your community when you need help.

I don't have a job or money.



Social assistance programs give financial support.

I don't have money to buy food.



Food banks give food.

I don't have a home.



Shelters are temporary places to live if your house is not safe or you do not have a home. **Government-assisted housing** is available for people with a low income.

I need someone to talk to.



Counsellors listen to problems and help people find solutions.

I need legal help.



Legal aid programs help people with low incomes get legal advice and lawyers.

I want to join an exercise class.



Community centres offer services such as fitness classes, swimming pools and programs for seniors and children.

Helpful Websites

There are government websites designed to help newcomers to Canada.



i Find out about government resources and services available to all Canadians.

For all provinces and territories	www.cic.gc.ca
	www.jobbank.gc.ca

i Find out about resources and services in your province or territory.

Alberta	www.albertacanada.com/immigration
British Columbia	www.welcomebc.ca
Manitoba	www.immigratemanitoba.com
New Brunswick	www.gnb.ca/immigration
Newfoundland and Labrador	www.nlimmigration.ca
Northwest Territories	www.gov.nt.ca
Nova Scotia	www.novascotiainmigration.com
Nunavut	www.gov.nu.ca
Ontario	www.ontarioimmigration.ca www.settlement.org
Prince Edward Island	www.gov.pe.ca/immigration
Québec	www.immigration-quebec.gouv.qc.ca
Saskatchewan	www.saskimmigrationcanada.ca
Yukon	www.immigration.gov.yk.ca

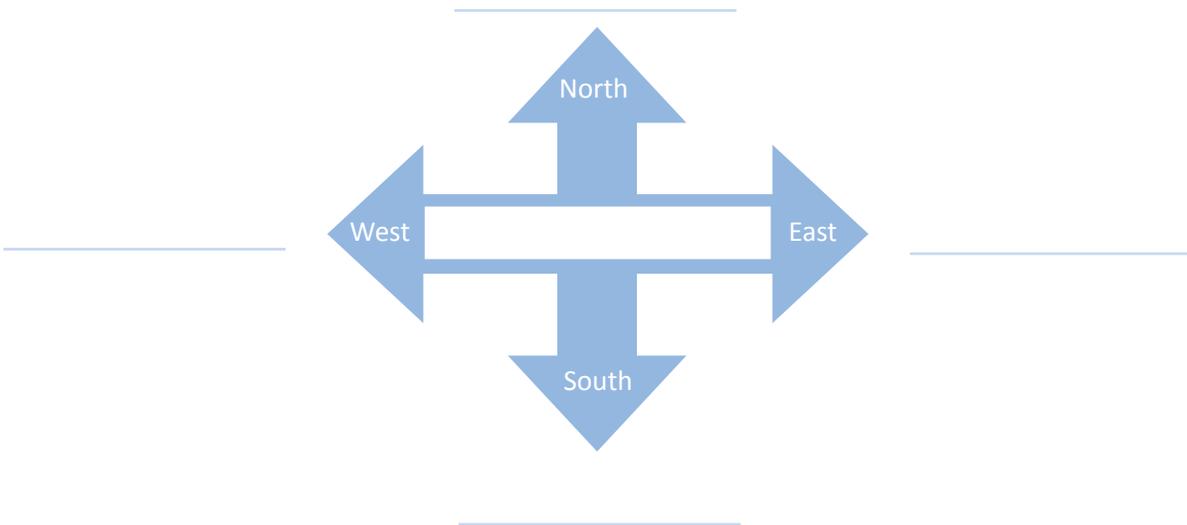


Where I Live

My Province or Territory.....	3
My Community.....	4
Government	5
Transportation.....	6
Taxes.....	7
News.....	8
Employment Laws	9
The Job Bank Website	10
Education.....	12
Health Care.....	13
Community Services.....	14

My Province or Territory

There are 10 provinces and three territories in Canada. Write the name of your province or territory in the centre box. Then write the name of the province, territory, country or body of water that lies north, south, east and west of your province or territory.



Learn more about your province/territory.

Alberta	www.alberta.ca
British Columbia	www.gov.bc.ca
Manitoba	www.gov.mb.ca
New Brunswick	www.gnb.ca
Newfoundland and Labrador	www.gov.nl.ca
Northwest Territories	www.gov.nt.ca
Nova Scotia	www.gov.ns.ca
Nunavut	www.gov.nu.ca
Ontario	www.ontario.ca
Prince Edward Island	www.gov.pe.ca
Quebec	www.gouv.qc.ca
Saskatchewan	www.gov.sk.ca
Yukon	www.gov.yk.ca

Find a map:

Find a map of your province or territory. Put it in your binder.



My Community

Your community is the village, town or city you live in. Each community has its own shopping centres, schools, restaurants, parks and community services.

Use the Internet to find the website of your municipal government. On the website, find some facts about your community. You can also speak to your classmates, friends and neighbours to fill in the information below.

Find out

What is the address of your city/town hall?

How many people live in your community?

By Canadian standards, do you live in a large, medium or small community?

In what part of the province or territory is your community located?

What are the major industries in your community?

Find a map:

Find a map of your community.

Put it in your binder.



Government

There are local representatives in your community for each level of government. Canadian citizens vote to elect their local representatives.

Find out: Your federal government representative

A member of Parliament (MP) is your local representative in the federal government. Who is your local member of the federal government? Where is his/her office?

Find out: Your provincial or territorial representative

A member of provincial parliament (MPP) or member of the legislative assembly (MLA) is your local representative in the provincial or territorial government.

- Is your provincial or territorial representative an MPP or MLA?
- What is his or her name? Where is his/her office?

Find out: Your municipal representative

A councillor is your local representative in the municipal government. Who is your councillor?

The government provides services in your community. Find the addresses and telephone numbers to get or renew these cards.



<p>To work, you need a social insurance number (SIN). The federal government issues SIN cards.</p> <p>Address:</p> <p>Telephone number:</p> <p><i>1-800-0-Canada</i></p> <hr/>	<p>To see a doctor, you need a health card. Your provincial or territorial government issues health cards.</p> <p>Address:</p> <p>Telephone number:</p>	<p>To drive a car, you need a driver's licence. Your provincial or territorial government issues it.</p> <p>Address:</p> <p>Telephone number:</p>
--	---	---

Transportation

Travelling Outside Your City or Town

Canada is the second largest country in the world. It covers an area of 10 million square kilometres. Because Canada is so large, the easiest way to travel across Canada is by airplane. The two major airlines are Air Canada and WestJet. You can also travel by train and bus. Via Rail operates cross-country trains. Greyhound operates many of the bus routes throughout Canada.



Travelling Within Your City or Town

You can use public transportation to travel in and around your city or town. All cities and most major towns in Canada have public transportation services. In some places there is also regional transportation to nearby towns and cities.

Find out

What is the name and website address of the public transportation service in your community?

Which kinds of transportation does your community have?

subways light rail buses streetcars

How much does public transportation cost per ride? Are there daily, weekly or monthly passes available? How much do they cost?

Find it:

Find a map of the transit routes covered by your local public transportation provider. Find schedules for the transit routes you use.

Put them in your binder.



Taxes

Residents of Canada pay taxes to fund government programs and services. There are different types of taxes. Sales tax and income tax are the two main forms of tax.

Sales Tax

We pay sales tax for most of the things we buy. Usually, the prices on sales tags do not include sales tax. When we buy something, a Goods and Services Tax (GST) gets added to the price. A Provincial Sales Tax (PST) may also be added to the price, depending on where you live. In some provinces, the GST and the PST are combined to form the Harmonized Sales Tax (HST). Which sales tax and rate do you pay in your province or territory?



Income Tax

Each year, you need to file an income tax return. If you have paid too much tax during the year, you will get a refund. If you haven't paid enough, you will need to pay more.

Find out the income tax rates for your province or territory. Record them in the chart below. Go to the Canada Revenue Agency website: www.cra-arc.gc.ca/tx/ndvdl/fq/txrts-eng.html.

Federal Tax Rates	Provincial or Territorial Tax Rates
___ % on the first \$_____ of taxable income +	___ % on the first \$_____ of taxable income +
___ % on the next \$_____ of taxable income +	___ % on the next \$_____ of taxable income +
___ % on the next \$_____ of taxable income +	___ % on the next \$_____ of taxable income +
___ % on taxable income over \$_____	___ % on taxable income over \$_____

Did You Know?

You can get free help with your tax return.

- **The Community Volunteer Income Tax Program (CVITP) completes tax returns for people who need help, but can't afford an accountant. To find out more, call 1-800-959-8281.**
- **You can listen to income tax information on the automated Tax Information Phone Service (TIPS). Call 1-800-267-6999.**

News

You can get the news from many different sources, including newspapers, television, radio and the Internet.

There are several independent national newspapers, and most cities and towns have one or more local newspapers. Many newspapers have both a print version and a version you can read on the Internet.



i Find out about two newspapers that contain information about where you live. These can be national or local newspapers.

Name of Newspaper	Website
1.	
2.	

The Canadian Broadcasting Corporation (CBC) is the national public broadcaster in Canada. They operate several television and radio stations in English and in French. Many radio and television programs are available over the Internet as well as through regular broadcast.



i Find out about television and radio stations where you can listen to local news

Name of Station	Radio or TV?	Channel
1.		
2.		
3.		
4.		

