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

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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?

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.

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
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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 to understand

■ Understand very simple greetings and introductions.

- Hi, my name is Alex.
- Hi Alex, I’m Marta.

■ Understand very simple requests.

- Can I see your health card?

■ Follow very short, simple instructions.

- Go straight.

■ Understand very simple information.

- What time is it?
- It’s 9:30.
At this Benchmark, I can:

- understand very short, simple sentences
- Understand greetings, introductions, and some questions in very simple social conversations.
- Follow simple instructions and directions.
- Understand some simple requests and warnings.
- Understand simple information.

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 to know
- Understand some simple requests and warnings.

Coffee, with milk and sugar, please.

What would you like to drink?

Your next appointment is June 12 at 1 p.m.

June 12 at 1 p.m. Thank you.

Please pass me the scissors.

She’s 5 years old.

How old is your daughter?
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.
- Make very simple requests.
- Give a very simple introduction.
- Give very short, simple instructions.
- Answer very basic questions about myself.
- Ask simple questions about a person.
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).

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The Can Do Statements are intended to help learners understand the Canadian Language Benchmark levels; they are not intended for assessment purposes.
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
Canadian Language Benchmarks
Can Do Statements

Speaking 4

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

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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.

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

Understand very short, simple instructions.

Understand very simple information.
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.

Party for Uzma on May 8.

Wet hands.

Dry hands thoroughly.

Wash with soap for 20 seconds.

Use towel to turn off tap.

Apples on sale until Friday.

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At this Benchmark, I can:

- read short, simple sentences
- understand some information in short, simple paragraphs
- the topic is familiar
- there are some pictures, charts, or diagrams
- I sometimes use a dictionary in my language

When:

Understand very short, simple social messages.
For example:
- a short note from my teacher
- a short email with the details for an appointment

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

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

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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
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.

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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.
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

<table>
<thead>
<tr>
<th>Interacting with Others</th>
<th>Getting Things Done</th>
</tr>
</thead>
</table>
| 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 | 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 |

<table>
<thead>
<tr>
<th>Reproducing Information</th>
<th>Sharing Information</th>
</tr>
</thead>
</table>
| Copy 1 very short, simple paragraph.  
*For example:*  
- a short recipe  
- details about my work schedule | 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
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

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

What is the population of your province or territory?  
__________________________________________________.

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.

<table>
<thead>
<tr>
<th>Language</th>
<th>Number of People</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>17,883,000</td>
</tr>
<tr>
<td>French</td>
<td>6,818,000</td>
</tr>
<tr>
<td>Chinese languages</td>
<td>1,012,000</td>
</tr>
<tr>
<td>Italian</td>
<td>455,000</td>
</tr>
<tr>
<td>German</td>
<td>451,000</td>
</tr>
<tr>
<td>Punjabi</td>
<td>368,000</td>
</tr>
<tr>
<td>Spanish</td>
<td>345,000</td>
</tr>
<tr>
<td>Arabic</td>
<td>262,000</td>
</tr>
<tr>
<td>Tagalog</td>
<td>236,000</td>
</tr>
<tr>
<td>Portuguese</td>
<td>219,000</td>
</tr>
<tr>
<td>Polish</td>
<td>211,000</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>142,000</td>
</tr>
</tbody>
</table>


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.

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Day Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Year’s Day</td>
<td>January 1</td>
</tr>
<tr>
<td>Canada Day</td>
<td>July 1</td>
</tr>
<tr>
<td>Labour Day</td>
<td>first Monday in September</td>
</tr>
<tr>
<td>Christmas Day</td>
<td>December 25</td>
</tr>
</tbody>
</table>

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.

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

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.

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

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.

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

## Homes in Canada

Canadians live in apartment buildings, townhouses and houses.

<table>
<thead>
<tr>
<th><strong>Detached</strong></th>
<th><strong>Semi-detached</strong></th>
<th><strong>Townhouses</strong></th>
<th><strong>Apartment buildings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>houses are not attached to any other houses.</td>
<td>houses are attached to another house on one side.</td>
<td>homes that are attached to other homes on both sides.</td>
<td>are more common in towns and cities. Many residents live together in the same apartment building.</td>
</tr>
</tbody>
</table>
Renting a Home

You can find a home to rent in many ways

- Look at the classified ads in the newspaper
- Search and look at rental units on the Internet
- Walk around the neighbourhood and look for rental signs

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](http://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:

- Cash
- Debit card
- Cheque
- Credit card

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:

<table>
<thead>
<tr>
<th>Do</th>
<th>Don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Include a customized cover letter with each application</td>
<td>❌ Include your date of birth or your age</td>
</tr>
<tr>
<td>✔ Include volunteer experience in application forms and résumés</td>
<td>❌ Include information about your appearance, including height or weight</td>
</tr>
<tr>
<td>✔ Remain positive in all your interactions with potential employers</td>
<td>❌ Include information, other than your name, that could identify you as a member of a specific religion, ethnic or cultural group</td>
</tr>
</tbody>
</table>
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.

**Learn more:**

☑ About job openings: [www.jobbank.gc.ca](http://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](http://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:

<table>
<thead>
<tr>
<th>Fundamental Skills</th>
<th>Personal Management Skills</th>
<th>Teamwork Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate</td>
<td>Have a positive attitude</td>
<td>Work well with others</td>
</tr>
<tr>
<td>Manage information</td>
<td>Be responsible</td>
<td>Participate in group projects &amp; tasks</td>
</tr>
<tr>
<td>Use numbers</td>
<td>Manage your time</td>
<td></td>
</tr>
<tr>
<td>Think &amp; solve problems</td>
<td>Be adaptable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learn continuously</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work safely</td>
<td></td>
</tr>
</tbody>
</table>

Source: The Conference Board of Canada- adapted from Employability Skills 2000+
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 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

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:

- Family doctors
- Hospital stays
- Emergencies

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

- Dental care
- Prescription eyeglasses
- Prescription medications

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.

<table>
<thead>
<tr>
<th>Dial <strong>911</strong> for:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire</td>
<td>Ambulance</td>
</tr>
</tbody>
</table>

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.

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

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

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

---

not guilty of a crime

everyone is treated equally and in a reasonable way

forgiven

a group of people who judge a court case
## Services that Help

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

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t have a job or money.</td>
<td><strong>Social assistance</strong> programs give financial support.</td>
</tr>
<tr>
<td>I don’t have money to buy food.</td>
<td><strong>Food banks</strong> give food.</td>
</tr>
<tr>
<td>I don’t have a home.</td>
<td><strong>Shelters</strong> are temporary places to live if your house is not safe or you do not have a home. <strong>Government-assisted housing</strong> is available for people with a low income.</td>
</tr>
<tr>
<td>I need someone to talk to.</td>
<td><strong>Counsellors</strong> listen to problems and help people find solutions.</td>
</tr>
<tr>
<td>I need legal help.</td>
<td><strong>Legal aid</strong> programs help people with low incomes get legal advice and lawyers.</td>
</tr>
<tr>
<td>I want to join an exercise class.</td>
<td><strong>Community centres</strong> offer services such as fitness classes, swimming pools and programs for seniors and children.</td>
</tr>
</tbody>
</table>
Helpful Websites

There are government websites designed to help newcomers to Canada.