Employment Laws

Employment Standards

In Canada, provinces and territories set their own employment standards. Employment standards describe employees' rights and employers' responsibilities about matters such as:

- Minimum wage
- Paid holidays
- Overtime
- Breaks

Find out about the employment standards in your province or territory.	
Alberta www.employment.alberta.ca/SFW/1224.html	Nunavut www.justice.gov.nu.ca/i18n/english/lstb.shtm
British Columbia www.labour.gov.bc.ca/esb/	Ontario www.labour.gov.on.ca/english/
Manitoba www.gov.mb.ca/labour/standards/index.html	Prince Edward Island www.gov.pe.ca/sss/index.php3?number=1002354&lang=E
New Brunswick www2.gnb.ca/content/gnb/en/departments/post-secondary_education_training_and_labour/labour.html	Québec www.cnt.gouv.qc.ca/en/home/index.html
Newfoundland and Labrador www.gov.nl.ca/lra/index.html	Saskatchewan www.lrws.gov.sk.ca/about/
Northwest Territories www.ece.gov.nt.ca/Divisions/Labour/index.htm	Yukon www.community.gov.yk.ca/labour/
Nova Scotia www.gov.ns.ca/lae/employmentrights/	

Workplace Safety

Provinces and territories set laws about workplace safety. Employers pay for workplace safety insurance, which allows workers to receive benefits (payments) if they are injured at work.

Provincial and territorial workplace safety and insurance boards provide:

- Accident prevention information
- Benefits when workers are injured
- Return-to-work supports

Find out

Which agency provides compensation to injured workers in your province or territory?

What is the website address of this agency?

The Job Bank Website

The Canadian government has a website to help people find work. It is called the Job Bank. On the Job Bank website, you can find out about job openings in your community. You can also get information about occupations that interest you.

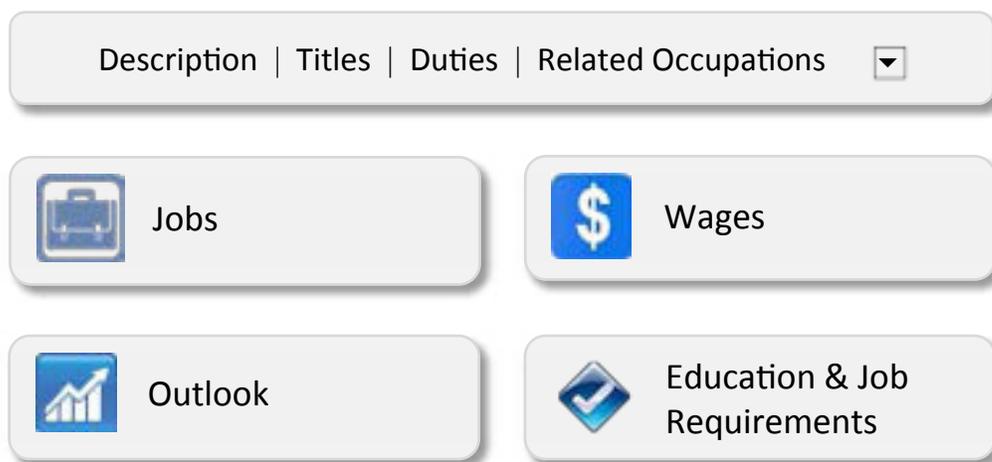
Go to www.jobbank.gc.ca.

To get started, click on **Explore Careers**. Enter the name of the occupation you are interested in, and your city or postal code. Then click on **Go**. The website will display a list of job openings and other useful information.

Fill in the information below for the occupation you selected.

Occupation name _____	Number of Jobs _____	Wages _____	Outlook _____
--------------------------	-------------------------	----------------	------------------

The website provides information about occupations in five main sections.



The Job Bank Website (continued)

Each section of the Job Bank website provides useful information. For example:

Description | Titles | Duties ▾

Description: This section gives a short description of the main job duties. It also describes where people in this occupation usually work.

Titles: This section lists the different job titles this occupation has.

Duties: This section lists the job duties for this occupation.



Jobs

This section lists current job openings. You can print the job advertisements you are interested in.



Wages

This section lists the approximate wages you can expect to earn in this occupation.



Outlook

This section describes the demand for workers in this occupation.



Education & Job
Requirements

This section describes the work conditions, and the skills and education you need for this occupation.

Education

Elementary and Secondary Education

Provinces and territories fund school boards and school districts, which are responsible for operating schools and hiring teachers. Some provinces and territories have both public and separate school boards.

i Find your local school board.

Write down the name(s) and websites of the school board(s) in your area.

Write down the name(s) and phone number(s) of the schools close to your home.

Post-Secondary Education

Colleges and universities offer a wide range of programs. They offer full- and part-time programs that lead to certificates and degrees.

i Find the name(s) of the post-secondary institutions in your area.

Colleges:

Universities:

Career Colleges:

Health Care

There are many health care providers who work in offices, clinics and hospitals. Some provinces and territories offer free health information over the telephone. You can speak to a registered nurse and get advice about any health concern.

Provinces and territories pay for most basic and emergency medical services for Canadian citizens and permanent residents.



i Find out about the health care services in your area.

Name	Address	Telephone Number	Hours
Family Doctor:			
Clinic(s):			
Hospital(s):			
Pharmacy:			

Does your province or territory have a telephone health care service? If so, write the telephone number here.

For more information about Canada’s health care system, visit www.hc-sc.gc.ca

Community Services

Communities provide support and services through government programs and agencies. These are often available for free or at a low cost. Read about the following community services. Then write the contact information of those that interest you. **Write them on the next page.**

Service	Where to find information
 <p>Social assistance programs give financial support to individuals who have little or no income.</p>	<p> Look up <i>Social Services</i> in the blue pages of the telephone book.</p> <p> Use the search terms <i>social assistance</i> plus the name of your province or territory.</p>
 <p>Food banks and food programs offer free food to those in need.</p>	<p> Enter the search terms <i>food bank</i> plus the name of your city or town in your Internet browser search bar.</p>
 <p>Emergency housing is short-term accommodation for people who are homeless or are in crisis. It provides necessities such as shelter, food and information.</p>	<p> Look up <i>Hostels</i> in the blue pages of the telephone book.</p> <p> Use the search term <i>shelter</i> plus the name of your city or town.</p>
 <p>Legal aid programs help people with a low income get legal advice and lawyers.</p> <p>Community legal clinics provide advice and information to people who cannot afford a lawyer.</p>	<p> Look up <i>Legal Aid</i> in the blue pages of the telephone book.</p> <p> Use the search terms <i>legal aid</i> plus the name of your province or territory.</p> <p> Use the search terms <i>community legal clinic</i> plus the name of your province or territory.</p>
 <p>Community centres offer a variety of services, such as programs for seniors and children, and activities such as ice skating, soccer, and fitness classes.</p>	<p> Look up <i>Community Centres</i> in the blue pages of the telephone book.</p> <p> Use the search terms <i>recreation centre</i> or <i>community centre</i> plus the name of your city or town.</p>

Community Services

Write down the contact information for the services you are interested in in your community.

Name of organization	Contact Information	Service

Immigrant-Serving Organizations

Canada has many immigrant-serving organizations to help newcomers. They provide free services and information about living in Canada.

Find the immigrant-serving organization(s) in your community. Record the contact information and the services they offer below.

Call 1-888-242-2100 or go to www.servicesfornewcomers.cic.gc.ca.

Name	_____	Services offered:
Address	_____	
Phone number	_____	

Name	_____	Services offered:
Address	_____	
Phone number	_____	



Helpful English

Interacting With Others

Greeting and Introducing	3
Saying Goodby.....	4
Thanking.....	5
Asking for Help and Offering Help.....	5
Apologizing.....	6
Inviting.....	7

Shopping

Asking About Prices.....	8
Asking About Locations in the Store	9
Asking for Amounts	9
Describing Foods	10
Describing Appearance	11

Getting Around

Asking for Directions	12
Giving Directions	13
Describing Transportation	14

Staying Healthy

Making Medical Appointments.....	15
Visiting the Doctor	16
Filling Prescriptions	16
Choosing Healthy Foods.....	17

Getting A Job

Looking for Work.....	18
Reading Job Ads	18
Applying for a Job.....	20
Describing Previous Jobs.....	21

Working

Describing Work.....	22
Instructions	23
Writing Notes	25

Being Active

Talking About Likes and Dislikes	26
Talking About Plans and Needs	28

Learning

Getting Study Supplies	29
Reading Schedules	30
Communicating with a Child's School	31
Attending Parent-Teacher Interviews.....	31

Being Safe

Giving Warnings	32
Expressing Problems	33
Reporting Accidents and Injuries	34
Reading Signs	35
Reading Labels.....	36
Preventing Weather-Related Injuries	37

Additional Resources

Alphabet.....	39
Months and Days	40
Dates	40
Time.....	41
Money	41
Weather	42
Body Parts and Organs	43
Foods.....	44
Adjectives.....	45
Present Verb Tenses	46
Past Verb Tenses.....	47
Future Verb Tenses.....	48
Tips for Learning English	49
Helpful Websites for Learning English.....	50

Helpful English for ... Interacting with Others

Greeting & Introducing: p. 3

Saying Goodbye: p. 4

Thanking: p. 5

Asking for & Offering Help: p. 5

Apologizing: p. 6

Inviting: p. 7

Greeting & Introducing



Hello.

Hello and *hi* are both polite and friendly. They are acceptable to use at all times. *Hey* is less formal and usually used with friends.

You can also use a greeting based on the time of the day.



Good morning
Before noon



Good afternoon
Between noon and 6 pm



Good evening
After 6:00 pm

When to say it say

What to say

To introduce yourself

- *Hi, I'm ...*
- *Hello, my name is ...*

To introduce others

- *I'd like you to meet my friend ...*
- *This is my husband...*
- *Have you met my sister ...?*
- *Do you know my co-worker ...?*

Saying Goodbye



Goodbye!

Goodbye and *bye* are both polite and friendly. They are acceptable to use at all times.

Other ways of saying goodbye:

When to say it say

What to say

After meeting someone for the first time	→ <i>It was nice meeting you.</i>
At the end of a pleasant conversation	→ <i>It was nice talking to you.</i>
At the end of an evening	→ <i>Goodnight.</i>
To explain why you are leaving	→ <i>I should get going now, it's getting late.</i> → <i>I have to go now or I'll be late for ...</i> → <i>I need to get going now, my train leaves in ... minutes!</i>
When you may see the person again	→ <i>See you soon / See ya.</i> → <i>See you tonight / tomorrow / next week / next time.</i> → <i>Bye for now.</i> → <i>Take care.</i>



Great party, Sabri. Thank you for inviting me.
You're welcome. I'm glad you could come.
Me too. I should get going now. It's getting late.
All right. Have a good weekend and see you on Monday.
Goodbye!

Thanking



Thank you.

You're welcome.

Thank you, thanks and you're welcome are polite and friendly terms. They are acceptable to use at all times.

When to say it say

What to say

To express appreciation

- *Thank you.*
- *Thank you for thinking of me.*
- *I appreciate it.*

After someone expresses appreciation

- *You're welcome.*
- *Don't mention it.*
- *No problem.*

Asking for Help & Offering Help

When to say it say

What to say

To ask for help in an emergency

- *Help!*
- *I need help.*

To ask for help

- *Excuse me, could you help me, please?*
- *Can you help me, please?*

To find something out

- *Could you please tell me...*
- *I'd like to know how to....*

To make sure you understand

- *(Could you) please repeat that?*
- *Let me see if I understand...*
- *So, in other words...*

To offer help

- *Excuse me, do you need help (with that)?*
- *Did you need some help?*
- *Can I help you?*
- *Can I give you a hand?*

Apologizing



I'm sorry. I didn't mean to step on your foot.

That's OK. It's pretty crowded on this bus.

I'm sorry is commonly used in both formal and informal situations.

Apologizing

- Informal**
- *Sorry.*
 - *Sorry about that.*
 - *I'm sorry.*
 - *I'm so sorry.*
 - *Excuse me.*
 - *I want to apologize.*
 - *Please accept my apologies.*
- ↓
- More formal**

Responding to an apology

- Informal**
- *Don't worry about it.*
 - *No big deal.*
 - *No problem.*
 - *It's all right.*
 - *That's all right.*
 - *That's OK.*
 - *I appreciate your apology.*
- ↓
- More formal**

When to say it

What to say

When you are late	→ <i>I'm sorry (that) I'm late.</i> → <i>I'm sorry for being late.</i>
When you interrupt	→ <i>Sorry, I didn't mean to interrupt.</i> → <i>Excuse me for interrupting.</i>
When you bump into someone	→ <i>Excuse me.</i>
When you forget	→ <i>I apologize for the late cheque.</i>
A mistake or misunderstanding	→ <i>I'm sorry I left without you. I didn't know you needed a ride.</i>

Inviting



Going out with friends, attending social events and participating in community events are ways you can interact with others and practise English.

When to say it

What to say

To make an invitation

- *Can you come over for a coffee?*
- *I want to invite you to ...*
- *Are you interested in coming to ...?*
- *Would you like to go to ...?*
- *Do you want to come to ... tomorrow / next week?*
- *What are you doing on ...?*

To accept invitations

- *I'd love to, thanks.*
- *Sure. What time should I be there?*
- *That sounds great!*

To decline invitations

- *I'm sorry, I can't because ...*
- *I'd like to, but unfortunately I can't.*
- *I don't think I can attend because ...*

Reading Invitations

This is an example of an invitation.
Invitations always tell you:

- What the event is
- When the event is taking place
- What you should do if you want to attend



*Hello, Milverton Community Centre.
Hi, I'd like to attend the open house.
Great. What is your name?
Mary Ingram.
OK Mary, see you on Sunday*

You are invited!

Please attend the
**Milverton Community
Centre Open House.**

Meet your neighbours and
learn about what we offer!

Sunday, October 17

1:00 to 4:00 pm

RSVP 647-555-1212

Helpful English for ... Shopping

Asking About Prices: p. 8

Asking About Locations in the Store: p. 9

Asking for Amounts of Food: p. 9

Describing Foods: p. 10

Describing Appearance: p. 11

Asking About Prices



How much does this cost?

To say a price, first read the number before the decimal, then the number after the decimal.

When to say it

What to say

To ask about prices

- *How much does this cost?*
- *How much is this coat / toy / stove?*
- *What's the price of this chair / sweater / book?*

To say prices

- *It costs twelve ninety-nine.*
- *It's forty-five dollars and fifty cents.*
- *The price is two hundred fifty dollars.*

\$12.95

\$45.50

\$250.00



How much is the microwave?

It is on sale for \$119.99.

That's a good price. I paid more last year.

Asking About Locations in the Store



Where can I find the cereal?

Grocery stores put similar items together in aisles and sections. For example:

- Fruits and vegetables are in the produce section
- Cheese and milk products are usually in the dairy section
- Packaged and tinned foods are in different aisles

When to say it

What to say

To ask about location

- *Excuse me, can you tell me where the pears are?*
- *Where can I find canned tuna?*
- *Which aisle are the spices in?*
- *Are dried fruits in the produce section?*

Asking for Amounts

When to say it

What to say

To ask for an amount

- *Can I have 300 grams of cheese?*
- *I would like a two-kilogram roast.*
- I'd like...*
- *a bunch of asparagus / broccoli / celery / grapes / spinach.*
- *a loaf of bread.*
- *a slice of bread / cheese.*
- *a stick of butter.*
- *a carton of buttermilk / cream / ice cream / milk / soy beverage.*
- *a box of cereal / couscous / crackers.*
- *an ear of corn.*
- *a container of sour cream / yogurt.*
- *a head of lettuce.*



I need to buy vegetables for dinner

What do you need to buy?

I need some potatoes, a bunch of asparagus and a head of lettuce.

Describing Foods



How do you like your meal?

Descriptive words can be used to describe what you like and what you don't like about foods.

When to say it

What to

To show a preference

- *I would like the **spicy** one, not the **mild** one.*
- *I'd like a **dry** wine, not a **sweet** wine.*
- *My soup is **cold**; I would prefer **hot** soup.*

To tell someone you like the food you are eating

- *This salad tastes very good!*
- *This dessert is **delicious**!*
- *This dish is very **tasty**!*

To describe likes

- *I love to eat **salty** snacks.*
- *I like lemons because the **sour** taste is refreshing.*

To describe dislikes

- *This meal is too **salty**.*
- *This tastes **bitter**.*
- *This bread is not **fresh**; it is **stale**.*



What would you like for dessert?

Can I have the fruit salad?

Good choice! Fresh fruit is **sweet** and **juicy**.

Describing Appearance



I want to buy a **small** car, not a **big** car.

Many **adjectives** (words used to describe people, places and things) have opposites:

big	small	beautiful	ugly	modern	old-fashioned
short	long	dark	light	fresh	stale
cheap	expensive	plain	fancy	new	used

When to say it

What to say

To describe something you are looking for

- I am looking for a **plain** dress, not a **fancy** dress.
- Can I have a **big** roast instead of a **small** roast?
- I would like to purchase this desk in a **light** wood, not a **dark** wood.
- I would like to see **new** styles instead of **old** styles.

To describe a preference

- I prefer **modern** furniture rather than **antique** furniture.
- I like **short** skirts more than **long** skirts.
- I prefer **used** cars to **new** cars; they are less expensive.

Useful Grammar

To find more adjectives, type *adjectives with pictures* into an Internet search engine. Visit www.enchantedlearning.com. Click on *English dictionary* in the list on the left side of the page. Click on *adjectives* to find adjectives with pictures.



Hi, I'm looking for a gift for a friend. I would like to buy her a skirt.

How about this one?

No, I think she would prefer a long, formal skirt.

Helpful English for... Getting Around

Asking for Directions: p. 12

Giving Directions: p. 13

Describing Transportation: p. 14

Asking for Directions



Could you please tell me the way to the pharmacy?

Sure, I can help you.

When to say it

What to say

To ask for directions

- *Excuse me, can you give me directions to a café?*
- *How do I get to...?*
- *Is there a ... near here?*
- *Could you please tell me the way to ...*
- *Could you tell me where ... is?*
- *Excuse me, can you tell me where ... is located?*
- *Do you know where the nearest ... is?*

To ask a store or office staff person for directions

- *Can you give me directions to your office?*
- *How do I get to the clinic from the highway?*
- *Could you please give me directions to your store?*

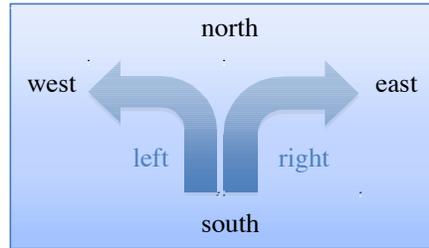
To ask for more information about locations

- *Is it far away?*
- *It is close by?*
- *How long will it take to get there by bus / car?*



*Excuse me, can you tell me where the nearest bus stop is?
It's close by. Go straight ahead for about two blocks and you'll see it.
Great. Is it on the left or right?
It's on the right side of the street.
Thanks very much.*

Giving Directions



When to say it

What to say

To give directions	<ul style="list-style-type: none">→ Turn right.→ Take a left.→ Go straight.
Giving directions using landmarks	<ul style="list-style-type: none">→ Turn right after the bookstore / school / park.→ Take a left before the ...→ Go straight past the ...→ Keep going until you see ...→ On your left / right you'll see ...
Giving directions using roadways	<ul style="list-style-type: none">→ Turn left on Main Street.→ Take Highway 401 west to exit 295.→ Take a right on→ Go north / south / east / west on→ Turn north / south / east / west on ...
To describe location	<ul style="list-style-type: none">→ The address is 295 Pine Avenue.→ It's at the corner of ... and ...→ It's beside ...→ It's next to ...→ It's across from ...→ It's between ... and ...→ It's north / south / east / west of ...→ It's kitty-corner from...



Can you tell me where the library is?

To get there you need to go straight until you reach Balsam Avenue. Go north on Balsam until you pass the park. You'll see the library on your left.