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

<table>
<thead>
<tr>
<th>For all provinces and territories</th>
<th><a href="http://www.cic.gc.ca">www.cic.gc.ca</a></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="http://www.jobbank.gc.ca">www.jobbank.gc.ca</a></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Alberta</th>
<th><a href="http://www.albertacanada.com/immigration">www.albertacanada.com/immigration</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>British Columbia</td>
<td><a href="http://www.welcomebc.ca">www.welcomebc.ca</a></td>
</tr>
<tr>
<td>Manitoba</td>
<td><a href="http://www.immigratemanitoba.com">www.immigratemanitoba.com</a></td>
</tr>
<tr>
<td>New Brunswick</td>
<td><a href="http://www.gnb.ca/immigration">www.gnb.ca/immigration</a></td>
</tr>
<tr>
<td>Newfoundland and Labrador</td>
<td><a href="http://www.nlimmigration.ca">www.nlimmigration.ca</a></td>
</tr>
<tr>
<td>Northwest Territories</td>
<td><a href="http://www.gov.nt.ca">www.gov.nt.ca</a></td>
</tr>
<tr>
<td>Nova Scotia</td>
<td><a href="http://www.novascotiaimmigration.com">www.novascotiaimmigration.com</a></td>
</tr>
<tr>
<td>Nunavut</td>
<td><a href="http://www.gov.nu.ca">www.gov.nu.ca</a></td>
</tr>
<tr>
<td>Ontario</td>
<td><a href="http://www.ontarioimmigration.ca">www.ontarioimmigration.ca</a></td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td><a href="http://www.gov.pe.ca/immigration">www.gov.pe.ca/immigration</a></td>
</tr>
<tr>
<td>Québec</td>
<td><a href="http://www.immigration-quebec.gouv.qc.ca">www.immigration-quebec.gouv.qc.ca</a></td>
</tr>
<tr>
<td>Saskatchewan</td>
<td><a href="http://www.saskimmigrationcanada.ca">www.saskimmigrationcanada.ca</a></td>
</tr>
<tr>
<td>Yukon</td>
<td><a href="http://www.immigration.gov.yk.ca">www.immigration.gov.yk.ca</a></td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------</td>
</tr>
<tr>
<td>My Province or Territory</td>
<td>3</td>
</tr>
<tr>
<td>My Community</td>
<td>4</td>
</tr>
<tr>
<td>Government</td>
<td>5</td>
</tr>
<tr>
<td>Transportation</td>
<td>6</td>
</tr>
<tr>
<td>Taxes</td>
<td>7</td>
</tr>
<tr>
<td>News</td>
<td>8</td>
</tr>
<tr>
<td>Employment Laws</td>
<td>9</td>
</tr>
<tr>
<td>The Job Bank Website</td>
<td>10</td>
</tr>
<tr>
<td>Education</td>
<td>12</td>
</tr>
<tr>
<td>Health Care</td>
<td>13</td>
</tr>
<tr>
<td>Community Services</td>
<td>14</td>
</tr>
</tbody>
</table>
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.

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

1 Learn more about your province/territory.

<table>
<thead>
<tr>
<th>Province/Territory</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberta</td>
<td><a href="http://www.alberta.ca">www.alberta.ca</a></td>
</tr>
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</tr>
<tr>
<td>Manitoba</td>
<td><a href="http://www.gov.mb.ca">www.gov.mb.ca</a></td>
</tr>
<tr>
<td>New Brunswick</td>
<td><a href="http://www.gnb.ca">www.gnb.ca</a></td>
</tr>
<tr>
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</tr>
<tr>
<td>Northwest Territories</td>
<td><a href="http://www.gov.nt.ca">www.gov.nt.ca</a></td>
</tr>
<tr>
<td>Nova Scotia</td>
<td><a href="http://www.gov.ns.ca">www.gov.ns.ca</a></td>
</tr>
<tr>
<td>Nunavut</td>
<td><a href="http://www.gov.nu.ca">www.gov.nu.ca</a></td>
</tr>
<tr>
<td>Ontario</td>
<td><a href="http://www.ontario.ca">www.ontario.ca</a></td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td><a href="http://www.gov.pe.ca">www.gov.pe.ca</a></td>
</tr>
<tr>
<td>Quebec</td>
<td><a href="http://www.gouv.qc.ca">www.gouv.qc.ca</a></td>
</tr>
<tr>
<td>Saskatchewan</td>
<td><a href="http://www.gov.sk.ca">www.gov.sk.ca</a></td>
</tr>
<tr>
<td>Yukon</td>
<td><a href="http://www.gov.yk.ca">www.gov.yk.ca</a></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Find out</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the address of your city/town hall?</td>
</tr>
<tr>
<td>How many people live in your community?</td>
</tr>
<tr>
<td>By Canadian standards, do you live in a large, medium or small community?</td>
</tr>
<tr>
<td>In what part of the province or territory is your community located?</td>
</tr>
<tr>
<td>What are the major industries in your community?</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>① Find out: Your federal government representative</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>① Find out: Your provincial or territorial representative</th>
</tr>
</thead>
<tbody>
<tr>
<td>A member of provincial parliament (MPP) or member of the legislative assembly (MLA) is your local representative in the provincial or territorial government.</td>
</tr>
<tr>
<td>• Is your provincial or territorial representative an MPP or MLA?</td>
</tr>
<tr>
<td>• What is his or her name? Where is his/her office?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>① Find out: Your municipal representative</th>
</tr>
</thead>
<tbody>
<tr>
<td>A councillor is your local representative in the municipal government. Who is your councillor?</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>To work, you need a social insurance number (SIN). The federal government issues SIN cards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
</tr>
<tr>
<td>Telephone number:</td>
</tr>
<tr>
<td>1-800-0-Canada</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To see a doctor, you need a health card. Your provincial or territorial government issues health cards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
</tr>
<tr>
<td>Telephone number:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To drive a car, you need a driver’s licence. Your provincial or territorial government issues it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
</tr>
<tr>
<td>Telephone number:</td>
</tr>
</tbody>
</table>
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/ndvdlis/fq/txrts-eng.html](http://www.cra-arc.gc.ca/tx/ndvdlis/fq/txrts-eng.html).

<table>
<thead>
<tr>
<th>Federal Tax Rates</th>
<th>Provincial or Territorial Tax Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>% on the first $ , of taxable income +</td>
<td></td>
</tr>
<tr>
<td>% on the next $ , of taxable income +</td>
<td></td>
</tr>
<tr>
<td>% on the next $ , of taxable income +</td>
<td></td>
</tr>
<tr>
<td>% on taxable income over $ ,</td>
<td></td>
</tr>
<tr>
<td>% on the first $ , of taxable income +</td>
<td></td>
</tr>
<tr>
<td>% on the next $ , of taxable income +</td>
<td></td>
</tr>
<tr>
<td>% on the next $ , of taxable income +</td>
<td></td>
</tr>
<tr>
<td>% on taxable income over $ ,</td>
<td></td>
</tr>
</tbody>
</table>

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.

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

<table>
<thead>
<tr>
<th>Name of Newspaper</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>

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.

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

<table>
<thead>
<tr>
<th>Name of Station</th>
<th>Radio or TV?</th>
<th>Channel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Alberta</th>
<th><a href="http://www.employment.alberta.ca/SFW/1224.html">www.employment.alberta.ca/SFW/1224.html</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nunavut</td>
<td><a href="http://www.justice.gov.nu.ca/i18n/english/lsb.shtm">www.justice.gov.nu.ca/i18n/english/lsb.shtm</a></td>
</tr>
<tr>
<td>British Columbia</td>
<td><a href="http://www.labour.gov.bc.ca/esb/">www.labour.gov.bc.ca/esb/</a></td>
</tr>
<tr>
<td>Ontario</td>
<td><a href="http://www.labour.gov.on.ca/english/">www.labour.gov.on.ca/english/</a></td>
</tr>
<tr>
<td>Manitoba</td>
<td><a href="http://www.gov.mb.ca/labour/standards/index.html">www.gov.mb.ca/labour/standards/index.html</a></td>
</tr>
<tr>
<td>New Brunswick</td>
<td>www2.gnb.ca/content/gnb/en/departments/post-secondary_education_training_and_labour/labour.html</td>
</tr>
<tr>
<td>Québec</td>
<td><a href="http://www.cnt.gouv.qc.ca/en/home/index.html">www.cnt.gouv.qc.ca/en/home/index.html</a></td>
</tr>
<tr>
<td>Newfoundland and Labrador</td>
<td><a href="http://www.gov.nl.ca/lra/index.html">www.gov.nl.ca/lra/index.html</a></td>
</tr>
<tr>
<td>Saskatchewan</td>
<td><a href="http://www.lrws.gov.sk.ca/about/">www.lrws.gov.sk.ca/about/</a></td>
</tr>
<tr>
<td>Northwest Territories</td>
<td><a href="http://www.ece.gov.nt.ca/Divisions/Labour/index.htm">www.ece.gov.nt.ca/Divisions/Labour/index.htm</a></td>
</tr>
<tr>
<td>Yukon</td>
<td><a href="http://www.community.gov.yk.ca/labour/">www.community.gov.yk.ca/labour/</a></td>
</tr>
<tr>
<td>Nova Scotia</td>
<td><a href="http://www.gov.ns.ca/lae/employmentrights/">www.gov.ns.ca/lae/employmentrights/</a></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Occupation name</th>
<th>Number of Jobs</th>
<th>Wages</th>
<th>Outlook</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The website provides information about occupations in five main sections.
Each section of the Job Bank website provides useful information. For example:

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>This section gives a short description of the main job duties. It also describes where people in this occupation usually work.</td>
</tr>
<tr>
<td>Titles</td>
<td>This section lists the different job titles this occupation has.</td>
</tr>
<tr>
<td>Duties</td>
<td>This section lists the job duties for this occupation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jobs</td>
<td>This section lists current job openings. You can print the job advertisements you are interested in.</td>
</tr>
<tr>
<td>Wages</td>
<td>This section lists the approximate wages you can expect to earn in this occupation.</td>
</tr>
<tr>
<td>Outlook</td>
<td>This section describes the demand for workers in this occupation.</td>
</tr>
<tr>
<td>Education &amp; Job Requirements</td>
<td>This section describes the work conditions, and the skills and education you need for this occupation.</td>
</tr>
</tbody>
</table>
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.

1. 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.

1. 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.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Telephone Number</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Doctor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinic(s):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hospital(s):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmacy:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.**

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

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

<table>
<thead>
<tr>
<th>Name of organization</th>
<th>Contact Information</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 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](http://www.servicesfornewcomers.cic.gc.ca).

<table>
<thead>
<tr>
<th>Name</th>
<th>Services offered:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Services offered:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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**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

<table>
<thead>
<tr>
<th>When to say it say</th>
<th>What to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>To introduce yourself</td>
<td><em>→ Hi, I’m ...</em></td>
</tr>
<tr>
<td></td>
<td><em>→ Hello, my name is ...</em></td>
</tr>
<tr>
<td>To introduce others</td>
<td><em>→ I’d like you to meet my friend ...</em></td>
</tr>
<tr>
<td></td>
<td><em>→ This is my husband...</em></td>
</tr>
<tr>
<td></td>
<td><em>→ Have you met my sister ...?</em></td>
</tr>
<tr>
<td></td>
<td><em>→ Do you know my co-worker ...?</em></td>
</tr>
</tbody>
</table>
Saying Goodbye

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

Other ways of saying goodbye:

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

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

<table>
<thead>
<tr>
<th>When to say it say</th>
<th>What to say</th>
</tr>
</thead>
</table>
| 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

<table>
<thead>
<tr>
<th>When to say it say</th>
<th>What to say</th>
</tr>
</thead>
</table>
| 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

<table>
<thead>
<tr>
<th>When you are late</th>
<th>→ I’m sorry (that) I’m late.</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you interrupt</td>
<td>→ Sorry, I didn’t mean to interrupt.</td>
</tr>
<tr>
<td>When you bump into someone</td>
<td>→ Excuse me.</td>
</tr>
<tr>
<td>When you forget</td>
<td>→ I apologize for the late cheque.</td>
</tr>
<tr>
<td>A mistake or misunderstanding</td>
<td>→ I’m sorry I left without you. I didn’t know you needed a ride.</td>
</tr>
</tbody>
</table>
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

| 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

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

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

<table>
<thead>
<tr>
<th>When to say it</th>
<th>What to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>To ask about prices</td>
<td>How much does this cost?</td>
</tr>
<tr>
<td></td>
<td>How much is this coat/toy/stove?</td>
</tr>
<tr>
<td></td>
<td>What’s the price of this chair/sweater/book?</td>
</tr>
<tr>
<td>To say prices</td>
<td>It costs twelve ninety-nine.</td>
</tr>
<tr>
<td></td>
<td>It’s forty-five dollars and fifty cents.</td>
</tr>
<tr>
<td></td>
<td>The price is two hundred fifty dollars.</td>
</tr>
</tbody>
</table>