Describing Transportation

			
streetcar	bus	taxi	walk
			
bike	car	scooter	subway

When to say it

What to say

To ask about transportation

- *How do you get to class / work?*
- *Is there a bus / subway that goes there?*
- *Can I walk there?*

To identify transportation modes

- *I take a bus / subway / streetcar / taxi.*
- *I drive my car / truck / van.*
- *I ride my bike / scooter / motorcycle.*
- *I walk to class / work.*
- *I get a ride with a friend.*

Useful Grammar

Adverbs of frequency describe *how often* something happens. For example:

Less often

- *I **never** drive to work.*
- *I **rarely** ride a bike.*
- *I **sometimes** take the subway to work.*
- *I **often** take a taxi when I go home late at night.*
- *I **usually** take the bus home from work.*
- *I **always** walk to school.*



More often



How do you get to class?

I usually ride my bike. What about you?

I usually walk.

Helpful English for ... Staying Healthy

Making Medical Appointments: p. 15

Visiting the Doctor: p. 16

Filling Prescriptions: p. 16

Choosing Healthy Foods: p. 17

Making Medical Appointments

When to say it

What to say

To ask for an appointment	→ <i>I'd like to make an appointment with...</i>
To give your availability	→ <i>Monday mornings and Thursday afternoons are best.</i> → <i>Do you have an opening on Monday?</i>
To respond to a suggested date and time	→ <i>Yes, that works for me.</i> → <i>No, I'm sorry, that won't work.</i>
To confirm the appointment	→ <i>Okay, so that's June 2nd at 9 a.m.</i>
To cancel an appointment	→ <i>I need to cancel my appointment on June 2nd, please.</i>



I'd like to make an appointment in early November.

Okay, we have November 5th at 3 p.m. available.

That would be fine.

Here is your appointment card. If you need to cancel, please give us two days' notice.

Okay, thanks very much.

Dr. Beatrice Simone
438 William Avenue, Winnipeg, MB
Tel.: 204-555-2639

Patient: Stacey Misener

Date: Nov. 5th

Time: 3:00 p.m.

Cancellation policy: 48 hours without penalty.

Visiting the Doctor

When to say it

What to say

To describe symptoms

- *My ... is sore.*
- *I have a sore... throat/arm/ankle/knee.*
- *I have a cough.*
- *I have a stomach/head/ear/back ache.*
- *I have a pain in my chest/back/leg.*



Filling Prescriptions

When to say it

What to say

To ask for a prescription

- *Could you please fill this prescription?*

To ask about a medication

- *Does this drug/medication have any side effects?*
- *Can I take it with food?*

To respond to a pharmacist's questions

- *Yes, I am also taking ... (name of medication).*
- *No, I am not taking any other medications.*



Prescription labels have important information. They include the name of the drug, how much of it to take, and how often to take it. They also say whether or not you can refill the prescription. Here is an example of a prescription drug label:

Pharmacy name, address

Westside Pharmacy, 276 Waterloo St.
Edmonton, AB T5J 2R7 (403) 555-2154

Prescription number

NO. 0078321-633

Dr. B Jackson

DATE: 09/23/13

Doctor's name
Prescription fill date

Patient name, address

JIM RACICOT, 57 Palmer St., Edmonton, AB

Take one capsule three times daily for 10 days until all taken

AMOXICILLIN 500MG CAPSULES

QTY

How to take the drug
Drug name, strength

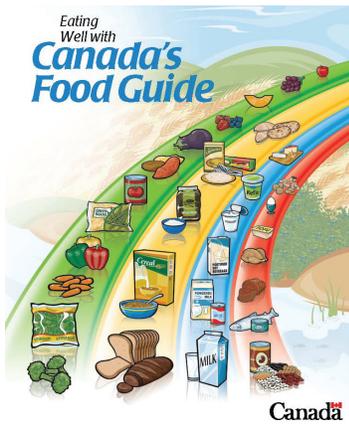
Number of refills

No refills – Doctor authorization required.

USE BEFORE 10/10/15

Drug expiry date

Choosing Healthy Foods



Canada's Food Guide has information about healthy foods.

The guide organizes healthy foods into “food groups” such as vegetables and fruit, grain products, milk and alternatives, and meat and alternatives. It recommends healthy serving sizes and how many servings of each food group to have each day.

Order or print a copy of Canada's Food Guide from the Health Canada website. www.hc-sc.gc.ca

Reading Food Labels

In Canada, food labels must display Nutrition Facts. Look for the Nutrition Facts label on the back, side or bottom of food packages. Here is an example of a Nutrition Facts label:

Serving sizes

Nutrients

Nutrition Facts	
Per ½ cup (125 mL)	
Amount Per Serving	
Calories 70	
	% Daily Value
Total Fat 2g	3%
Saturated Fat .5g	3%
Trans Fat 0g	
Cholesterol 10 mg	
Sodium 650 mg	27%
Potassium 240 mg	7%
Carbohydrate 9 g	3%
Fibre 1g	4%
Sugars 1g	
Protein 2g	
Vitamin A 4%	Vitamin C 0%
Calcium 2%	Iron 4%

The Daily Value tells you how much of a nutrient a serving of the food has in it.

The amounts are a percentage of the total amount that is recommended for one day.

Usually, healthy foods have:

- A lot of fibre, vitamin A, calcium or iron. A lot is 15% or more of your daily value.
- A small amount of fat and sodium. A small amount is 5% or less of your daily value.



Why are you reading the food label?

I want to know how much salt is in this product.

Is there a lot?

Yes, there is. The label says one serving has 30 per cent of a person's daily intake of sodium.

That is a lot! Good thing you read the label.

Helpful English for... Getting a Job

Looking for Work: p. 18

Reading Job Ads: p. 18

Applying for a Job: p. 20

Describing Previous Jobs: p. 21

Looking for Work

Do you know of any job openings?



When to say it

What to say

To ask for help at an employment agency or immigrant-serving agency

- *Excuse me, I need help with my job search.*
- *Hi. I am looking for a job as a Can you help me?*

To ask relatives, friends and neighbours to network

- *I want to work as a ... Do you know of any job openings?*
- *I'd like to work in a ... Do you know of any companies that are hiring?*
- *Please let me know of any job openings.*

Reading Job Ads

Job advertisements usually include information about the job. They often describe the experience and qualifications applicants need. Sometimes they include information about the employer. Here is an example of a job ad:

Available job

HELP WANTED

Full-time receptionist needed for busy downtown real estate office. Good salary and benefits package. Experience as a receptionist is an asset. Computer skills required. Call (604) 820-5547.

Company name or type of company

Experience and qualifications; "an asset" means that the company prefers it, but does not require it.

Information about the pay: weekly salary, annual salary, or hourly wages

What to do if you want to apply

Reading Job Ads from Websites

Often, job ads on the Internet include more information than job ads in the newspaper. One website with detailed job ads is Job Bank (www.jobbank.gc.ca).

Longer job ads have subheadings to help you find the information you need quickly. Subheadings are titles that are used to organize information. Here is an example of a job ad with subheadings. In this ad, the subheadings are in **bold**.

Title tells you the name of the job.

NOC is a code that categorizes all jobs in Canada.

Terms of Employment tells you if the job is full-time (40 hours per week) or part-time (less than 40 hours per week).

Credentials tells you if there are any certificates or licences the company expects you to have.

Experience tells you if the company is looking for someone who has worked at a similar job before.

Employer tells you the name of the company. Sometimes staffing agencies hire workers on behalf of companies.

How to Apply tells you how the company wants you to apply for the job. If you apply using a different way, the company may ignore your application.

Advertised Until tells you how long the job ad will be posted for.

When you see the word **must**, it tells you that the information that follows is a requirement.

Title: Retail sales associate ([NOC 6241](#))

Terms of Employment: Permanent, part-time, evening and weekend shifts

Salary: \$11.25 hourly for 30 hours per week, with medical and dental benefits

Start Date: As soon as possible

Location: Winnipeg, Manitoba

Skill Requirements:

Education: High school

Credentials: Not required

Experience: At least one year

Languages: Speak, read and write English

Other Information: Must be physically able to lift boxes of stock

Employer: Furniture Etc.

How to Apply: Send application form by fax: (204) 825-9587

Advertised Until: 2014/12/06

Applying for a Job

There are many ways to apply for jobs. You can:

- Go to the employer's location to complete an application form
- Complete an application form online
- Email your résumé and cover letter

When to say it

What to say

To ask about job openings

- *Hello, I'm currently looking for work. Is your company hiring?*
- *Can you tell me if you have any job openings?*

To ask about applying

- *Hi, I'm calling about the job ad.*
- *Can you tell me how to apply for the job I saw in the newspaper / job search centre / on the Internet?*
- *How do I apply for the job?*

Filling in an Application Form

For some jobs you will need to fill in an application form. Fill in all the required information. It will help the employer see your qualifications and experience. Here is an example of an application form:

(A) All forms ask for personal identification information, such as your name and address. Do not give your social insurance number (SIN) to an employer until you are hired.

(B) Some application forms ask for more details about education, such as the school name.

(C) Most forms ask about your employment history. Enter your most recent job first.

(D) Some forms ask about your skills, qualifications and interests. Most application forms have a space for you to sign.

Job Application Form			
Date	Position applied for:	When can you start?	
(A) APPLICANT INFORMATION			
First Name		Last Name	
Address			
City		Postal Code	
Phone		Email	
(B) EDUCATION			
Highest level of education completed: <input type="checkbox"/> High School <input type="checkbox"/> College <input type="checkbox"/> University			
(C) EMPLOYMENT			
Employer	Job title	From	To
(D) ADDITIONAL INFORMATION			
Explain why you think you would be a good candidate for this position.			
I hereby certify that the information on this application form is true and complete.			
Signature		Date	

Describing Previous Jobs

 <p><i>I was a nurse at a hospital. I cared for sick people.</i></p>	 <p><i>I was a cook. I prepared food in a busy restaurant.</i></p>	 <p><i>I was a hair stylist. I cut, styled and coloured hair.</i></p>	 <p><i>I was an automotive mechanic. I worked in a garage.</i></p>
 <p><i>I was a cleaner. I washed floors at a factory.</i></p>	 <p><i>I was a bricklayer. I worked in the construction industry.</i></p>	 <p><i>I was a truck driver. I delivered fruits and vegetables.</i></p>	 <p><i>I was a teacher. I taught math to high school students.</i></p>

When to say it

What to say

To identify jobs you had in the past → *I worked as a ...*
 → *I had a job as a ...*
 → *I used to work as a ...*

To describe the company → *I worked for a company that ...*
 → *The company I worked for specialized in ...*
 → *My last employer ...*

Useful Grammar

Use the **past tense** to describe your work experience.

Form the simple past by adding **-ed** to the end of regular verbs.

verb + ed = simple past

I **worked** in an office.

I **volunteered** at a hospital.

She **talked** to customers.

Helpful English for... Working

Describing Work: p. 22

Instructions: p. 23

Writing Notes: p. 25

Describing Work

It is common for people to ask, “Where do you work?”. Here are some ways to respond.

When to say it

What to say

To describe where you work or volunteer

- *I work at the coffee shop.*
- *I work in a store.*
- *I work on a farm.*
- *I work for a cleaning company.*
- *I volunteer at a food bank.*

To describe your work schedule

- *I work part-time / full-time.*
- *I have a full-time / part-time job.*
- *I volunteer evenings and weekends.*
- *I work 30 hours a week.*



I work in a school. I work from 7:30 a.m. to 4:30 p.m.



I work in a restaurant. I work from 4:00 p.m. until midnight.



I work in an office. I work from 9:00 a.m. to 5:00 p.m. on weekdays.

Useful Grammar

Use the **present tense** to describe the work or volunteer duties you do now.

- I **work** in a warehouse.
- I **volunteer** on Fridays.
- He **works** in a restaurant.

Instructions

Asking for Instructions

When you don't know how to do something, you can ask a co-worker or supervisor for instructions. Here are some ways to ask:

When to say it

What to say

To ask for instructions

- *How do you... ?*
- *How do I...?*
- *What is the best way to...?*
- *What is the first step...?*

Making Sure You Understand



I don't understand.
Could you repeat that?

If you don't understand instructions, you can:

- Tell the speaker you don't understand
- Ask the speaker to repeat information
- Ask questions to confirm or clarify
- Use word stress to confirm the important information.

When to say it

What to say

To indicate you have a question

- *Just a moment...*
- *Wait...*
- *So...*

To ask the speaker to repeat information

- *Could you repeat that?*
- *Could you say that again?*
- *Can you speak more slowly?*

To ask for more information

- *What should I do first?*
- *Do I need to...?*
- *Can you explain...?*
- *Can you spell that for me?*

To confirm information

- *So, pull down the LEFT lever?*
- *You want me to take it to the THIRD floor?*
- *So, do I ...?*
- *Do you mean ...?*

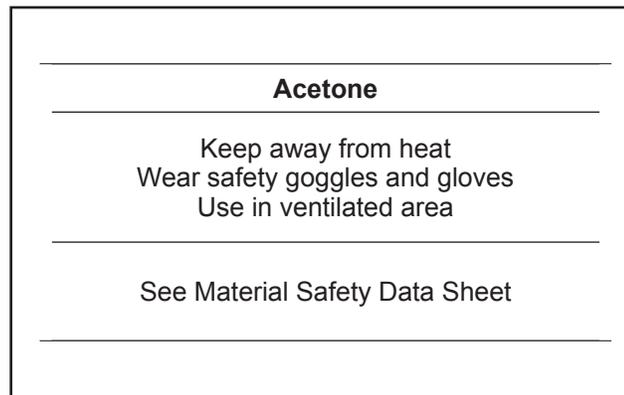
Giving Instructions

Often, instructions involve more than one step. For multi-step instructions, it is useful to put the steps in sequence. You can use words like “first,” “next,” and “last” to help explain the order of instructions.

When to say it	What to say
To give instructions	→ <i>First, you...</i> → <i>Then, you...</i> → <i>Next, you...</i> → <i>Lastly, you...</i>

Reading Instructions

Workplace signs and labels often include instructions. Here are two examples:



Useful Grammar

Use **the imperative** to give instructions. To form the imperative, use the verb alone.

Affirmative

Turn on the machine.
Clean out the storage area.
Shut the windows before leaving.

Negative

Do not lean on equipment.
Do not leave dishes in the sink.
Do not open the windows.

Writing Notes

Sometimes a written note is the best way to communicate with co-workers and supervisors. Most workplace notes should be just a few sentences. Effective notes are:

- Brief
- Direct
- Polite



When to say it

What to say

To make a request

→ *Could you please...?*

To ask permission

→ *Could I...?*

→ *Is it possible to...?*

To inform

→ *The photocopier is jammed / blocked / broken.*

→ *I / we need ...*

Features of Workplace Notes

Address the reader(s).

Val: June 2

Keep explanations brief.

May I leave 30 minutes early on Thursday afternoon? I have a doctor's appointment.

Sign your name.

Thank you,
Rohela

Oct 13

Hi Janet,
We will run out of cleaner in two weeks.

Please order more.

Thanks,
Tomas

Include the date.

State the problem or request in a clear, direct manner.

Print or write neatly.

Thank the reader if the note contains a request.

Helpful English for... Being Active

Talking About Likes and Dislikes: p. 26

Talking About Plans and Needs: p. 28

Talking About Likes and Dislikes

The time you are not working or taking care of children is called “free time” or “leisure time.” Many people enjoy staying active in their free time. Some people stay active by playing sports, walking, etc. Others have hobbies they enjoy. Hobbies are activities such as painting and dancing.



When to say it

What to say

To ask about leisure activities → *What do you like doing in your free/spare time?*
→ *What sports do you play?*
→ *Do you have any hobbies?*

To describe activities you like → *I play playing tennis.*
→ *I like to knit.*

To describe activities you don't like → *I don't like to watch television.*
→ *I don't like drawing.*

Useful Grammar

Use **the imperative** to give instructions. To form the imperative, use the verb alone.

Affirmative

I like **to play** tennis.
I prefer **to swim** in lakes.
He doesn't like **to read** novels.

Negative

I like **playing** soccer.
I prefer **swimming** in the ocean.
He doesn't like **playing** video games.



What do you like doing in your free time?

I like biking

Do you bike in the city?

No, I don't like biking on roads. I like biking on trails.

Summer Activities

Summer activities usually take advantage of the warm weather and sunshine.



I like hiking.



He likes to ride his bike.



She likes to play soccer.



They like playing tennis.

Winter Activities

Most places in Canada have long winters. Fun outdoor activities make the winters more enjoyable. Here are some examples of winter leisure activities.



I like snowmobiling.



He likes skiing.



She likes to skate.



They like tobogganing.

Hobbies

Here are examples of hobbies some people enjoy in their spare time.



I like knitting.



He likes to garden.



She likes doing home repairs.



They like playing board games.

Talking About Plans and Needs

When to say it

What to say

To ask about plans → *What are you doing tomorrow?*
 → *What are you doing this weekend?*
 → *What are your plans for tonight?*

To describe plans → *I am going to take a walk.*
 → *We are going to go hiking.*
 → *I am going to go swimming.*

Useful Grammar

Use “going to...” to talk about activities in the future.

- I am **going to go** biking.
- He is **going to play** football.
- We are **going to go** canoeing.

Expressing Needs

You need special equipment and clothing for some leisure activities. For example:

To play - you may need...

What to say

To play hockey ... - a hockey stick
 - a helmet
 - skates
 - protective equipment → *I need a helmet to play hockey.*

To play tennis... - a tennis racquet
 - tennis shoes → *We need racquets to play tennis.*

To knit... - knitting needles
 - yarn
 - a pattern → *She needs yarn to knit a sweater.*

To go skiing... - skis
 - a warm jacket
 - ski/snow pants
 - goggles → *They need warm jackets to go skiing.*



What are your plans for the weekend?

We are going to play golf.

Do you need any special equipment?

Yes, we need golf clubs and golf shoes.

Helpful English for ... Learning

Getting Study Supplies: p. 29

Reading Schedules: p. 30

Communicating with a Child's School: p. 31

Attending Parent-Teacher Interviews: p. 31

Getting Study Supplies

Schools usually provide some supplies, especially for children. Adults often need to bring their own supplies to class. For college and university courses, students usually need to buy their own copies of textbooks.

What should I bring to class?

You'll need a pen and a notebook.

When to say it

What to say

To ask about school supplies

- *What supplies do I need?*
- *What should my child bring to school?*
- *Do I need to bring my own paper and pen?*
- *Where can I buy?*



pens



pencils



eraser



markers



highlighter



notebooks



binders



tablet



laptop



stapler



Can I borrow a pen? I forgot mine.

Sorry, I don't have an extra one. Do you want a pencil instead?

Yes, that would be fine, thanks.

Reading Schedules

A class schedule tells students when classes are. Class schedules are sometimes called timetables. Schedules usually include the day(s) of the week and the times classes start and end.

Which class do you have Thursday afternoon?

I have Job Search.

To read a schedule:

1. Check to see if there is a title. A title will tell you what the schedule is about.
2. Look at the column and row headings to understand what information the schedule includes.
3. Follow the column down to the row that contains the information you need.

☎ Dalvay Community Centre					
English as a Second Language Classes					
	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 10:30	Focus on grammar	Focus on conversation	Focus on speaking & listening	Focus on reading	Focus on writing
10:45 – 12:00	Job Search	Language Lab	Language Lab	Job Search	Job Search
1:00 – 3:00	Computer Lab	Pronunciation	Job Search	Computer Lab	No class

When to say it

What to say

To ask about class times

- *What time does... start?*
- *What time does... end?*
- *How long are the classes?*

To ask about class schedules

- *When is the class offered?*
- *Is there a break?*
- *What time is lunch/the break scheduled?*



When do you go to class?

I go every day, Monday to Friday.

What time are your classes?

Classes are from 9:00 to 12:00 each morning.