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

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

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

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**

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

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

<table>
<thead>
<tr>
<th>big</th>
<th>small</th>
<th>beautiful</th>
<th>ugly</th>
<th>modern</th>
<th>old-fashioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>short</td>
<td>long</td>
<td>dark</td>
<td>light</td>
<td>fresh</td>
<td>stale</td>
</tr>
<tr>
<td>cheap</td>
<td>expensive</td>
<td>plain</td>
<td>fancy</td>
<td>new</td>
<td>used</td>
</tr>
</tbody>
</table>

When to say it

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](http://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

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

<table>
<thead>
<tr>
<th>When to say it</th>
<th>What to say</th>
</tr>
</thead>
</table>
| **To give directions** | ➤ Turn right.  
➤ Take a left.  
➤ Go straight. |
| **Giving directions using landmarks** | ➤ 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** | ➤ 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** | ➤ 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

<table>
<thead>
<tr>
<th>streetcar</th>
<th>bus</th>
<th>taxi</th>
<th>walk</th>
</tr>
</thead>
<tbody>
<tr>
<td>bike</td>
<td>car</td>
<td>scooter</td>
<td>subway</td>
</tr>
</tbody>
</table>

#### 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:

<table>
<thead>
<tr>
<th>Less often</th>
<th>More often</th>
</tr>
</thead>
<tbody>
<tr>
<td>I never drive to work.</td>
<td>I always walk to school.</td>
</tr>
<tr>
<td>I rarely ride a bike.</td>
<td>I usually take the bus home from work.</td>
</tr>
<tr>
<td>I sometimes take the subway to work.</td>
<td>I often take a taxi when I go home late at night.</td>
</tr>
</tbody>
</table>

**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

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

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:

```
Westside Pharmacy, 276 Waterloo St.  
Edmonton, AB T5J 2R7  (403) 555-2154
Dr. B Jackson
NO. 0078321-633  DATE: 09/23/13
JIM RACICOT, 57 Palmer St., Edmonton, AB
Take one capsule three times daily for 10 days until all taken
AMOXICILLIN 500MG CAPSULES
QTY
No refills – Doctor authorization required.
USE BEFORE 10/10/15
```
### 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](http://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:

<table>
<thead>
<tr>
<th>Nutrients</th>
<th>Amount Per Serving</th>
<th>% Daily Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Total Fat</td>
<td>2g</td>
<td>3%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0.5g</td>
<td>3%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol</td>
<td>10 mg</td>
<td></td>
</tr>
<tr>
<td>Sodium</td>
<td>650 mg</td>
<td>27%</td>
</tr>
<tr>
<td>Potassium</td>
<td>240 mg</td>
<td>7%</td>
</tr>
<tr>
<td>Carbohydrate</td>
<td>9 g</td>
<td>3%</td>
</tr>
<tr>
<td>Fibre</td>
<td>1g</td>
<td>4%</td>
</tr>
<tr>
<td>Sugars</td>
<td>1g</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td>2g</td>
<td></td>
</tr>
<tr>
<td>Vitamin A</td>
<td></td>
<td>4%</td>
</tr>
<tr>
<td>Vitamin C</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Calcium</td>
<td></td>
<td>2%</td>
</tr>
<tr>
<td>Iron</td>
<td></td>
<td>4%</td>
</tr>
</tbody>
</table>

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

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:

HELP WANTED


Available job

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

What to do if you want to apply

Company name or type of company

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

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.
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

<table>
<thead>
<tr>
<th>To ask about job openings</th>
<th>→ Hello, I’m currently looking for work. Is your company hiring?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>→ Can you tell me if you have any job openings?</td>
</tr>
</tbody>
</table>

What to say

<table>
<thead>
<tr>
<th>To ask about applying</th>
<th>→ Hi, I’m calling about the job ad.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>→ Can you tell me how to apply for the job I saw in the newspaper / job search centre / on the Internet?</td>
</tr>
<tr>
<td></td>
<td>→ How do I apply for the job?</td>
</tr>
</tbody>
</table>

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**

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

---
### Describing Previous Jobs

| |  
|---|---|---|---|
| ![Nurse](image1) | ![Cook](image2) | ![Hair Stylist](image3) | ![Mechanic](image4) |
| I was a nurse at a hospital. I cared for sick people. | I was a cook. I prepared food in a busy restaurant. | I was a hair stylist. I cut, styled and coloured hair. | I was an automotive mechanic. I worked in a garage. |
| ![Cleaner](image5) | ![Bricklayer](image6) | ![Truck Driver](image7) | ![Teacher](image8) |
| I was a cleaner. I washed floors at a factory. | I was a bricklayer. I worked in the construction industry. | I was a truck driver. I delivered fruits and vegetables. | I was a teacher. I taught math to high school students. |

#### When to say it

| 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

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

<table>
<thead>
<tr>
<th>When to say it</th>
<th>What to say</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To describe where you work or volunteer</strong></td>
<td>I work at the coffee shop.</td>
</tr>
<tr>
<td><strong>To describe your work schedule</strong></td>
<td>I work part-time / full-time.</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>When to say it</th>
<th>What to say</th>
</tr>
</thead>
</table>
| 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

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.

<table>
<thead>
<tr>
<th>When to say it</th>
<th>What to say</th>
</tr>
</thead>
</table>
| 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.

<table>
<thead>
<tr>
<th>When to say it</th>
<th>What to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>To give instructions</td>
<td>→ First, you...</td>
</tr>
<tr>
<td></td>
<td>→ Then, you...</td>
</tr>
<tr>
<td></td>
<td>→ Next, you...</td>
</tr>
<tr>
<td></td>
<td>→ Lastly, you...</td>
</tr>
</tbody>
</table>

**Reading Instructions**

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

- **Please recycle!**
  - Put paper in the blue box.
  - Do not throw glass bottles in the garbage.

- **Acetone**
  - Keep away from heat
  - Wear safety goggles and gloves
  - Use in ventilated area
  - See Material Safety Data Sheet

**Useful Grammar**

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

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn on the machine.</td>
<td>Do not lean on equipment.</td>
</tr>
<tr>
<td>Clean out the storage area.</td>
<td>Do not leave dishes in the sink.</td>
</tr>
<tr>
<td>Shut the windows before leaving.</td>
<td>Do not open the windows.</td>
</tr>
</tbody>
</table>
**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

<table>
<thead>
<tr>
<th>When to say it</th>
<th>What to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>To make a request</td>
<td>→ <em>Could you please...?</em></td>
</tr>
</tbody>
</table>
| To ask permission | → *Could I...?*  
| | → *Is it possible to...?* |
| To inform | → *The photocopier is jammed / blocked / broken.*  
| | → *I / we need ...* |

**Features of Workplace Notes**

<table>
<thead>
<tr>
<th>Feature</th>
<th>Example</th>
</tr>
</thead>
</table>
| Address the reader(s). | June 2  
Val:  
May I leave 30 minutes early on Thursday afternoon? I have a doctor’s appointment.  
Thank you,  
Rohela |
| Keep explanations brief. | Oct 13  
Hi Janet,  
We will run out of cleaner in two weeks.  
Please order more.  
Thanks,  
Tomas |
| Sign your name. | |
| 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

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

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 tennis.
I like to knit.

To describe activities you don’t like

I don’t like watching television.
I don’t like drawing.

Useful Grammar

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

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to play tennis.</td>
<td>I like playing soccer.</td>
</tr>
<tr>
<td>I prefer to swim in lakes.</td>
<td>I prefer swimming in the ocean.</td>
</tr>
<tr>
<td>He doesn’t like to read novels.</td>
<td>He doesn’t like playing video games.</td>
</tr>
</tbody>
</table>

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...

<table>
<thead>
<tr>
<th>Activity</th>
<th>Equipment</th>
<th>What to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>To play hockey</td>
<td>- a hockey stick</td>
<td>I need a helmet to play hockey.</td>
</tr>
<tr>
<td></td>
<td>- a helmet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- skates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- protective equipment</td>
<td></td>
</tr>
<tr>
<td>To play tennis</td>
<td>- a tennis racquet</td>
<td>We need racquets to play tennis.</td>
</tr>
<tr>
<td></td>
<td>- tennis shoes</td>
<td></td>
</tr>
<tr>
<td>To knit</td>
<td>- knitting needles</td>
<td>She needs yarn to knit a sweater.</td>
</tr>
<tr>
<td></td>
<td>- yarn</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- a pattern</td>
<td></td>
</tr>
<tr>
<td>To go skiing</td>
<td>- skis</td>
<td>They need warm jackets to go skiing.</td>
</tr>
<tr>
<td></td>
<td>- a warm jacket</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- ski/snow pants</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- goggles</td>
<td></td>
</tr>
</tbody>
</table>

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.
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.

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 ....?

When to say it

What to say

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.

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.

<table>
<thead>
<tr>
<th>Dalvay Community Centre</th>
<th>English as a Second Language Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Monday</td>
</tr>
<tr>
<td></td>
<td>9:00 – 10:30</td>
</tr>
<tr>
<td></td>
<td>10:45 – 12:00</td>
</tr>
<tr>
<td></td>
<td>1:00 – 3:00</td>
</tr>
</tbody>
</table>

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/](http://www.settlement.org/)

To ask about your child | Can you tell me about ...?
| I am worried about ....
| Can you explain ....?
| How can I help my son / daughter?

February 15, 2013

Alan Howell will not be at school tomorrow morning because he has a doctor’s appointment.

Thank you,
Melissa Howell
**Helpful English for... Being Safe**

### 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.

<table>
<thead>
<tr>
<th>When to say it</th>
<th>What to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>When it’s not an emergency</td>
<td><em>Excuse me.</em></td>
</tr>
<tr>
<td>In an emergency</td>
<td><em>Watch out!</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When to say it</th>
<th>What to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>To warn people</td>
<td><em>Careful!</em></td>
</tr>
<tr>
<td></td>
<td><em>Be careful!</em></td>
</tr>
<tr>
<td></td>
<td><em>Watch out!</em></td>
</tr>
<tr>
<td></td>
<td><em>Look out!</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To be specific about the danger</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Be careful of...</em></td>
<td></td>
</tr>
<tr>
<td><em>Watch out for...</em></td>
<td></td>
</tr>
<tr>
<td><em>Look out for...</em></td>
<td></td>
</tr>
</tbody>
</table>
**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.

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

<table>
<thead>
<tr>
<th>When to say it</th>
<th>What to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>To get the person’s attention</td>
<td></td>
</tr>
</tbody>
</table>

→ *Excuse me.*

| To politely ask for help |  

→ *Could you help me?*
→ *Do you mind helping me?*
→ *Would you help me, please?*

| To tell the person why you have asked for their attention |  

→ *I have a problem.*
→ *There’s a problem.*

| To point out that there is a hazard (danger) |  

→ *This is not safe.*
→ *That is dangerous.*
→ *Someone could get hurt.*

| To provide details about the problem |  

→ *There is a leak / spill.*
→ *The machine is broken / stuck.*
→ *The steps / walkway are icy / slippery.*
→ *The equipment won’t work / start.*

---

*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.

| 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. |
| | → There was a car crash.  
→ My child fell down the stairs.  
→ My grandfather had a heart attack.  
→ I heard a gunshot. |
| | What happened? | → 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 the location of the emergency? | → 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:

- **Do not smoke here.**
- **Do not eat or drink here.**
- **Do not use cell phones here.**
- **Do not have pets here.**
- **Do not park here.**

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**
- **Caution Fork lift trucks operating**
- **Reversing in and out of site is strictly forbidden**
- **Vehicles must not enter the site without authority of site supervisor**

**ALL VISITORS MUST REPORT TO RECEPTION**

- **Hard hats must be worn on site at all times**
- **High visibility clothing must be worn on site at all times**
- **Safety boots must be worn on site at all times**
- **Strictly 5mph max speed on site at all times**

**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:

- **High Voltage**
  - You may get a shock or be electrocuted if you touch this.

- **Beware of Dog**
  - A dog on site may bite people it doesn’t know.

- **Caution: Wet Floor**
  - The floor is wet and may be slippery.

- **Danger: Falling Rocks**
  - Rocks may fall or may have fallen on the road ahead.
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.

**All Purpose Cleaner**

- Fragrance-free
- No residue
- Gentle
- Powerful

**Directions:**
1. Spray 15–20 cm from the surface.
2. Wait 5 minutes.
3. Rinse with water.

**CAUTION:** May irritate eyes. Do not mix with other cleaning products. Do not breathe fumes. Keep out of reach of children.

**FIRST AID TREATMENT:**
If swallowed, call a poison control centre or a doctor immediately.

Cooper’s Chemicals
www.cooperschem.ca
1-800-452-8897

**On the front:**
- Product name
- On the back:
- Safe to use on surfaces that you can normally clean with water. Use on countertops, stainless steel, appliances, floors and furniture.
- **Directions** tell you how to use the product. Sometimes directions are numbered.
- **Hazards (dangers)** are usually listed after the word *caution*. They tell you how the product can harm you. They also tell you how to use the product safely.
- **Some products** tell you what to do if you accidentally swallow the product. These instructions are usually after the words *first aid treatment*.