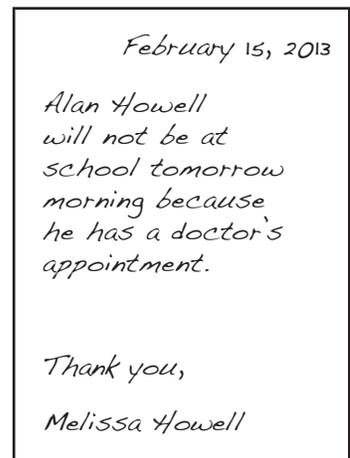
Do you have a break?

Yes, there's a 15-minute break at 10:30 a.m.

Communicating with a Child's School

Parents may write notes or email messages to their children's teachers or to the school principal for a variety of reasons. For example, they may write notes about homework, or about when their children will be late or leaving early.

Parents also call the school to tell the school when their children will be absent (not at school) or late, and the reason for the absence. Most schools require this information. It helps to ensure that everyone knows the child is safe. When you call the school, you usually need to leave a voice message.



When to say it

What to say

Say your name and who you are

→ *Hello, my name is Melissa Howe. I'm Alan Howe's mother.*

Say the name of your child's teacher (or the room number)

→ *Alan is in Ms. James' class.*

→ *Alan is in Room 5.*

Say the date

→ *Today is November 12th.*

Explain why you are calling

→ *I'm calling because Alan is sick. He will not be coming to school today.*

→ *I'm calling because Alan will be coming in late this morning.*

→ *I'm calling because Alan needs to leave school early for a dentist appointment.*

Attending Parent-Teacher Interviews

Parent-teacher interviews are meetings. They give parents a chance to talk to teachers and learn about how their children are doing at school. Watch this video to learn more about parent-teacher interviews. It is available in 15 languages! www.settlement.org/



When to say it

What to say

To ask about your child

→ *Can you tell me about ...?*

→ *I am worried about*

→ *Can you explain?*

→ *How can I help my son / daughter?*

Helpful English for... *Being Safe*

Giving Warnings: p. 32

Expressing Problems: p. 33

Reporting Accidents & Injuries: p. 34

Reading Signs: p. 35

Reading Labels: p. 36

Preventing Weather-Related Injuries: p. 37

Giving Warnings

To give effective warnings, the words you use and the stress you put on them are important. When people give a warning, they usually stress the final words.

You might need to get someone's attention whose name you don't know.

Watch out for the banana peel!



When to say it

What to say

When it's not an emergency → *Excuse me.*

In an emergency → *Watch out!*

When to say it

What to say

To warn people → *Careful!*
→ *Be careful!*
→ *Watch out!*
→ *Look out!*

To be specific about the danger → *Be careful of ...*
→ *Watch out for ...*
→ *Look out for ...*

Expressing Problems

At work, you may need to tell your supervisor about problems that stop you from doing your job.

Sometimes these problems can be dangerous to you or your co-workers.

In Canada, both workers and employers are responsible for workplace safety.

This is not safe. We need a taller ladder to do this job.



- Workers should let their supervisors know if they think something is unsafe.
- Workers can say no to work that is unsafe.

When to say it

What to say

To get the person's attention	→ <i>Excuse me.</i>
To politely ask for help	→ <i>Could you help me?</i> → <i>Do you mind helping me?</i> → <i>Would you help me, please?</i>
To tell the person why you have asked for their attention	→ <i>I have a problem.</i> → <i>There's a problem.</i>
To point out that there is a hazard (danger)	→ <i>This is not safe.</i> → <i>That is dangerous.</i> → <i>Someone could get hurt.</i>
To provide details about the problem	→ <i>There is a leak / spill.</i> → <i>The machine is broken / stuck.</i> → <i>The steps / walkway are icy / slippery.</i> → <i>The equipment won't work / start.</i>



Excuse me. Could you help me?

Yes, what is it?

I have a problem. My car won't start.

Reporting Accidents or Injuries

You should call 911 in an emergency. You should call 911 even if you are not comfortable on the phone in English. In some communities, 911 operators have instant access to interpreters. They can assist with calls in many different languages.

911. What is your emergency?



When to say it

What you will hear

What to say

When the operator answers the 911 call

▶ *911. What is your emergency?*

→ *My child is hurt.*
→ *There is a fire.*
→ *Someone is breaking in next door.*

When the operator needs more information

▶ *What emergency service do you need?*

→ *I need an ambulance.*
→ *I need firefighters.*
→ *I need the police.*

▶ *What happened?*

→ *There was a car crash.*
→ *My child fell down the stairs.*
→ *My grandfather had a heart attack.*
→ *I heard a gunshot.*

▶ *What is the location of the emergency?*

→ *The car crash is on Highway 84, near the town of Linton.*
→ *The fire is across the street from this building. The address is 175 King St.*
→ *We are at home. I live at 84 Eaton St. Eaton St. is close to the intersection of Victory Rd. and Park Ave.*

▶ *What is your name and telephone number?*

→ *My name is Tina Valenti.*
→ *My cell number is 204-555-2251.*

Instructions the operator may give you

▶ *Leave the building and go to a safe place.*
▶ *Please stay on the line.*
▶ *Place a warm blanket on the injured person.*
▶ *Do not move the injured person.*

→ *OK. Thank you.*

Reading Signs

Some signs have a red circle around them with a line through the middle. This means that you should *not* do something. Usually there is a picture inside the circle. The picture tells you what *not* to do. Here are some examples:



To understand signs, look at the words and symbols together. The safety sign below includes many different signs and symbols to keep this workplace safe.

SITE SAFETY

	Heavy plant and machinery operate on this site		Hard hats must be worn on site at all times
	Caution Fork lift trucks operating		High visibility clothing must be worn on site at all times
	Reversing in and out of site is strictly forbidden		Safety boots must be worn on site at all times
	Vehicles must not enter the site without authority of site supervisor		Strictly 5mph max speed on site at all times

ALL VISITORS MUST REPORT TO RECEPTION

These yellow caution signs tell you why you need to be careful.

These signs tell you what NOT to do at this work site.

The blue signs tell you which safety equipment to wear at the worksite.

This sign tells you how fast you are allowed to drive.

This tells visitors what to do when they arrive.

These are some other signs you might see in the community:



Reading Labels



How do I use these cleaning products safely?

The labels on the front and back tell you.

Some cleaning products can be dangerous. Labels on cleaning products contain information to keep you safe. Most labels contain the type of information found on the label below.

	On the front	On the back	
Product name	<p>All Purpose Cleaner</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fragrance-free <input checked="" type="checkbox"/> No residue <input checked="" type="checkbox"/> Gentle <input checked="" type="checkbox"/> Powerful <p>475 ml</p>	<p>Safe to use on surfaces that you can normally clean with water. Use on countertops, stainless steel, appliances, floors and furniture.</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Spray 15–20 cm from the surface. 2. Wait 5 minutes. 3. Rinse with water. <p>CAUTION: May irritate eyes. Do not mix with other cleaning products. Do not breathe fumes. Keep out of reach of children.</p> <p>FIRST AID TREATMENT: If swallowed, call a poison control centre or a doctor immediately.</p> <p>Cooper's Chemicals www.cooperschem.ca 1-800-452-8897</p>	<p>All cleaning products tell you what they are safe to use on.</p> <p><i>Directions</i> tell you how to use the product. Sometimes directions are numbered.</p> <p>Hazards (dangers) are usually listed after the word <i>caution</i>. They tell you how the product can harm you. They also tell you how to use the product safely.</p> <p>Some products tell you what to do if you accidentally swallow the product. These instructions are usually after the words <i>first aid treatment</i>.</p>
	The quantity is usually listed on the front of the product.	The manufacturer's name and contact information are provided in case you have questions.	

Preventing Weather-Related Injuries

Many regions of Canada experience extreme temperatures. This means winter can be very cold and windy, while summer can be hot and humid. Here are some ways to stay safe and comfortable in different seasons.



Cold Weather

To prevent cold weather injuries, wear thick, dry winter clothing. Dress in layers. Make sure the outer layer is wind-proof. Wear a hat, mittens and a scarf. Wear warm, waterproof boots.

Cold-Weather Injuries

What happens?

What you should do

Frostnip	<ul style="list-style-type: none"> ▪ Skin freezes ▪ Skin looks yellowish or white ▪ Painful, burning feeling 	<ul style="list-style-type: none"> ▪ Warm the area slowly ▪ Use warm water or a warm hand ▪ Do not rub the area
Frostbite	<ul style="list-style-type: none"> ▪ Exposed areas of the body freeze ▪ Skin turns white, and feels hard and numb 	<ul style="list-style-type: none"> ▪ Get medical help right away ▪ Do not rub the area ▪ Do not use direct heat ▪ Warm the area gradually
Hypothermia	<ul style="list-style-type: none"> ▪ Body temperature drops below normal ▪ Shivering, confusion, fatigue, difficulty walking 	<ul style="list-style-type: none"> ▪ Get medical help right away ▪ Go indoors ▪ Warm up gradually

Wind Chill Index

Tells us how cold it feels outside. It uses both temperature and wind speed. It can be used to measure the risk of frostbite. Winter weather reports will often include both temperature and wind chill readings.

Wind chill index (what the temperature <i>feels</i> like when it is combined with the wind speed)			
Low (0 to -27°C)	Moderate (-28 to -39°C)	High (-40 to -47°C)	Very High (-48 to -54°C)
<i>If outside for long periods, dress warmly.</i>	<i>Exposed skin can freeze in 10 to 30 minutes.</i>	<i>Exposed skin can freeze in 5 to 10 minutes.</i>	<i>Exposed skin can freeze in 2 to 5 minutes.</i>

Hot Weather

To prevent heat-related injuries and illness, wear light clothing. Stay out of the sun. Wear a hat and protect exposed skin with sunscreen. Drink water.



Warm-weather injuries

What happens?