**On the back:**
- All cleaning products tell you what they are safe to use on.
- **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**

<table>
<thead>
<tr>
<th>Condition</th>
<th>What happens?</th>
<th>What you should do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frostnip</td>
<td>§ Skin freezes</td>
<td>§ Warm the area slowly</td>
</tr>
<tr>
<td></td>
<td>§ Skin looks yellowish or white</td>
<td>§ Use warm water or a warm hand</td>
</tr>
<tr>
<td></td>
<td>§ Painful, burning feeling</td>
<td>§ Do not rub the area</td>
</tr>
<tr>
<td>Frostbite</td>
<td>§ Exposed areas of the body freeze</td>
<td>§ Get medical help right away</td>
</tr>
<tr>
<td></td>
<td>§ Skin turns white, and feels hard and numb</td>
<td>§ Do not rub the area</td>
</tr>
<tr>
<td></td>
<td></td>
<td>§ Do not use direct heat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>§ Warm the area gradually</td>
</tr>
<tr>
<td>Hypothermia</td>
<td>§ Body temperature drops below normal</td>
<td>§ Get medical help right away</td>
</tr>
<tr>
<td></td>
<td>§ Shivering, confusion, fatigue, difficulty walking</td>
<td>§ Go indoors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>§ Warm up gradually</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>What happens?</th>
<th>What you should do</th>
</tr>
</thead>
</table>
| **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.

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.
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

<table>
<thead>
<tr>
<th>Cardinal numbers</th>
<th>Ordinal numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 zero</td>
<td>1st first</td>
</tr>
<tr>
<td>1 one</td>
<td>2nd second</td>
</tr>
<tr>
<td>2 two</td>
<td>3rd third</td>
</tr>
<tr>
<td>3 three</td>
<td>4th fourth</td>
</tr>
<tr>
<td>4 four</td>
<td>5th fifth</td>
</tr>
<tr>
<td>5 five</td>
<td>6th sixth</td>
</tr>
<tr>
<td>6 six</td>
<td>7th seventh</td>
</tr>
<tr>
<td>7 seven</td>
<td>8th eighth</td>
</tr>
<tr>
<td>8 eight</td>
<td>9th ninth</td>
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<tr>
<td>9 nine</td>
<td>10th tenth</td>
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<tr>
<td>10 ten</td>
<td>11th eleventh</td>
</tr>
<tr>
<td>11 eleven</td>
<td>12th twelfth</td>
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<tr>
<td>12 twelve</td>
<td>13th thirteenth</td>
</tr>
<tr>
<td>13 thirteen</td>
<td>14th fourteenth</td>
</tr>
<tr>
<td>14 fourteen</td>
<td>15th fifteenth</td>
</tr>
<tr>
<td>15 fifteen</td>
<td>16th sixteenth</td>
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<tr>
<td>16 sixteen</td>
<td>17th seventeenth</td>
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<td>17 seventeen</td>
<td>18th eighteenth</td>
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<td>18 eighteen</td>
<td>19th nineteenth</td>
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<td>19 nineteen</td>
<td>20th twentieth</td>
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<td>20 twenty</td>
<td>21st twenty-first</td>
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<tr>
<td></td>
<td>22nd twenty-second</td>
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<tr>
<td></td>
<td>23rd twenty-third</td>
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<tr>
<td></td>
<td>24th twenty-fourth</td>
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<tr>
<td></td>
<td>25th twenty-fifth</td>
</tr>
<tr>
<td></td>
<td>26th twenty-sixth</td>
</tr>
<tr>
<td></td>
<td>27th twenty-seventh</td>
</tr>
<tr>
<td></td>
<td>28th twenty-eighth</td>
</tr>
<tr>
<td></td>
<td>29th twenty-ninth</td>
</tr>
<tr>
<td></td>
<td>30th thirtieth</td>
</tr>
<tr>
<td></td>
<td>40th fortieth</td>
</tr>
<tr>
<td></td>
<td>50th fiftieth</td>
</tr>
<tr>
<td></td>
<td>60th sixtieth</td>
</tr>
<tr>
<td></td>
<td>70th seventieth</td>
</tr>
<tr>
<td></td>
<td>80th eightieth</td>
</tr>
<tr>
<td></td>
<td>90th ninetyieth</td>
</tr>
<tr>
<td></td>
<td>100th one hundred</td>
</tr>
</tbody>
</table>
Months and Days

There are twelve months in a year.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January</td>
</tr>
<tr>
<td>2</td>
<td>February</td>
</tr>
<tr>
<td>3</td>
<td>March</td>
</tr>
<tr>
<td>4</td>
<td>April</td>
</tr>
<tr>
<td>5</td>
<td>May</td>
</tr>
<tr>
<td>6</td>
<td>Jun</td>
</tr>
<tr>
<td>7</td>
<td>July</td>
</tr>
<tr>
<td>8</td>
<td>August</td>
</tr>
<tr>
<td>9</td>
<td>September</td>
</tr>
<tr>
<td>10</td>
<td>October</td>
</tr>
<tr>
<td>11</td>
<td>November</td>
</tr>
<tr>
<td>12</td>
<td>December</td>
</tr>
</tbody>
</table>

There are seven days in a week.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>Sun.</td>
</tr>
<tr>
<td>Monday</td>
<td>Mon.</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Tues.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Wed.</td>
</tr>
<tr>
<td>Thursday</td>
<td>Thurs.</td>
</tr>
<tr>
<td>Friday</td>
<td>Fri.</td>
</tr>
<tr>
<td>Saturday</td>
<td>Sat.</td>
</tr>
</tbody>
</table>

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
Feb. 22, 2014
02/22/2014

November 5, 2016
Nov. 5, 2016
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?
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 ask for the time

To say the time

<table>
<thead>
<tr>
<th>Time</th>
<th>English</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00</td>
<td>It’s two o’clock.</td>
<td>It’s two.</td>
</tr>
<tr>
<td>2:05</td>
<td>It’s two-oh-five.</td>
<td>It’s five after two.</td>
</tr>
<tr>
<td>2:10</td>
<td>It’s two ten.</td>
<td>It’s ten after two.</td>
</tr>
<tr>
<td>2:15</td>
<td>It’s two fifteen.</td>
<td>It’s a quarter after two.</td>
</tr>
<tr>
<td>2:30</td>
<td>It’s two thirty.</td>
<td>It’s half past two.</td>
</tr>
<tr>
<td>2:45</td>
<td>It’s two forty-five.</td>
<td>It’s a quarter to three.</td>
</tr>
<tr>
<td>2:55</td>
<td>It’s two fifty-five.</td>
<td>It’s five to three.</td>
</tr>
<tr>
<td>2:59</td>
<td>It’s two fifty-nine.</td>
<td>It’s almost three o’clock.</td>
</tr>
</tbody>
</table>

- 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.

<table>
<thead>
<tr>
<th>Coins</th>
<th>Bills</th>
</tr>
</thead>
<tbody>
<tr>
<td>A penny</td>
<td>Five dollars</td>
</tr>
<tr>
<td>A nickel</td>
<td>Ten dollars</td>
</tr>
<tr>
<td>A dime</td>
<td>Twenty dollars</td>
</tr>
<tr>
<td>A quarter</td>
<td>Fifty dollars</td>
</tr>
<tr>
<td>A loonie</td>
<td>One hundred dollars</td>
</tr>
<tr>
<td>A toonie</td>
<td>$0.01 or 1 cent</td>
</tr>
<tr>
<td></td>
<td>$5.00</td>
</tr>
<tr>
<td></td>
<td>$10.00</td>
</tr>
<tr>
<td></td>
<td>$20.00</td>
</tr>
<tr>
<td></td>
<td>$50.00</td>
</tr>
<tr>
<td></td>
<td>$100.00</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th></th>
<th>Today</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>

To find out the weather forecast for any region in Canada, visit [www.weatheroffice.gc.ca](http://www.weatheroffice.gc.ca).

Seasonal Weather Terms:

<table>
<thead>
<tr>
<th>Season</th>
<th>Hot</th>
<th>Humid</th>
<th>Hazy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>Cold</td>
<td>Freezing</td>
<td>Icy</td>
</tr>
<tr>
<td>Winter</td>
<td>Warm</td>
<td>Mild</td>
<td>Foggy</td>
</tr>
<tr>
<td>Spring/Fall</td>
<td>5 °C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What’s the weather like today?

*It’s raining and cool.*

What’s the forecast for tomorrow?

*Tomorrow will be sunny and warm.*
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.

<table>
<thead>
<tr>
<th>Vegetables</th>
<th>Asparagus</th>
<th>Corn</th>
<th>Onion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beet</td>
<td>Celery</td>
<td>Pepper</td>
</tr>
<tr>
<td></td>
<td>Broccoli</td>
<td>Cucumber</td>
<td>Potato</td>
</tr>
<tr>
<td></td>
<td>Cabbage</td>
<td>Lettuce</td>
<td>Spinach</td>
</tr>
<tr>
<td></td>
<td>Carrot</td>
<td>Mushroom</td>
<td>Tomato</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fruits</th>
<th>Apple</th>
<th>Grapes</th>
<th>Peach</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Avocado</td>
<td>Grapefruit</td>
<td>Pear</td>
</tr>
<tr>
<td></td>
<td>Banana</td>
<td>Lemon</td>
<td>Pineapple</td>
</tr>
<tr>
<td></td>
<td>Cantaloupe</td>
<td>Mango</td>
<td>Strawberry</td>
</tr>
<tr>
<td></td>
<td>Cherry</td>
<td>Orange</td>
<td>Watermelon</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Milk, Dairy Products &amp; Alternatives</th>
<th>Buttermilk</th>
<th>Ice cream</th>
<th>Sour cream</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cheese</td>
<td>Kefir</td>
<td>Soy beverage</td>
</tr>
<tr>
<td></td>
<td>Cream</td>
<td>Milk</td>
<td>Yogurt</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bread &amp; Grains</th>
<th>Bagel</th>
<th>Couscous</th>
<th>Pasta</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Barley</td>
<td>Crackers</td>
<td>Pita</td>
</tr>
<tr>
<td></td>
<td>Bread</td>
<td>Naan</td>
<td>Quinoa</td>
</tr>
<tr>
<td></td>
<td>Bulgur</td>
<td>Oatmeal</td>
<td>Rice</td>
</tr>
<tr>
<td></td>
<td>Cereal</td>
<td>Pancake</td>
<td>Tortilla</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meat, Fish, Seafood &amp; Alternatives</th>
<th>Beans</th>
<th>Fish</th>
<th>Pork</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beef</td>
<td>Goat</td>
<td>Shellfish</td>
</tr>
<tr>
<td></td>
<td>Chicken</td>
<td>Hummus</td>
<td>Tofu</td>
</tr>
<tr>
<td></td>
<td>Deli meat</td>
<td>Lentils</td>
<td>Turkey</td>
</tr>
<tr>
<td></td>
<td>Eggs</td>
<td>Nuts</td>
<td>Veal</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Personality</th>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>hardworking</td>
<td>nice</td>
<td>brave</td>
<td></td>
</tr>
<tr>
<td>helpful</td>
<td>polite</td>
<td>honest</td>
<td></td>
</tr>
<tr>
<td>kind</td>
<td>shy</td>
<td>intelligent</td>
<td></td>
</tr>
<tr>
<td>outgoing</td>
<td>organized</td>
<td>loyal</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Size</th>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>big</td>
<td>bigger</td>
<td>the biggest</td>
<td></td>
</tr>
<tr>
<td>large</td>
<td>larger</td>
<td>the largest</td>
<td></td>
</tr>
<tr>
<td>small</td>
<td>smaller</td>
<td>the smallest</td>
<td></td>
</tr>
<tr>
<td>tall</td>
<td>taller</td>
<td>the tallest</td>
<td></td>
</tr>
<tr>
<td>short</td>
<td>shorter</td>
<td>the shortest</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emotions</th>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy</td>
<td>happier</td>
<td>the happiest</td>
<td></td>
</tr>
<tr>
<td>angry</td>
<td>angrier</td>
<td>the angriest</td>
<td></td>
</tr>
<tr>
<td>sad</td>
<td>sadder</td>
<td>the saddest</td>
<td></td>
</tr>
<tr>
<td>curious</td>
<td>more curious</td>
<td>the most curious</td>
<td></td>
</tr>
<tr>
<td>bored</td>
<td>more bored</td>
<td>the most bored</td>
<td></td>
</tr>
<tr>
<td>pleased</td>
<td>more pleased</td>
<td>the most pleased</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appearance</th>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>beautiful</td>
<td>more beautiful</td>
<td>the most beautiful</td>
<td></td>
</tr>
<tr>
<td>ugly</td>
<td>uglier</td>
<td>the ugliest</td>
<td></td>
</tr>
<tr>
<td>attractive</td>
<td>more attractive</td>
<td>the most attractive</td>
<td></td>
</tr>
<tr>
<td>clean</td>
<td>cleaner</td>
<td>the cleanest</td>
<td></td>
</tr>
<tr>
<td>dirty</td>
<td>dirtier</td>
<td>the dirtiest</td>
<td></td>
</tr>
<tr>
<td>dark</td>
<td>darker</td>
<td>the darkest</td>
<td></td>
</tr>
<tr>
<td>light</td>
<td>lighter</td>
<td>the lightest</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Taste/Touch</th>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>sweet</td>
<td>sweeter</td>
<td>the sweetest</td>
<td></td>
</tr>
<tr>
<td>salty</td>
<td>saltier</td>
<td>the saltiest</td>
<td></td>
</tr>
<tr>
<td>smooth</td>
<td>smoother</td>
<td>the smoothest</td>
<td></td>
</tr>
<tr>
<td>rough</td>
<td>rougher</td>
<td>the roughest</td>
<td></td>
</tr>
<tr>
<td>hard</td>
<td>harder</td>
<td>the hardest</td>
<td></td>
</tr>
<tr>
<td>soft</td>
<td>softer</td>
<td>the softest</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sound</th>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>loud</td>
<td>louder</td>
<td>the loudest</td>
<td></td>
</tr>
<tr>
<td>quiet</td>
<td>quieter</td>
<td>the quietest</td>
<td></td>
</tr>
<tr>
<td>noisy</td>
<td>noisier</td>
<td>the noisiest</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kati works every day.</td>
<td>Marc doesn’t work every day.</td>
</tr>
</tbody>
</table>

**Interrogative**

Does Kati work every day?

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

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

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roberto is <strong>working</strong> today.</td>
<td>Michelle is <strong>not working</strong> today.</td>
</tr>
</tbody>
</table>

**Interrogative**

Is Roberto working today?

**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.*

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I <strong>have seen</strong> this movie many times.</td>
<td>I <strong>haven’t seen</strong> this movie.</td>
</tr>
</tbody>
</table>

**To work**

<table>
<thead>
<tr>
<th>To work</th>
<th>I</th>
<th>You</th>
<th>He/She/It</th>
<th>We</th>
<th>You</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td>work</td>
<td>work</td>
<td>work</td>
<td>work</td>
<td>work</td>
<td>work</td>
<td>work</td>
</tr>
</tbody>
</table>

**To write**

<table>
<thead>
<tr>
<th>To work</th>
<th>I</th>
<th>You</th>
<th>He/She/It</th>
<th>We</th>
<th>You</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td>written</td>
<td>written</td>
<td>written</td>
<td>written</td>
<td>written</td>
<td>written</td>
<td>written</td>
</tr>
</tbody>
</table>

**To go**

<table>
<thead>
<tr>
<th>To work</th>
<th>I</th>
<th>You</th>
<th>He/She/It</th>
<th>We</th>
<th>You</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td>going</td>
<td>going</td>
<td>going</td>
<td>going</td>
<td>going</td>
<td>going</td>
<td>going</td>
</tr>
</tbody>
</table>
Past Verb Tenses

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

An action that began and ended in the past.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robyn worked yesterday.</td>
<td>Sue didn’t work yesterday.</td>
</tr>
</tbody>
</table>

Interrogative

Did Robyn work yesterday?

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.

<table>
<thead>
<tr>
<th>To be</th>
<th>To have</th>
</tr>
</thead>
<tbody>
<tr>
<td>present</td>
<td>past</td>
</tr>
<tr>
<td>I</td>
<td>am</td>
</tr>
<tr>
<td>he/she/it</td>
<td>is</td>
</tr>
<tr>
<td>you/they/we</td>
<td>are</td>
</tr>
</tbody>
</table>

Other irregular verbs

<table>
<thead>
<tr>
<th>present</th>
<th>past</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat</td>
<td>ate</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
</tr>
<tr>
<td>drink</td>
<td>drank</td>
</tr>
<tr>
<td>sing</td>
<td>sang</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anne was working when he arrived.</td>
<td>Barb was not working when she arrived.</td>
</tr>
</tbody>
</table>

To work

<table>
<thead>
<tr>
<th>To work</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
</tr>
<tr>
<td>You</td>
</tr>
<tr>
<td>He/She/It</td>
</tr>
<tr>
<td>We</td>
</tr>
<tr>
<td>You</td>
</tr>
<tr>
<td>They</td>
</tr>
</tbody>
</table>
**Future Verb Tenses**

**Simple Future** = *will* + verb

An action or event that will happen in the future.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kunal <em>will work</em> tomorrow.</td>
<td>Tom <em>will not work</em> tomorrow.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will Kunal work tomorrow?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To work</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will work</td>
</tr>
<tr>
<td>You will work</td>
</tr>
<tr>
<td>He/She/It will work</td>
</tr>
<tr>
<td>We will work</td>
</tr>
<tr>
<td>You will work</td>
</tr>
<tr>
<td>They will work</td>
</tr>
</tbody>
</table>

**Future Progressive** = *will be* + verb + *-ing*

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

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frances <em>will be working</em> tomorrow.</td>
<td>Ming <em>will not be working</em> tomorrow.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will Frances be working tomorrow?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To work</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will be working</td>
</tr>
<tr>
<td>You will be working</td>
</tr>
<tr>
<td>He/She/It will be working</td>
</tr>
<tr>
<td>We will be working</td>
</tr>
<tr>
<td>You will be working</td>
</tr>
<tr>
<td>They will be working</td>
</tr>
</tbody>
</table>

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**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:

<table>
<thead>
<tr>
<th>Speaking</th>
<th>• Answer questions in class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Make a new friend who speaks English</td>
</tr>
<tr>
<td></td>
<td>• Agree to only speak English with your classmates</td>
</tr>
<tr>
<td></td>
<td>• Pronounce words out loud as you study</td>
</tr>
<tr>
<td></td>
<td>- Search the Internet for English-language songs and lyrics, and sing along</td>
</tr>
<tr>
<td></td>
<td>• Join an English conversation club</td>
</tr>
<tr>
<td></td>
<td>• Become a volunteer in your community</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Reading</th>
<th>• Read your community newspaper, books and magazines in English</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Get a picture dictionary</td>
</tr>
<tr>
<td></td>
<td>- Search the Internet for English texts on topics that interest you</td>
</tr>
<tr>
<td></td>
<td>• Read a short story with a friend, then discuss it together</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th>• Write your to-do lists in English</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Keep a daily journal</td>
</tr>
<tr>
<td></td>
<td>• Build your vocabulary by learning two or three new words each day; then write three sentences for each new word</td>
</tr>
<tr>
<td></td>
<td>• Write emails or texts in English to friends</td>
</tr>
<tr>
<td></td>
<td>• Watch a movie, then write a summary of it</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Studying</th>
<th>• Review your class notes at home</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Read and study for a short time every day</td>
</tr>
<tr>
<td></td>
<td>• Study in a quiet place</td>
</tr>
<tr>
<td></td>
<td>• Keep your own vocabulary list</td>
</tr>
<tr>
<td></td>
<td>• Study with a friend or classmate</td>
</tr>
</tbody>
</table>
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.eltpodcast**
  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:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________