What you should do

Heat exhaustion

- Body loses too much water and salt
- Heavy sweating, extreme weakness, dizziness, nausea

- Rest in a cool, shaded or air-conditioned place
- Drink lots of water
- Take cool shower, bath

Heat stroke

- Body temperature rises rapidly
- Sudden fatigue, nausea, dizziness, confusion
- Severe headache

- Get medical help right away
- Move to a cool place
- Cool down using water or by fanning air

Humidex

The humidex tells us how warm it will feel outside. It is a combined measure of the temperature and the humidity. It can be used to measure how uncomfortable it will feel outside.

The humidex	
20-29	no discomfort
30-39	some discomfort
40-45	great discomfort; avoid exertion
46 +	dangerous; possible heat stroke

UV Index

The UV index tells us how strong the sun's ultraviolet (UV) rays are. UV rays can cause sunburn, skin damage and skin cancer. Higher numbers mean higher risk from the sun's rays.

The UV index			
Low (0–2)	Moderate (3–5)	High (6–7)	Very high (8–10)
<i>Enjoy outdoor activities; wear sunglasses, sunscreen.</i>	<i>Wear a hat, sunglasses and sunscreen.</i>	<i>Reduce time in the sun; seek shade, wear a hat, sunglasses and sunscreen.</i>	<i>Avoid the sun; seek shade, wear a hat, sunglasses and sunscreen.</i>

Additional Resources

Alphabet

This is the English alphabet. These are **printed** capital letters and lower case letters.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z

These are **handwritten** capital letters and lower case letters.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z

Numbers

Cardinal numbers			
0	zero		
1	one	21	twenty-one
2	two	22	twenty-two
3	three	23	twenty-three
4	four	24	twenty-four
5	five	25	twenty-five
6	six	26	twenty-six
7	seven	27	twenty-seven
8	eight	28	twenty-eight
9	nine	29	twenty-nine
10	ten	30	thirty
11	eleven	40	forty
12	twelve	50	fifty
13	thirteen	60	sixty
14	fourteen	70	seventy
15	fifteen	80	eighty
16	sixteen	90	ninety
17	seventeen	100	one hundred
18	eighteen	1,000	one thousand
19	nineteen	10,000	ten thousand
20	twenty	1,000,000	one million

Ordinal numbers			
1 st	first	21 st	twenty-first
2 nd	second	22 nd	twenty-second
3 rd	third	23 rd	twenty-third
4 th	fourth	24 th	twenty-fourth
5 th	fifth	25 th	twenty-fifth
6 th	sixth	26 th	twenty-sixth
7 th	seventh	27 th	twenty-seventh
8 th	eighth	28 th	twenty-eighth
9 th	ninth	29 th	twenty-ninth
10 th	tenth	30 th	thirtieth
11 th	eleventh	40 th	fortieth
12 th	twelfth	50 th	fiftieth
13 th	thirteenth	60 th	sixtieth
14 th	fourteenth	70 th	seventieth
15 th	fifteenth	80 th	eightieth
16 th	sixteenth	90 th	ninetieth
17 th	seventeenth	100 th	one hundredth
18 th	eighteenth		
19 th	nineteenth		
20 th	twentieth		

Months and Days

There are twelve months in a year.		
1	January	Jan.
2	February	Feb.
3	March	Mar.
4	April	Apr.
5	May	May
6	Jun	Jun.
7	July	Jul.
8	August	Aug.
9	September	Sept.
10	October	Oct.
11	November	Nov.
12	December	Dec.



There are seven days in a week.	
Sunday	Sun.
Monday	Mon.
Tuesday	Tues.
Wednesday	Wed.
Thursday	Thurs.
Friday	Fri.
Saturday	Sat.

Dates

You can write the date in different ways by using the word or the number for the month. Here are some examples:

February 22, 2014 *November 5, 2016*

Feb. 22, 2014 *Nov. 5, 2016*

02/22/2014 *11/05/2016*

When you say the date, use ordinal numbers. For example:

🗨️ *Today is June 15th.*

To say the year, separate the first two numbers from the last two numbers. For example:

1963: 🗨️ *Nineteen sixty-three*

2002: 🗨️ *Two thousand and two* OR 🗨️ *two thousand two*

2035: 🗨️ *Two thousand and thirty-five* OR 🗨️ *twenty thirty-five*



When would you like to travel to Argentina?

I would like to travel next May.

Okay. Do you have a date in mind?

Yes, May 5th, 2015.

When would you like to return?

On May 31st.

Time

When to say it

What to say

Excuse me, what time is it?

It's just past noon.



To ask for the time

- *Excuse me, what time is it?*
- *Excuse me, do you have the time?*
- *Excuse me, do you know what time it is?*
- *Excuse me, could I ask you the time?*

To say the time	2:00	→ <i>It's two o'clock.</i>	→ <i>It's two.</i>
	2:05	→ <i>It's two-oh-five.</i>	→ <i>It's five after two.</i>
	2:10	→ <i>It's two ten.</i>	→ <i>It's ten after two.</i>
	2:15	→ <i>It's two fifteen.</i>	→ <i>It's a quarter after two.</i>
	2:30	→ <i>It's two thirty.</i>	→ <i>It's half past two.</i>
	2:45	→ <i>It's two forty-five.</i>	→ <i>It's a quarter to three.</i>
	2:55	→ <i>It's two fifty-five.</i>	→ <i>It's five to three.</i>
	2:59	→ <i>It's two fifty-nine.</i>	→ <i>It's almost three o'clock.</i>

- The initials "a.m." refer to time between 12:00 a.m. (midnight) and 11:59 a.m.
I start work at 9:00 a.m. everyday.



- The initials "p.m." refer to time between 12:00 p.m. (noon) and 11:59 p.m.
I usually leave work at 5:00 p.m.



Money

Canada's official currency is the Canadian dollar. There are 100 cents (¢) in a dollar.

Coins		Bills	
	A penny \$0.01 or 1 cent		Five dollars \$5.00
	A nickel \$0.05 or 5 cents		Ten dollars \$10.00
	A dime \$0.10 or 10 cents		Twenty dollars \$20.00
	A quarter \$0.25 or 25 cents		Fifty dollars \$50.00
	A loonie \$1.00		One hundred dollars... \$100.00
	A toonie \$2.00		

Weather

Temperature

Canada uses Celsius (°C) to measure temperature. Canadians describe temperatures as *above* and *below* zero.

- *It's 30 degrees.
it's hot today.*
- *It's 20 degrees.
It's warm today.*
- *It's 10 above zero or It's plus 10.
It's cool today.*
- *It's 10 below zero or It's minus 10.
It's cold today.*



Weather Conditions

Today	Tuesday	Wednesday	Thursday	Friday

- Today: Thunderstorms. Low plus 1. High 5.
 Tuesday: Showers ending in the evening. Low 6. High 11.
 Wednesday: Sunny. Low plus 3. High 6.
 Thursday: Partly cloudy. Low minus 1. High 6.
 Friday: Flurries. Low minus 4. High 3.

To find out the weather forecast for any region in Canada, visit www.weatheroffice.gc.ca.

Seasonal Weather Terms:

Summer:	<i>Hot</i>	<i>Humid</i>	<i>Hazy</i>	
Winter:	<i>Cold</i>	<i>Freezing</i>	<i>Icy</i>	<i>Clear</i>
Spring/Fall:	<i>Warm</i>	<i>Mild</i>	<i>Foggy</i>	<i>Windy</i>



What's the weather like today?

It's raining and cool.

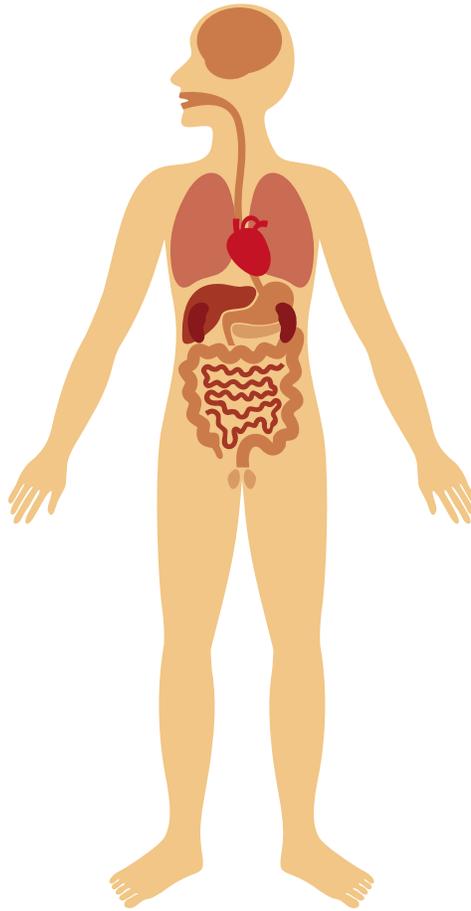
What's the forecast for tomorrow?

Tomorrow will be sunny and warm.

Body Parts and Organs

Body parts

Head
Neck
Shoulder
Arm
Elbow
Hand
Chest
Back
Hip
Thigh
Leg
Knee
Calf
Ankle
Foot



Organs

Brain
Lungs
Heart
Stomach
Liver
Kidneys

When to say it

What to say

To describe how you feel

- *I have a headache.*
- *My neck/shoulder/arm/ankle/foot/stomach is sore.*
- *I have pain in my leg/arm/hip.*
- *I hurt my foot/hand/knee/back.*



*Hello, Shelly. How are you today?
I'm not feeling well. My shoulder hurts.
Can you move your arms up?
No, it hurts too much.
OK, I think we should send you for an x-ray.*

Foods

A healthy diet means choosing food from different food groups every day.

<p>Vegetables</p> 	<p>Asparagus Beet Broccoli Cabbage Carrot</p>	<p>Corn Celery Cucumber Lettuce Mushroom</p>	<p>Onion Pepper Potato Spinach Tomato</p>
<p>Fruits</p> 	<p>Apple Avocado Banana Cantaloupe Cherry</p>	<p>Grapes Grapefruit Lemon Mango Orange</p>	<p>Peach Pear Pineapple Strawberry Watermelon</p>
<p>Milk, Dairy Products & Alternatives</p> 	<p>Buttermilk Cheese Cream</p>	<p>Ice cream Kefir Milk</p>	<p>Sour cream Soy beverage Yogurt</p>
<p>Bread & Grains</p> 	<p>Bagel Barley Bread Bulgur Cereal</p>	<p>Couscous Crackers Naan Oatmeal Pancake</p>	<p>Pasta Pita Quinoa Rice Tortilla</p>
<p>Meat, Fish, Seafood & Alternatives</p> 	<p>Beans Beef Chicken Deli meat Eggs</p>	<p>Fish Goat Hummus Lentils Nuts</p>	<p>Pork Shellfish Tofu Turkey Veal</p>



What are you going to make for dinner tonight?

Tonight I'm going to make some rice.

What are you going to eat with the rice?

I'm going to have some vegetables and tofu.

Adjectives

To describe...

Personality	hardworking	nice	brave
	helpful	polite	honest
	kind	shy	intelligent
	outgoing	organized	loyal

Size	Adjective	Comparative	Superlative
	big	bigger	the biggest
	large	larger	the largest
	small	smaller	the smallest
	tall	taller	the tallest
	short	shorter	the shortest
Emotions	Adjective	Comparative	Superlative
	happy	happier	the happiest
	angry	angrier	the angriest
	sad	sadder	the saddest
	curious	more curious	the most curious
	bored	more bored	the most bored
	pleased	more pleased	the most pleased
Appearance	Adjective	Comparative	Superlative
	beautiful	more beautiful	the most beautiful
	ugly	uglier	the ugliest
	attractive	more attractive	the most attractive
	clean	cleaner	the cleanest
	dirty	dirtier	the dirtiest
	dark	darker	the darkest
	light	lighter	the lightest
Taste/Touch	Adjective	Comparative	Superlative
	sweet	sweeter	the sweetest
	salty	saltier	the saltiest
	smooth	smoother	the smoothest
	rough	rougher	the roughest
	hard	harder	the hardest
	soft	softer	the softest
Sound	Adjective	Comparative	Superlative
	loud	louder	the loudest
	quiet	quieter	the quietest
	noisy	noisier	the noisiest

To learn more

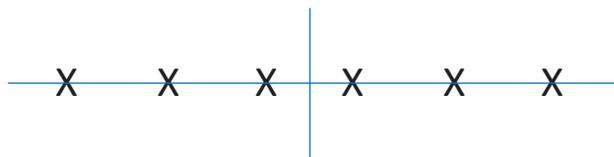
🔍 Search the Internet for a detailed list of adjectives.

Use the search terms *Adjectives with pictures*

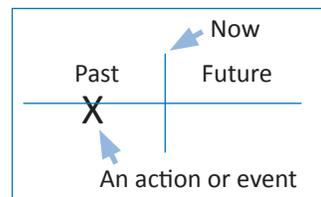
Present Verb Tenses

Simple Present = verb + -es or -s

Events or actions that exist always, usually or repeatedly. They exist now, have existed in the past, and probably will exist in the future.



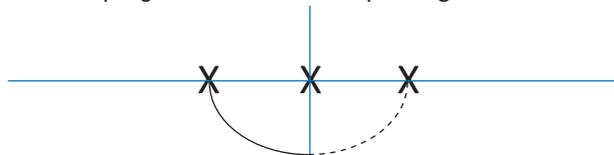
Affirmative	Negative
Kati works every day.	Marc doesn't work every day.
Interrogative	
Does Kati work every day?	



To work	
I	work
You	work
He/She/It	works
We	work
You	work
They	work

Present Progressive = am/is/are + verb + -ing

An action that is *in progress* at the time of speaking.

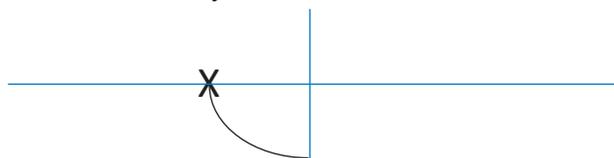


Affirmative	Negative
Roberto is working today.	Michelle is not working today.
Interrogative	
Is Roberto working today?	

To work	
I	am working
You	are working
He/She/It	is working
We	are working
You	are working
They	are working

Present Perfect = has/have + past participle

- A) An action that is finished before now.
- B) An action that happened in the past and has results in the present, such as *Jen has lost her wallet.*
- C) An action that started in the past and continues in the present, such as *We have lived in Canada for six months.*



Affirmative	Negative
I have seen this movie many times.	I haven't seen this movie.
Interrogative	
Have you seen this movie?	

To work	
I	have written
You	have written
He/She/It	has written
We	have written
You	have written
They	have written

Past Verb Tenses

Simple Past: regular verbs = *verb + -ed or -d*

An action that began and ended in the past.

Affirmative	Negative
Robyn worked yesterday. Sue worked in Peru in 1997.	Sue didn't work yesterday.
Interrogative	
Did Robyn work yesterday?	

To work	
I	worked
You	worked
He/She/It	worked
We	worked
You	worked
They	worked

Simple Past: irregular verbs

In the past form, regular verbs end in *-ed* or *-d*. For some verbs (irregular verbs) the past form does not end in *-ed*. Two common irregular verbs are *to have* and *to be*.

To be		
	present	past
I	am	was
he/she/it	is	was
you/they/we	are	were

To have		
	present	past
I	have	had
he/she/it	has	had
you/they/we	have	had

Other irregular verbs	
present	past
eat	ate
break	broke
drink	drank
sing	sang

Past Progressive = was/were + -ing

A) An action or event that was *in progress* at a certain time in the past.
 B) An action that was in progress and was interrupted by another action. *I was watching TV when the phone rang.*
 C) Two actions happening at the same time in the past. *While I was studying, my husband was cooking.*

Affirmative	Negative
Anne was working when he arrived.	Barb was not working when she arrived.

To work	
I	was working
You	were working
He/She/It	was working
We	were working
You	were working
They	were working

Future Verb Tenses

Simple Future = will + verb

An action or event that will happen in the future.

Affirmative	Negative
Kunal will work tomorrow.	Tom will not work tomorrow.
Interrogative	
Will Kunal work tomorrow?	

To work	
I	will work
You	will work
He/She/It	will work
We	will work
You	will work
They	will work

Future Progressive = will be + verb + -ing

An action that will be in progress at a certain time in the future.

Affirmative	Negative
Frances will be working tomorrow.	Ming will not be working tomorrow.
Interrogative	
Will Frances be working tomorrow?	

To work	
I	will be working
You	will be working
He/She/It	will be working
We	will be working
You	will be working
They	will be working

To learn more

About verb tenses: Search the Internet for activities and explanations of verb tenses.

You can try the following search terms:

- *verb tenses*
- *past tense activities*

About verbs: Search the Internet for activities and verb lists. You can try the following search terms:

- *regular verbs*
- *verbs practice*

Tips for Learning English

There are many things you can do on your own to develop your English skills. Here are a few tips to help you learn English:

Speaking

- Answer questions in class
- Make a new friend who speaks English
- Agree to only speak English with your classmates
- Pronounce words out loud as you study
- 🔊 Search the Internet for English-language songs and lyrics, and sing along
- Join an English conversation club
- Become a volunteer in your community

Listening

- Watch movies with English-language subtitles
- Listen to English-language radio stations
- Watch English-language television programs
- Listen to English-language music
- 🔊 Search the Internet for English-language videos and podcasts on topics that interest you. Watch and listen!
- 🔊 Check the pronunciation of unfamiliar words using an online dictionary that includes voice recordings
- Listen to conversations around you – on the bus, in the street or while shopping

Reading

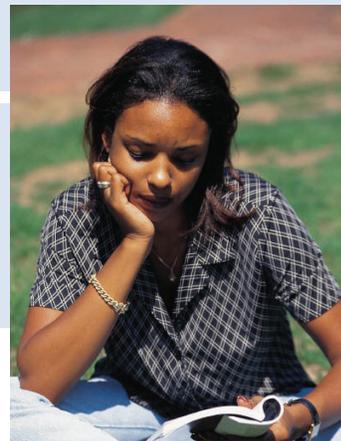
- Read your community newspaper, books and magazines in English
- Get a picture dictionary
- 🔊 Search the Internet for English texts on topics that interest you
- Read a short story with a friend, then discuss it together

Writing

- Write your to-do lists in English
- Keep a daily journal
- Build your vocabulary by learning two or three new words each day; then write three sentences for each new word
- Write emails or texts in English to friends
- Watch a movie, then write a summary of it

Studying

- Review your class notes at home
- Read and study for a short time every day
- Study in a quiet place
- Keep your own vocabulary list
- Study with a friend or classmate



Helpful Websites for Learning English

There are many websites that can help you learn English. List your own favourite websites. Ask your teacher, classmates and friends for the websites they use. Here are just a few examples.

www.elpodcast

This website allows you to listen to podcasts (audio files) that are two to four minutes long. The podcasts include conversations and language teachers talking about teaching.

www.real-english.com/reo/index.html

This website has video clips and interactive activities. The videos show people speaking English on many topics. Each video is about three minutes long. Videos include explanations and comprehension exercises.

www.dailyesl.com/index.htm

This website allows you to listen to audio clips on many everyday topics. There are reading texts with each audio file. There are also comprehension exercises.

www.esl-lab.com

This website has over 100 podcasts of short everyday conversations (with comprehension questions) at *easy*, *medium* and *difficult* levels. Each conversation includes exercises for before, during and after you listen to the podcast.

www.tcet.com/eaonline/CanadianCorner/index.html

This website includes readings on Canadian topics with comprehension questions.

www.settlementatwork.org/lincdocs/linc3/index.htm

www.settlementatwork.org/lincdocs/linc4/index.htm

These Canadian webpages include online interactive language activities for CLB 3 and 4. There are readings, audio files, comprehension exercises and writing activities.



List other websites that are helpful for learning English:
