

Canadian English for Newcomers

Conversation Class Guide

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Greetings and Basic Introductions

Canadian English for Newcomers

Conversation Class — Activity Handouts

- 1 Introducing Yourself
- 2 Reading a Name Tag
- 3 First Meeting Role-Play
- 4 Formal vs. Informal Greetings
- 5 Practicing Small Talk

Activity 1 Introducing Yourself

Key Vocabulary

hello	goodbye
name	nickname
Canada	home country
residence	province
months	years

How to Run this Activity

- 1 Each person prepares a short introduction (30 seconds) that includes their name, home country, and how long they have been in Canada.
- 2 Participants stand and introduce themselves one by one to the whole group.
- 3 The group asks follow-up questions: "Where in (country) are you from?" or "What brings you to Canada?"
- 4 Record key information on the board or chart to reinforce listening comprehension and help learners see patterns in introductions.

Try it!

- ▶ *My name is _____, and I am from _____.*
- ▶ *I have been in Canada for _____ months/years.*
- ▶ *I live in _____ (province/city).*

Facilitator tip: *Have a sample introduction ready to model first. Some learners may feel shy; allowing written notes is a good accommodation.*

Activity 2 Reading a Name Tag

Key Vocabulary

first name	last name
full name	abbreviation
spell	pronunciation
correct	incorrect
formal	casual

How to Run this Activity

- 1 Create blank name tags with lines for: First Name, Last Name, and a space for learners to add their home country.
- 2 Learners fill out their name tags carefully, paying attention to spelling and capitalization.
- 3 Pair learners and have them read each other's tags aloud, checking spelling and asking about pronunciation.
- 4 Discuss when to use formal names (in professional/official settings) versus casual names or nicknames (with friends).

Try it!

- ▶ *My name is spelled _____ (spell it slowly).*
- ▶ *You can call me _____ or _____.*
- ▶ *Is my name spelled correctly on my tag?*
- ▶ *How do you pronounce that name?*

Facilitator tip: *Name pronunciation is critical for inclusion. Ask each person how they would like their name said, and model respectful repetition.*

Activity 3 First Meeting Role-Play

Key Vocabulary

pleased to meet you	nice to meet you
handshake	wave
introduction	greeting
eye contact	smile
acquaintance	colleague

How to Run this Activity

- 1 Teach a basic script: greet, introduce yourself, ask a follow-up question, exchange contact or brief information.
- 2 Model the interaction with a volunteer or co-facilitator, emphasizing body language (eye contact, handshake or appropriate greeting).
- 3 Pair learners and have them role-play meeting for the first time, using the script as a guide.
- 4 Rotate partners 2-3 times so learners practice with different people and gain confidence.

Try it!

- ▶ *Hello, my name is _____. Pleased to meet you.*
- ▶ *What is your name?*
- ▶ *How long have you been in Canada?*
- ▶ *Nice to meet you. Here is my phone number: _____.*

Facilitator tip: *Be culturally aware: some learners may not be comfortable with handshakes. Offer a wave or bow as alternatives and let participants choose.*

Activity 4 Formal vs. Informal Greetings

Key Vocabulary

formal	informal
Dr./Mr./Mrs.	first name
professional	casual
respectful	friendly
accent	tone

How to Run this Activity

- 1 Present two greeting scenarios: (1) meeting a doctor/teacher (formal), (2) meeting a classmate or neighbor (informal).
- 2 Play audio or video clips (if available) of formal and informal greetings, or perform two versions yourself.
- 3 Have learners identify differences: vocabulary, tone, formality level, use of titles.
- 4 Discuss when each type is appropriate in Canadian contexts (workplace, school, social settings, healthcare).

Try it!

- ▶ *Formal: "Good morning, Dr. Smith. It is a pleasure to meet you."*
- ▶ *Informal: "Hi Sarah! How are you?"*
- ▶ *I should use a formal greeting with _____ but an informal greeting with _____.*
- ▶ *In Canada, I can address my boss as _____ but my friend as _____.*

Facilitator tip: *Emphasize that formal does not mean cold. Explain that using the right register shows respect and helps learners integrate professionally and socially.*

Activity 5 Practicing Small Talk

Key Vocabulary

weather	temperature
traffic	commute
weekend plans	hobbies
small talk	conversation
follow-up question	topic

How to Run this Activity

- 1 Teach common small talk topics in Canada: weather, weekend activities, work/school, local events, hobbies.
- 2 Model a short small talk exchange (2-3 exchanges) on each topic, highlighting natural transitions.
- 3 Provide sentence starters: "Nice weather today!" "How was your weekend?" "Do you live nearby?"
- 4 Have learners practice in pairs or small groups, rotating partners to practice multiple times.

Try it!

- ▶ *The weather is _____ today.*
- ▶ *How was your _____? (weekend/day at work)*
- ▶ *What do you like to do in your free time?*
- ▶ *That sounds nice! Do you _____ often?*

Facilitator tip: *Small talk can feel awkward for learners; reassure them that it is a normal part of Canadian culture and that asking questions shows genuine interest.*

Family

Canadian English for Newcomers

Conversation Class — Activity Handouts

- 1 Family Tree Vocabulary
- 2 Role-Play Introductions
- 3 Talking About Family Roles
- 4 Understanding Canadian Family Documents
- 5 Sharing Family Stories

Activity 1 Family Tree Vocabulary

Key Vocabulary

parents	children
sibling	cousin
spouse	partner
grandparent	grandchild
aunt	uncle
stepparent	guardian

How to Run this Activity

- 1 Display a large family tree diagram on the wall with drawings and English labels for different family members.
- 2 Ask students to point to and name each person: "Who is this? What do we call them?" Repeat roles multiple times together.
- 3 Distribute blank family tree worksheets. Students fill in labels for their own family members using the vocabulary from the diagram.
- 4 Pair students and have them ask each other: "Do you have any siblings? How many cousins do you have?" using the new vocabulary words.

Try it!

- ▶ I have two _____ and one _____. My _____ is a teacher.
- ▶ My _____ is married to my _____. They have three _____.
- ▶ My _____ and _____ live with us. My _____ lives in another country.

Facilitator tip: Some cultures have extended family living together. Accept all family structures without judgment. Focus on the English vocabulary, not the family arrangement.

Activity 2 Role-Play Introductions

Key Vocabulary

introduce	meet
name	family
nice to meet you	pleased to meet you
how are you	how are your family
from	hometown

How to Run this Activity

- 1 Model introducing yourself to the group: "Hello, my name is Sarah. I am happy to meet you. I am from Toronto. My family is from India."
- 2 Teach polite responses: "Nice to meet you!" and "Thank you, I am well."
- 3 Pair students face-to-face. Give each person a simple name card with basic family information written on it.
- 4 Students introduce themselves and ask each other questions: "What is your name? Where is your family from?" Then switch partners and repeat.

Try it!

- ▶ Hello, my name is _____. I am pleased to meet _____.
- ▶ My family is from _____. How many _____ do you have?
- ▶ Nice to meet you, _____. Where are your _____ from?

Facilitator tip: *In some cultures, introducing yourself to strangers is uncommon. Explain that this is normal practice in Canadian libraries and workplaces. Praise students for trying even if they are shy.*

Activity 3 Talking About Family Roles

Key Vocabulary

mother / father	parent
sister / brother	sibling
job / work	occupation
take care of	look after
help	support

How to Run this Activity

- 1 Show pictures of different family members doing activities: mother cooking, father working, sister studying, brother playing with children.
- 2 Ask the group: "What is this person doing? What is their job?" Discuss different family roles and responsibilities.
- 3 Give students sentence frames on paper: "My mother is a _____. She _____. My father _____."
- 4 Have students share one sentence about a family member with the group. Encourage them to use complete sentences with the vocabulary words.

Try it!

- ▶ My _____ is a _____ and works at a _____.
- ▶ My _____ takes care of the _____. He/She helps with _____.
- ▶ In my family, my _____ looks after _____ and _____.

Facilitator tip: Family roles vary greatly across cultures. Some women work outside the home, some do not. Accept all descriptions without comment. Focus on English language use.

Activity 4 Understanding Canadian Family Documents

Key Vocabulary

birth certificate	official document
name	date of birth
place of birth	province
parent names	legal guardian
certified copy	original document

How to Run this Activity

- 1 Show a blank birth certificate form on a large screen or printed copy. Point to each section and explain: "This is the name field. This is the date of birth."
- 2 Explain when Canadians need a birth certificate: "When you open a bank account. When you get a job. When you get married."
- 3 Give students a practice form with different family members' information already filled in. Ask: "What is this person's name? When was she born? Where was he born?"
- 4 Discuss how to get a birth certificate in Canada: "You contact Vital Statistics for your province. You need to show ID. It takes two weeks. It costs money."

Try it!

- ▶ The _____ on this document is _____ (date).
- ▶ This _____ was born in _____ on _____.
- ▶ To get a _____, you need to call _____ and wait _____ days.

Facilitator tip: Some students may have documents from other countries written in different languages. Explain that Canada accepts certified translations. Do not assume all students have complete documents.

Activity 5 Sharing Family Stories

Key Vocabulary

story	memory
tell	remember
when I was young	childhood
favorite	special
celebrate	tradition

How to Run this Activity

- 1 Share a personal family story: "When I was a child, my grandmother taught me to cook. Every Sunday, my family celebrated together. That is my favorite memory."
- 2 Teach storytelling vocabulary: "When I was young... I remember... My favorite memory is... That was special because..."
- 3 Ask students to write down 2–3 sentences about one favorite family memory or tradition in their notebook.
- 4 In small groups of 3–4, students take turns sharing their family stories. Listeners ask follow-up questions: "When was that? How often do you celebrate? Who was there?"

Try it!

- ▶ *I remember when my _____ and I _____. That was very _____.*
- ▶ *My favorite _____ is celebrating _____ with my _____.*
- ▶ *When I was young, my family always _____. I loved that _____.*

Facilitator tip: *Some students may have experienced family separation or loss. Be sensitive. Allow students to share only what they are comfortable with. Validate all stories shared.*

Numbers

Canadian English for Newcomers

Conversation Class — Activity Handouts

- 1 Reading Prices and Making Change
- 2 Understanding Canadian Phone Numbers and Postal Codes
- 3 Reading Apartment and Building Numbers
- 4 Ordinal Numbers on a Calendar
- 5 Telling Time: Digital vs. Analog

Activity 1 Reading Prices and Making Change

Key Vocabulary

price	cost
dollar	cent
receipt	total
change	payment
tax	discount
cash	card

How to Run this Activity

- 1 Display price tags with amounts in dollars and cents. Practice saying prices aloud: "\$5.99" is "five dollars and ninety-nine cents."
- 2 Provide realistic shopping scenarios: learners must identify the total cost including tax and calculate change. For example: "Item costs \$12.50. Tax is 13%. You pay with \$20. How much change?"
- 3 Create a mock store or use images of store receipts. Have learners read the itemized list, subtotal, tax, and final total. Discuss why the total is higher than the subtotal.
- 4 Have learners practice explaining prices: "This shirt is on sale for \$29.99 instead of \$49.99" or "The total is \$87 with tax included."

Try it!

- ▶ This coffee costs _____ dollars. I paid with a \$10 note, so my _____ is \$_____.
- ▶ The _____ shows the _____ is \$45.99 plus 13% _____. The final _____ is _____.
- ▶ These jeans are on _____ for \$59.99. The regular _____ was \$79.99.

Facilitator tip: Bring real receipts from local stores or create realistic ones showing tax calculations. Discuss that Canadian prices often don't include the displayed tax, which surprises many newcomers.

Activity 2 Understanding Canadian Phone Numbers and Postal Codes

Key Vocabulary

phone number	area code
digit	number
postal code	province code
format	pattern
prefix	exchange
valid	correct

How to Run this Activity

- 1 Teach the Canadian phone number format: (XXX) XXX-XXXX, where the first three digits are the area code. Explain that area codes identify the geographic region.
- 2 Display and pronounce various Canadian phone numbers and postal codes. Have learners repeat and write them down. Discuss how area codes correspond to provinces and regions.
- 3 Teach Canadian postal code format: A1A 1A1 (letter-number-letter space number-letter-number). Explain the first part identifies the postal district, the second part identifies the delivery area.
- 4 Have learners look up area codes and postal codes for major Canadian cities. Practice using this information to identify where someone might live.

Try it!

- ▶ My _____ is 416-555-0123. My _____ is in the Toronto area, which has the _____ 416.
- ▶ My postal _____ is M5V 3A8. The first part, M5V, tells the _____ where I live.
- ▶ To reach the library, call the main _____ at _____ during business hours.

Facilitator tip: Create a chart showing area codes for different provinces and cities. Have learners research and memorize the area codes for major Canadian cities they might visit or have connections to.

Activity 3 Reading Apartment and Building Numbers

Key Vocabulary

apartment number	unit
building number	street address
floor	level
suite	room number
street number	house number
numerical order	sequence

How to Run this Activity

- 1 Teach the format of Canadian addresses: street number (house/building number), street name, apartment/unit number, city, province, postal code.
- 2 Display various apartment and building numbers. Explain the numbering system: apartment numbers on the same floor usually increase in order, and buildings on a street are numbered with odd numbers on one side and even on the other.
- 3 Have learners practice reading and writing full addresses. Show examples like "Apt. 405, 123 Main Street" and discuss what each number tells you.
- 4 Have learners locate apartment numbers in buildings using floor plans. Practice saying addresses aloud and matching addresses to building locations.

Try it!

► I live in _____ 302 at 456 _____ Street. My full address is 456 _____ Street, Apt. _____.

► The _____ number is 1200. My apartment _____ is 1205. That means I live on the _____ floor.

► Even _____ numbers are on this side of the street. Odd _____ numbers are on that side.

Facilitator tip: Use a real apartment directory or floor plan if available. Have learners practice finding specific apartments by reading and following building numbers, which is practical for visiting friends or delivery services.

Activity 4 Ordinal Numbers on a Calendar

Key Vocabulary

ordinal	cardinal
date	day
first	last
week	month
schedule	appointment
numbered	order

How to Run this Activity

- 1 Teach ordinal numbers: 1st, 2nd, 3rd, 4th, 5th, etc. Explain they are used for dates and sequences. Practice pronunciation, especially irregular forms like "first," "second," and "third."
- 2 Display a calendar and have learners identify specific dates: "What date is the second Monday?" "When is the third Thursday?"
- 3 Have learners practice saying dates aloud: "January 1st" (first), "December 25th" (twenty-fifth), "July 4th" (fourth). Discuss important Canadian holidays and their dates.
- 4 Create scheduling scenarios: "Your appointment is on the 3rd. Your package arrives on the 15th. What's your doctor's appointment date compared to your delivery?"

Try it!

- ▶ My birthday is on May _____. It's the _____ day of May.
- ▶ The library is closed on the _____ and _____ Monday of each month.
- ▶ My lease starts on the _____ of March and ends on the _____ of February next year.

Facilitator tip: Create personalized calendars with important dates marked. Have learners practice stating their own important dates (birthdays, appointments, holidays) using proper ordinal numbers.

Activity 5 Telling Time: Digital vs. Analog

Key Vocabulary

digital clock	analog clock
hour	minute
hand	face
AM	PM
o'clock	quarter past
half past	to

How to Run this Activity

- 1 Display both digital and analog clocks showing the same time. Teach the relationship between them. Explain that digital shows 10:30 while analog shows the long hand on 6 and short hand between 10 and 11.
- 2 Teach time vocabulary: "quarter past" (15 minutes), "half past" (30 minutes), "quarter to" (45 minutes), and "o'clock" (on the hour). Practice with multiple examples.
- 3 Have learners read digital times and convert them to analog explanations and vice versa. Practice saying times in different ways: "3:30" is "three thirty" or "half past three."
- 4 Create scheduling scenarios with AM/PM: "Your class is at 9:00 AM on Tuesday. Your appointment is at 3:15 PM on the same day. How much time between them?"

Try it!

- ▶ The digital clock shows _____. That's _____ to _____.
- ▶ The analog clock hand shows it's _____ past _____. In digital time, that's _____.
- ▶ The library opens at 10:00 _____ and closes at 8:00 _____. That's _____ hours.

Facilitator tip: Provide both digital and analog clock faces for practice. Many newcomers may be unfamiliar with reading analog clocks. Create timed activities where learners must quickly identify times on both types of clocks.

Dates and Time

Canadian English for Newcomers

Conversation Class — Activity Handouts

- 1 Reading a Calendar
- 2 Scheduling Appointments
- 3 Canadian Date Format
- 4 Talking About Past and Future Events
- 5 Using a Day Planner

Activity 1 Reading a Calendar

Key Vocabulary

appointment	schedule
calendar	planner
month	year
morning	afternoon

How to Run this Activity

- 1 Display a large calendar page showing March 2026. Ask learners to identify specific dates: "What day of the week is March 17th?" and "How many days until the end of the month?"
- 2 Call out dates in Canadian format (e.g., "March seventeenth, twenty twenty-six") and have learners point to the date on their calendars or write it down.
- 3 Ask learners to mark recurring events: "Mark your doctor's appointment every second Tuesday of the month. What dates did you mark?"
- 4 Have learners find and circle important dates: holidays, library closing dates, or personal events. Discuss how to read dates aloud in English.

Try it!

- ▶ *I have an appointment on _____. It is at _____ o'clock in the _____.*
- ▶ *The meeting is on _____, _____ (day of week), at _____ (time).*
- ▶ *My birthday is on _____ (month) _____ (date), _____ (year).*

Facilitator tip: *Point out that North Americans often write dates as month/day/year, which is different from many other countries' day/month/year format.*

Activity 2 Scheduling Appointments

Key Vocabulary

punctual	on time
deadline	due date
slot	time slot
confirm	verify

How to Run this Activity

- 1 Present a scenario: "You need to book a doctor's appointment. Today is March 17th. You have free time Tuesday afternoons. What times are available next week?"
- 2 Role-play: One learner is the receptionist, one is the patient. The patient calls to schedule an appointment, asking for specific days and times.
- 3 Teach key phrases: "Can I schedule an appointment?", "What time slots are available?", "I can come on Tuesdays after 2 PM."
- 4 Discuss punctuality customs: "In Canada, arriving 10-15 minutes early is expected. What does it mean to be punctual?"

Try it!

- ▶ *I would like an appointment on _____ (day) at _____ (time).*
- ▶ *Do you have any morning appointments available on _____?*
- ▶ *I need to _____ my appointment because I have a _____.*

Facilitator tip: *Practice with a real calendar and clock. Use both digital and analog clocks to ensure learners are comfortable with both formats.*

Activity 3 Canadian Date Format

Key Vocabulary

format	style
month	day
date	numerical
written	spoken

How to Run this Activity

- 1 Write side-by-side comparisons: US/Canada (3/17/26), UK (17/3/26), ISO (2026-03-17). Highlight that Canada uses month/day/year.
- 2 Have learners convert dates: Give them dates in different formats and ask them to rewrite in Canadian format.
- 3 Read dates aloud: "March seventeenth, twenty twenty-six" vs. written "3/17/26". Practice both simultaneously.
- 4 Create a reference card together: Include common date abbreviations (Jan., Feb., etc.) and how to spell out full dates.

Try it!

- ▶ The date 17/03/26 in Canadian format is _____ (month) _____ (day), _____ (year).
- ▶ Write today's date in Canadian format: _____.
- ▶ My friend's birthday is January 5th. In numbers, I write: _____.

Facilitator tip: Provide a printed reference card with date formats in multiple languages for learners to keep.

Activity 4 Talking About Past and Future Events

Key Vocabulary

yesterday	today
tomorrow	next week
past	future
last month	next month

How to Run this Activity

- 1 Create a timeline on the whiteboard with "yesterday," "today," and "tomorrow." Add "last month," "next week," "last year," "next year."
- 2 Practice verb tenses: "I went to the library yesterday. I am going to the dentist tomorrow. I went shopping last week."
- 3 Learners share their plans: "What did you do last weekend? What will you do next weekend?"
- 4 Teach time expressions: "in two weeks," "three days ago," "next Tuesday." Use the calendar to ground each phrase.

Try it!

- ▶ _____ (last/next) week I _____ (went/will go) to _____.
- ▶ Yesterday I _____, but today I _____.
- ▶ Next _____ (day/month/year), I plan to _____.

Facilitator tip: Use physical props or hand gestures to reinforce past (pointing back), present (pointing down), and future (pointing forward).

Activity 5 Using a Day Planner

Key Vocabulary

planner	journal
schedule	agenda
block time	set aside
reminder	note

How to Run this Activity

- 1 Distribute paper planners or show digital planner templates. Show learners how to write in appointments, reminders, and personal notes.
- 2 Model filling in a week: "Monday 9 AM—library, Tuesday 2 PM—doctor, Wednesday morning—free time."
- 3 Teach priority language: "Most important task," "can wait," "urgent," "due date." Ask which tasks go in the planner first.
- 4 Have learners fill in their own planner for the next week, including library time, work, appointments, and personal goals.

Try it!

- ▶ On _____, I need to _____ at _____ (time).
- ▶ My most important appointment this week is _____ on _____.
- ▶ I should set a _____ for my _____ appointment so I don't forget.

Facilitator tip: Many newcomers may be unfamiliar with time management systems. Normalize planning and discuss how staying organized helps reduce stress.

Housing

Canadian English for Newcomers

Conversation Class — Activity Handouts

- 1 Reading a Lease
- 2 Role-Playing with a Landlord
- 3 Filling Out a Rental Application
- 4 Understanding Utility Bills
- 5 Sorting Housing Problems by Who to Call

Activity 1 Reading a Lease

Key Vocabulary

lease	landlord
tenant	rent
deposit	term
renewal	termination
clause	agreement

How to Run this Activity

- 1 Provide a sample lease (simplified or annotated for clarity) and read through it together.
- 2 Highlight critical sections: monthly rent amount, lease term (duration), deposit amount, and tenant/landlord responsibilities.
- 3 Explain common clauses: "No pets," "Rent is due on the 1st," "Landlord can enter with 24 hours notice."
- 4 Have learners mark important dates on a calendar and summarize key terms aloud.

Try it!

- ▶ *The monthly rent is _____.*
- ▶ *I must pay a deposit of _____.*
- ▶ *The lease is for _____ (months/years).*
- ▶ *The landlord cannot enter without _____ hours notice.*

Facilitator tip: Leases are complex legal documents. Encourage learners to ask their landlord or a lawyer (legal aid is free in Canada) if they do not understand a term.

Activity 2 Role-Playing with a Landlord

Key Vocabulary

maintenance	repair
landlord	tenant
call	emergency
problem	issue
fixed	resolved

How to Run this Activity

- 1 Teach common housing problems and how to report them: "The sink is leaking," "The heat is not working," "There is a problem with the door."
- 2 Model a phone call: learner calls landlord, describes the problem calmly, asks when it will be fixed, thanks the landlord.
- 3 Assign roles and have learners role-play calling about different issues (broken window, no hot water, pest problem).
- 4 Emphasize politeness and clear communication; give learners a script to follow if they are nervous.

Try it!

- ▶ *Hello, I have a problem in my apartment.*
- ▶ *The _____ is broken/not working.*
- ▶ *Can you please fix it?*
- ▶ *When can you come to repair it?*

Facilitator tip: *Teach learners that they have rights: landlords must make repairs within a reasonable time. Provide contact information for housing rights organizations in your region.*

Activity 3 Filling Out a Rental Application

Key Vocabulary

application	references
employment	income
landlord reference	personal reference
background check	credit check
approval	denial

How to Run this Activity

- 1 Provide a blank rental application form (simplified or real).
- 2 Go through each section: personal information, employment, income, references (former landlord and personal).
- 3 Discuss what information is required and why landlords ask for it (proof of income, assurance of reliability).
- 4 Have learners practice filling out the form with their own information or a hypothetical scenario.

Try it!

- ▶ My monthly income is _____.
- ▶ I work at _____ as a _____.
- ▶ My previous landlord was _____ and their phone number is _____.
- ▶ I have lived at my current address for _____ years.

Facilitator tip: Newcomers may not have Canadian references yet. Explain that employers, colleagues, community leaders, or ESL teachers can provide references; landlords understand this.

Activity 4 Understanding Utility Bills

Key Vocabulary

hydro	natural gas
water	utilities
bill	payment
meter	usage
due date	amount owing

How to Run this Activity

- 1 Bring in sample utility bills (hydro, water, gas) or create realistic mock bills.
- 2 Identify key sections: account number, service address, meter reading, usage, charges, and due date.
- 3 Explain how to read the numbers: "This month you used _____ units. Your bill is \$_____. Payment is due on _____."
- 4 Discuss payment methods: online, automatic payment, phone, in person at a service center.

Try it!

- ▶ My monthly hydro bill is about _____.
- ▶ The due date for this bill is _____.
- ▶ Last month I used _____ units. This month I used _____ units.
- ▶ I pay my bill _____ (online/in person).

Facilitator tip: Many newcomers are shocked by high heating bills. Provide tips on energy conservation (lower thermostat, use LED bulbs, insulate windows) to help them manage costs.

Activity 5 Sorting Housing Problems by Who to Call

Key Vocabulary

landlord	plumber
electrician	contractor
urgent	maintenance
emergency	business hours
pest control	city inspector

How to Run this Activity

- 1 Create a list or cards with various housing problems: leaky ceiling, no hot water, pest problem, broken lock, etc.
- 2 For each problem, discuss: "Who do you call?" Is it the landlord? A repair person? The city? An emergency service?
- 3 Teach when to call 911 or emergency services (fire, gas leak) versus the landlord (maintenance).
- 4 Practice leaving a message or voicemail for a repair person, clearly stating the problem and a callback number.

Try it!

- ▶ The _____ is broken. I should call _____.
- ▶ If there is a gas smell, I should call _____ immediately.
- ▶ A leaking roof is a serious problem. I should call _____ right away.
- ▶ Hello, I am a tenant at _____. I have a problem with _____. Can you please call me at _____?

Facilitator tip: Teach learners that in most provinces, landlords are legally responsible for repairs (maintenance). Tenants should not pay for repairs unless stated in the lease.

Neighborhood and Community

Canadian English for Newcomers

Conversation Class — Activity Handouts

- 1 Reading a Community Notice Board
- 2 Identifying Local Services on a Map
- 3 Role-Play: Asking for Directions
- 4 Understanding Neighbourhood Etiquette
- 5 Introducing Yourself to a Neighbour

Activity 1 Reading a Community Notice Board

Key Vocabulary

neighbour	neighbourhood
library	community centre
park	playground
garbage	recycling
by-law	noise complaint
block	street

How to Run this Activity

- 1 Display a sample community notice board with event flyers, announcements, and service information. Ask learners to identify different types of notices (events, lost pets, services).
- 2 Assign each pair or small group one notice to read. They should identify the key information: what, when, where, and who to contact.
- 3 Have groups share their findings with the class. Discuss any unfamiliar vocabulary or concepts that appeared on the notice board.
- 4 Discuss which notices would be most useful for a newcomer to a neighbourhood and why.

Try it!

- ▶ I saw a notice on the _____ board about a community _____ event next Saturday.
- ▶ The _____ said residents must put _____ in the blue bins on Thursday mornings.
- ▶ My _____ told me the _____ centre offers free programs for children.

Facilitator tip: Collect real notice board announcements from your local library or community centre to make this activity more authentic and relevant.

Activity 2 Identifying Local Services on a Map

Key Vocabulary

fire station	police station
doctor's office	pharmacy
grocery store	convenience store
post office	bank
transit stop	bicycle path
playground	splash pad

How to Run this Activity

- 1 Provide a street map or create a simple map of a neighbourhood showing locations of essential services. Mark each service with a symbol or number.
- 2 Ask learners to identify what services are nearby and discuss why knowing their locations is important for newcomers.
- 3 Have learners practice asking for directions to specific services using phrases like "Where is the nearest...?" and "How far is the...?"
- 4 Create a personal map activity where learners identify and label important services near their own home.

Try it!

- ▶ Excuse me, where is the nearest _____? I need to pick up my _____.
- ▶ The _____ is across from the _____, next to the community centre.
- ▶ I walk my dog at the _____ three times a week. Is there a _____ nearby for children to play?

Facilitator tip: Use a real neighbourhood map from Google Maps or your municipality's website. Let learners add their own discoveries and recommendations to make it interactive.

Activity 3 Role-Play: Asking for Directions

Key Vocabulary

left	right
corner	intersection
street	avenue
block	distance
directions	landmark
straight ahead	turn around

How to Run this Activity

- 1 Teach direction vocabulary and common phrases: "Turn left at the corner," "Go straight for two blocks," "It's near the library."
- 2 Demonstrate a conversation between two people asking for and giving directions. Model polite language and natural responses.
- 3 Pair learners and assign roles: one person asks for directions to a specific location, the other gives directions using the map from Activity 2.
- 4 Have learners switch roles and repeat. Encourage them to use different locations and to ask follow-up questions like "Is it far?" or "Can I walk there?"

Try it!

- ▶ Can you tell me how to get to the _____? I'm trying to find the _____ near here.
- ▶ Turn right at the next _____, then go straight for three _____. You'll see it on your _____.
- ▶ The _____ is just around the _____. It's about a ten-minute _____ walk from here.

Facilitator tip: Create role-play cards with specific scenarios (lost at the library, looking for the pharmacy, etc.). Encourage natural, conversational language rather than memorized scripts.

Activity 4 Understanding Neighbourhood Etiquette

Key Vocabulary

noise	quiet hours
fence	property line
landlord	tenant
complaint	resolution
considerate	respectful
shared space	private space

How to Run this Activity

- 1 Discuss common neighbourhood issues newcomers might encounter: noise complaints, parking, yard maintenance, shared entrances, and pet care.
- 2 Present realistic scenarios and ask learners to identify appropriate and inappropriate behaviour. For example: "A neighbour's dog barks at night. What should you do?"
- 3 Have learners role-play addressing a neighbourhood issue politely and respectfully, using phrases like "I've noticed..." and "Could we find a solution?"
- 4 Discuss local by-laws and regulations relevant to your community, such as noise restriction times, garbage collection rules, and pet policies.

Try it!

- ▶ My _____ complained about my _____ playing music late at night. I need to be more _____.
- ▶ The _____ said I can't leave my _____ in the driveway for more than two hours.
- ▶ I should ask my _____ about the _____ policy before getting a _____ for my apartment.

Facilitator tip: Provide a handout with local by-laws and key contacts (building management, city bylaw office). Normalize the idea that asking questions about expectations is helpful and not rude.

Activity 5 Introducing Yourself to a Neighbour

Key Vocabulary

introduce	name
how long	moved in
hobby	interest
welcome	friendly
conversation	small talk
exchange	contact information

How to Run this Activity

- 1 Teach common introduction phrases: "Hi, I'm [name]. I just moved in next door," "Nice to meet you," "Have you lived here long?"
- 2 Model a brief, friendly conversation between two neighbours, including small talk about the neighbourhood, the building, or local activities.
- 3 Learners practice introducing themselves and asking questions to learn more about their conversation partner (where they're from, how long they've lived there, what they like about the neighbourhood).
- 4 Discuss cultural differences in greetings and personal space. In Canada, it's typical to introduce yourself and exchange contact information with immediate neighbours.

Try it!

- ▶ _____, my name is _____. I just _____ into the apartment next to yours.
- ▶ Have you _____ in this _____ for a long time? What do you like about it?
- ▶ Would you like to _____ contact information? It's good to know your _____.

Facilitator tip: *Emphasize that being friendly with neighbours builds community and can be helpful in emergencies. Role-play a few times with different scenarios (meeting at the mailbox, in the hallway, at the park).*

Getting Around

Canadian English for Newcomers

Conversation Class — Activity Handouts

- 1 Reading a Bus Map and Schedule
- 2 Role-Playing Buying a Transit Pass
- 3 Understanding Street Signs and Navigation
- 4 Planning a Route and Using a GPS
- 5 Calling for a Taxi or Using Ride-Sharing

Activity 1 Reading a Bus Map and Schedule

Key Vocabulary

bus / subway	transit
stop / station	location
schedule / route	timetable
departure time	arrival time
direction	destination

How to Run this Activity

- 1 Display a local city bus map on the screen. Show the legend: different colored lines for different routes. Point out major stops and stations.
- 2 Use your finger to trace a route: "This bus goes from downtown to the shopping center. It stops at 6 locations. It takes 20 minutes."
- 3 Give each student a printed bus schedule. Ask simple questions: "What time does the 7:45 bus arrive? How many stops are there?"
- 4 Have students plan a trip: "You want to go to the library. Which bus do you take? What time do you get there?"

Try it!

- ▶ The _____ number is _____. It goes to the _____.
- ▶ The bus arrives at _____ at _____ (time). I need to be there at _____.
- ▶ I will take the _____ bus at _____ from the _____.

Facilitator tip: Not all students read maps easily. Provide maps with clear, large text. Use highlighters to trace routes. Walk the route together using the actual map as a visual aid if possible. Practice multiple times with different destinations.

Activity 2 Role-Playing Buying a Transit Pass

Key Vocabulary

transit pass / ticket	fare
monthly pass	day pass
how much	cost
pay	credit card
transfer	valid

How to Run this Activity

- 1 Show the ticket booth area of the library (or bring a picture of one). Explain the process: "You stand in line. You tell the worker what you want. You pay the money. You get your ticket."
- 2 Model a conversation: Worker: "Can I help you?" Customer: "I want a monthly pass please." Worker: "That is \$120." Customer: "Here is my card."
- 3 Set up a practice booth: one student is the ticket seller, one is the customer. Use real or practice money. Start with a script.
- 4 Students buy different passes: day pass, monthly pass, single ticket. Change roles. Do the role-play again without a script.

Try it!

- ▶ I would like a _____ pass please. How much does it _____?
- ▶ Here is my _____. Do you accept credit _____?
- ▶ This _____ is valid for _____. Where can I _____ it?

Facilitator tip: Have actual fare information from your local transit system. Show different payment methods: cash, card, app, phone. Many systems now use tap payment or apps, which confuses newcomers. Explain all options available.

Activity 3 Understanding Street Signs and Navigation

Key Vocabulary

street	avenue
intersection	crosswalk
traffic light	walk sign
one-way	direction
sign	instruction

How to Run this Activity

- 1 Display pictures of common Canadian street signs: stop signs, yield signs, crosswalk signs, one-way signs, traffic lights. Explain what each means and what you must do.
- 2 Draw a simple map on the board with streets, intersections, and key locations. Ask: "If you are on Main Street at the intersection with Oak Street, what street are you on?"
- 3 Take students on a walking tour of the library's neighborhood (if safe) or show a video walk. Point out signs, crosswalks, and intersections. Say the street names aloud.
- 4 Give students a simple map. Call out directions: "Go to Main and Oak. Walk south. Turn right on King. What street are you on now?" Students trace the route on the map.

Try it!

- ▶ When you see a _____, you must _____.
- ▶ The _____ is on Main _____ at the _____ with Oak _____.
- ▶ Walk _____ (north/south/east/west) on Main. Turn _____ on the _____.

Facilitator tip: Orientation and navigation are challenging for many people, not just newcomers. Use simple, color-coded maps. Walk the area in person if possible. Always point out cardinal directions (north, south, east, west) to help students build mental maps.

Activity 4 Planning a Route and Using a GPS

Key Vocabulary

route	direction
transfer	connection
fastest	shortest
walking	driving
app	map

How to Run this Activity

- 1 Show students how to use Google Maps on a phone or computer. Open a map. Type in a starting location and destination. Click "Get Directions."
- 2 Demonstrate the results: "It shows three options: by car, by bus, on foot. This one takes 25 minutes by bus. This one takes 40 minutes on foot."
- 3 Give students a destination (e.g., nearest grocery store). Have them use their phone or a provided device to find the route. They write down or share the directions with a partner.
- 4 Discuss different route options: "The fastest way is the subway. The cheapest is the bus. The healthiest is to walk. Which one do you choose?"

Try it!

- ▶ I want to go to the _____. The _____ way is by _____. It takes _____ minutes.
- ▶ I can walk (take a bus / drive) there. The _____ way is _____.
- ▶ The Google Maps app shows _____ different routes. I choose the _____ one.

Facilitator tip: Some students may not have smartphones or data plans. Do not assume access to apps or internet. Teach both phone-based directions and paper maps. Explain data charges for travelers from outside Canada.

Activity 5 Calling for a Taxi or Using Ride-Sharing

Key Vocabulary

taxi / cab	ride-share
hail	call
driver	destination
meter / app	fare
tip	payment

How to Run this Activity

- 1 Explain two ways to get a taxi in Canada: "Call a taxi company. A taxi will come to you. Or use an app like Uber or Lyft. Tell the app where you are and where you want to go."
- 2 Show how to use a ride-sharing app (or explain if showing is not possible). Practice the steps: open app, enter location, see driver information, ride arrives, pay through app.
- 3 Model a phone call to a taxi company: "Hello, I need a taxi. I am at the library on Main Street. I want to go to 123 King Street. My name is _____. My phone number is _____."
- 4 Practice conversation with a volunteer driver: "Thank you for the ride!" "Where would you like to go?" "To the hospital, please." "That is \$20." "Here is \$25. Keep the change."

Try it!

- ▶ I need a _____ from _____ to _____. My _____ is _____.
- ▶ Can you tell me the _____ please? I will _____ with my credit _____.
- ▶ Thank you for the ride. You are a good _____. Here is a _____ for you.

Facilitator tip: Ride-sharing apps like Uber are popular but not universal in all Canadian cities. Also mention traditional taxis. Explain that tipping is expected (15–20%) and can be added in the app or given in cash. Remind students to check the cost before getting in a taxi or ordering the ride.

Shopping for Food

Canadian English for Newcomers

Conversation Class — Activity Handouts

- 1 Reading a Grocery Flyer
- 2 Comparing Unit Prices
- 3 Role-Playing at the Checkout
- 4 Reading Food Labels
- 5 Planning a Weekly Grocery List

Activity 1 Reading a Grocery Flyer

Key Vocabulary

aisle	section
organic	conventional
expiry date	best before

How to Run this Activity

- 1 Bring printed or projected grocery store flyers to class and highlight 3–4 featured items.
- 2 In small groups, learners identify prices, brands, and sale information. Discuss what makes an item a good deal.
- 3 Ask: "What section of the store would you find this?" and have learners match items to departments.
- 4 Compare the same product across flyers; discuss why prices differ and what "organic" or "conventional" means.

Try it!

- ▶ *The milk is on _____ this week for \$3.99.*
- ▶ *This bread says _____ date is March 25th, so I should use it by then.*
- ▶ *I prefer _____ vegetables because they have no pesticides.*

Facilitator tip: *Collect real flyers from local stores; learners connect spoken deals to written promotions they see around town.*

Activity 2 Comparing Unit Prices

Key Vocabulary

unit price	sale price
per kilogram	per liter
bulk	single

How to Run this Activity

- 1 Display two versions of the same product (e.g., one 400g box and one 1kg bag of cereal) with their prices.
- 2 Teach the formula: $\text{total price} \div \text{weight/volume} = \text{unit price}$. Calculate together on a whiteboard.
- 3 Provide real Canadian price labels and have pairs calculate which option gives better value.
- 4 Extend to a budget scenario: "You have \$20. Which items give the most servings for your money?"

Try it!

- ▶ This large yogurt is _____ per kilogram, but the small one is more expensive _____ each.
- ▶ Buying in _____ usually costs less per item than buying a single container.
- ▶ The _____ for this pasta is \$1.50/kg, so a 500g bag costs _____.

Facilitator tip: Use actual receipts and price labels from Canadian supermarkets (No Frills, Loblaws, etc.) to ground discussions in real shopping experiences.

Activity 3 Role-Playing at the Checkout

Key Vocabulary

checkout	cashier
debit	credit
receipt	barcode

How to Run this Activity

- 1 Set up a mock checkout counter with a basket, play cash register, and mock items.
- 2 Assign roles: one learner is the cashier, one is the customer. Provide a script scaffold on the board.
- 3 Cashier scans items and announces prices; customer responds with payment method (debit, credit, cash).
- 4 Rotate roles and add variations: "The price is higher than expected—what do you say?" or "Can you use a coupon?"

Try it!

- ▶ *Cashier: "That comes to \$34.56. Will you pay with _____ or _____?"*
- ▶ *Customer: "Can I pay by _____? Here is my PIN."*
- ▶ *Cashier: "Would you like your _____, or can I put these items in a bag for you?"*

Facilitator tip: Teach polite checkout phrases: "Thank you," "Have a great day," and how to ask "Do you have a loyalty card?"

Activity 4 Reading Food Labels

Key Vocabulary

ingredients	nutrition
allergens	contains
serving size	calories

How to Run this Activity

- 1 Bring 3–4 packaged foods to class (cereal, yogurt, bread) and distribute labels or photos.
- 2 Point out label sections: ingredients list, nutrition facts, allergen warnings, expiry date.
- 3 In pairs, learners read and answer: "What is the first ingredient?" "Does this contain nuts?" "How many grams of sugar?"
- 4 Discuss reading for health needs: "If you don't eat dairy, what word would you look for on a label?"

Try it!

- ▶ The _____ date tells you when the food expires; the first _____ is usually the main component.
- ▶ If you are allergic to peanuts, you should check the _____ warning on the package.
- ▶ One _____ of this cereal has 12 grams of sugar according to the _____ facts table.

Facilitator tip: Highlight that allergen warnings are mandatory on Canadian labels; emphasize the importance for health and safety.

Activity 5 Planning a Weekly Grocery List

Key Vocabulary

budget	cost
meal plan	grocery list
staples	pantry

How to Run this Activity

- 1 Show learners a simple weekly meal plan (breakfast, lunch, dinner for 3 days) and identify key ingredients.
- 2 Have learners categorize ingredients by department: produce, dairy, meat, pantry items.
- 3 Provide a budget (e.g., \$60) and learners group items by priority, estimating costs from flyers.
- 4 Challenge: "This meal plan is \$75, but you have only \$60. Which items would you remove or substitute?"

Try it!

- ▶ *I plan to make pasta on Monday and chicken on Thursday, so I need to buy _____ and _____ this week.*
- ▶ *My _____ is \$50, so I must choose affordable _____ like rice, beans, and frozen vegetables.*
- ▶ *I checked the flyer, and _____ are on sale this week, so I will buy extra for my _____.*

Facilitator tip: *Connect meal planning to household budgeting; many newcomers appreciate practical strategies for feeding a family affordably.*

Shopping for Clothes

Canadian English for Newcomers

Conversation Class — Activity Handouts

- 1 Reading Clothing Labels and Care Instructions
- 2 Role-Play: In the Fitting Room
- 3 Understanding Sales Receipts and Return Policies
- 4 Comparing Prices and Understanding Sales
- 5 Reading a Fashion Flyer

Activity 1 Reading Clothing Labels and Care Instructions

Key Vocabulary

size	fit
material	fabric
label	tag
washing instructions	dry clean
cotton	polyester
care symbol	temperature

How to Run this Activity

- 1 Display various clothing labels and care tags. Identify the size, material, country of origin, and care instructions sections.
- 2 Teach common care symbols and what they mean: washtub (machine wash), X (don't bleach), circle (dry clean only), iron symbol, etc. Practice reading and understanding care labels.
- 3 Have learners read labels on actual clothing items (or pictures) and identify: the size, material content, where it was made, and proper washing instructions.
- 4 Discuss why size varies between brands and countries. Show examples of XS, S, M, L, XL and numeric sizes (0-20). Explain that Canadian clothing often uses similar sizes to the US.

Try it!

- ▶ This shirt is size _____ made of 100% _____. I need to _____ it in cold water.
- ▶ The _____ says to _____ only. It can't go in the washing _____. The _____ should be warm, not hot.
- ▶ The _____ shows this pants are _____ and _____ and _____ resistant.

Facilitator tip: Collect labels and care tags from various stores and brands to show size variety. Many newcomers find clothing sizes confusing; explain that most Canadian stores use North American sizing.

Activity 2 Role-Play: In the Fitting Room

Key Vocabulary

fitting room	changing room
try on	fit
size up	size down
too tight	too loose
mirror	adjustment
opinion	feedback

How to Run this Activity

- 1 Teach key phrases for the fitting room: "Does it fit?," "It's too small/big," "Can I try a larger/smaller size?," "How do I look?," "That's very flattering."
- 2 Demonstrate a conversation between a shopper and a store attendant. Model how to ask for different sizes and how to politely decline items.
- 3 Pair learners and have one be a shopper trying on clothes and the other be a friend or store attendant giving feedback. Use pictures of clothing or actual items if available.
- 4 Practice describing fit: "The pants are too tight at the waist," "This shirt is too loose in the shoulders," "The dress fits perfectly at the length."

Try it!

- ▶ This size _____ too _____. Can you bring me a size _____?
- ▶ This jacket _____ great! The _____ are the perfect _____. I look very _____!
- ▶ The _____ shows me that these jeans need to be _____ at the ankles. I might need to get them _____.

Facilitator tip: Use a real fitting room or simulate one in your classroom. Have learners practice both roles. Encourage them to ask questions like "Do you have this in a different color?" or "Is this on sale?"

Activity 3 Understanding Sales Receipts and Return Policies

Key Vocabulary

receipt	proof of purchase
return	exchange
refund	credit
original price	sale price
policy	condition
tag	damaged

How to Run this Activity

- 1 Display a clothing store receipt and identify each section: items purchased, size/color, regular price, discount (if any), tax, and total. Explain what each line means.
- 2 Teach the difference between returns, exchanges, and refunds. Return = get money back; Exchange = trade for different size/color; Refund = money back to card or in-store credit.
- 3 Have learners read various return policies and identify key information: time limit for returns (usually 30 days), condition requirements (unworn, tags attached), what needs to be provided (receipt, original tags).
- 4 Create scenarios: "You bought a shirt on sale for \$19.99. You want to return it. Do you get \$19.99 back or the original \$39.99?" Discuss sale items and return policies.

Try it!

- ▶ The _____ shows I paid \$45 for the jacket. If I return it, I'll get a _____ of \$45 to my _____.
- ▶ The _____ says I can _____ items within 30 days if the _____ are still attached and the _____ hasn't been worn.
- ▶ I want to _____ this dress for a different _____ or _____. Do I need the receipt and the original _____?

Facilitator tip: Provide sample receipts from different stores to show format variations. Discuss that many stores now email receipts instead of printing them. Clarify that most retail stores want to keep sales final, but have return policies for defective items.

Activity 4 Comparing Prices and Understanding Sales

Key Vocabulary

regular price	sale price
discount	percentage off
original price	reduced price
compare	price tag
bargain	deal
flyer	promotion

How to Run this Activity

- 1 Display price tags showing regular price and sale price. Calculate the discount percentage: $(\text{Original} - \text{Sale}) \div \text{Original} \times 100$. Practice with examples: "\$50 down to \$35 is 30% off."
- 2 Teach common discount percentages (25% off, 50% off, buy one get one free) and how to calculate the final price. Practice with real examples from store flyers.
- 3 Have learners compare prices of similar items from different stores or brands. Identify the best value: "Shirt A is \$40, Shirt B is \$50 but on sale for \$30. Which is cheaper?"
- 4 Discuss when to buy: end-of-season sales, holiday specials, clearance events. Teach learners to look at flyers, store websites, and apps for promotions.

Try it!

- ▶ The _____ price is \$80, but it's on _____ for \$60. That's a _____ of 25% _____!
- ▶ This jacket is _____ 40% off the original _____. The regular _____ is \$120, so I'll pay _____.
- ▶ I'm comparing two pairs of _____ at different stores. Store A: \$50 regular price, 20% off. Store B: \$45 regular price. Which is the better _____?

Facilitator tip: Collect actual flyers from clothing stores in your area. Have learners identify the best deals and compare similar items. Discuss that "original prices" in flyers may not reflect the actual price the store normally charges.

Activity 5 Reading a Fashion Flyer

Key Vocabulary

flyer	advertisement
promotion	sale event
department	section
brand	designer
discount code	coupon
availability	stock

How to Run this Activity

- 1 Display a clothing store flyer (physical or digital). Identify sections: featured items, sale categories, discounts/coupons, dates of the sale, and any special promotions.
- 2 Have learners locate specific information: "What is the discount on jeans?," "When does this sale start and end?," "Are there any coupons you can use?"
- 3 Teach learners to look for important details: expiration dates, minimum purchase requirements, brand restrictions, and online vs. in-store availability.
- 4 Discuss how to stay informed about sales: email newsletters, store websites, social media, apps, and physical flyers in the mailbox or at the store.

Try it!

- ▶ According to the _____, there's a 30% _____ on all _____ from March 17 to March 24.
- ▶ The _____ says "Buy one pair of _____ and get 50% off the second _____." That's a great _____.
- ▶ I can use this _____ code to get \$15 off my online _____. I need to enter it at _____.

Facilitator tip: Use flyers from stores where your learners actually shop. Have them identify sales they're interested in and plan a shopping trip, calculating actual savings. Discuss the pros and cons of email promotions vs. paper flyers.

Eating Out

Canadian English for Newcomers

Conversation Class — Activity Handouts

- 1 Reading a Menu
- 2 Role-Playing Ordering Food
- 3 Understanding the Bill (Tax and Tip)
- 4 Dietary Restrictions and Preferences
- 5 Making a Reservation by Phone

Activity 1 Reading a Menu

Key Vocabulary

menu	specials
appetizer	entrée
dessert	beverage
vegetarian	spicy

How to Run this Activity

- 1 Provide sample menus from local Canadian restaurants. Identify sections: appetizers, soups/salads, main courses, sides, desserts, drinks.
- 2 Teach reading descriptions: "Grilled salmon with asparagus" = salmon (fish), grilled (cooked), asparagus (vegetable).
- 3 Ask comprehension questions: "What comes with the pasta? Is the burger vegetarian? How much does the soup cost?"
- 4 Introduce "specials": "Today's special is _____ for \$_____. It includes _____." Discuss how specials are limited-time offers.

Try it!

- ▶ An _____ is a small dish you eat before the main meal.
- ▶ I want the _____ because it has _____ (ingredient) in it.
- ▶ The menu says "spicy," so this dish is probably _____ (hot/mild).

Facilitator tip: Bring menus from various restaurants (cheap to expensive, various cuisines). Discuss how prices, portions, and options differ.

Activity 2 Role-Playing Ordering Food

Key Vocabulary

order	request
server	waiter
ready to order	special requests
recommendation	suggestion

How to Run this Activity

- 1 Model a restaurant interaction: "Hi, are you ready to order?" / "Yes, I'll have the burger and a water, please."
- 2 Teach key phrases: "I would like...", "Can I get the...", "What do you recommend?", "No onions, please."
- 3 Pair learners: one is server, one is customer. Customer orders (using menu), server writes it down and repeats the order back.
- 4 Add complexity: customer has dietary restrictions, asks questions about ingredients, changes order, asks for extra items, or requests modifications.

Try it!

- ▶ "I would like the _____ and the _____ (sides), please."
- ▶ "What do you _____ for lunch?"
- ▶ "Can I have no _____ on my _____? And can I add _____?"

Facilitator tip: Practice the server repeating back: "So that's a burger with fries and a Coke. Is that correct?" This confirms the order and helps learners verify.

Activity 3 Understanding the Bill (Tax and Tip)

Key Vocabulary

bill	receipt
tax	gratuity
total	subtotal
tip percentage	service charge

How to Run this Activity

- 1 Show a sample restaurant bill (receipt). Identify: meal prices, subtotal, tax amount, tip line, total.
- 2 Explain tax: "In Ontario, tax is 13%. If food costs \$20, tax is \$2.60. Total is \$22.60."
- 3 Teach tipping in Canada: "It is common to tip 15-20% for good service. 10% is acceptable. No tip is unusual."
- 4 Calculate together: "Dinner costs \$50. 15% tip = _____. 18% tip = _____. 20% tip = _____." Show both manual and phone calculator methods.

Try it!

- ▶ The subtotal is \$_____, tax is \$_____, so the total before tip is \$_____.
- ▶ I want to tip 18%. My tip is _____ (calculate: 18% of subtotal).
- ▶ The total bill, including tip, is \$_____.

Facilitator tip: Many cultures don't tip, so emphasize that in Canada, tipping is expected and is not optional. Provide a tip calculator chart for reference.

Activity 4 Dietary Restrictions and Preferences

Key Vocabulary

vegetarian	vegan
allergic	intolerant
gluten-free	dairy-free
preference	restriction

How to Run this Activity

- 1 Teach dietary terms: vegetarian (no meat), vegan (no animal products), gluten-free (no wheat), dairy-free (no milk products), nut allergy.
- 2 Practice alerting the server: "I am allergic to peanuts. Is there peanut oil in this dish?" / "I am vegetarian. What options do you have?"
- 3 Role-play ordering with restrictions: Customer states their restriction, server suggests options, customer confirms no allergens.
- 4 Discuss serious allergies: "If you have a severe allergy, tell the server clearly and ask them to check with the chef."

Try it!

- ▶ "I am _____ (dietary preference), so I cannot eat _____."
- ▶ "Is there _____ in this dish? I am allergic to it."
- ▶ "Can the chef prepare this without _____? I am _____ (intolerant/allergic)."

Facilitator tip: Role-play serious allergy scenarios to emphasize the importance of clear communication. Life-threatening allergies should be stated assertively.

Activity 5 Making a Reservation by Phone

Key Vocabulary

reservation	walk-in
available	booked
party size	number of people
confirm	hold

How to Run this Activity

- 1 Teach reservation language: "I'd like to make a reservation for 4 people on Saturday at 6 PM."
- 2 Practice giving information: name, date, time, number of people, any special requests.
- 3 Role-play: Learner calls to reserve; receptionist takes info and confirms the reservation.
- 4 Teach questions: "Do you have a reservation?" / "What name is it under?" / "Your table is ready" vs. "There's a 20-minute wait."

Try it!

- ▶ "I would like to _____ a table for _____ (number) people on _____ at _____ (time)."
- ▶ "The name is _____. My phone number is _____."
- ▶ "Yes, we have a _____ for 4 at 6 PM under the name _____."

Facilitator tip: Explain that in Canada, restaurants may have a 15-30 minute wait even with a reservation during busy times. Teach the phrase "There's a short wait" and how to be patient.

Banking and Money

Canadian English for Newcomers

Conversation Class — Activity Handouts

- 1 Reading a Bank Statement
- 2 Role-Play: Opening a Bank Account
- 3 ATM and Debit Card Practice
- 4 Understanding Fees and Charges
- 5 Phone Script: Calling the Bank

Activity 1 Reading a Bank Statement

Key Vocabulary

chequing account	savings account
deposit	withdrawal
balance	transaction
bank statement	date
amount	description

How to Run this Activity

- 1 Obtain a sample (blank or sanitized) bank statement from a local Canadian bank. Display it on a projector or print copies for learners.
- 2 Point out and explain each section: account number, statement period, opening balance, deposits, withdrawals, fees, ending balance.
- 3 Go through a few transactions line-by-line: "On March 5, a deposit of \$500 (from your employer)." "On March 8, a withdrawal of \$100 (at an ATM)." Have learners read aloud.
- 4 Ask comprehension questions: "What is your current balance?" "How many withdrawals did you make?" "Were there any fees?" Let learners find the answers on the statement.

Try it!

- ▶ Look at the statement. Your opening balance is \$2,500. You deposit \$1,200 and withdraw \$800. Your new balance is _____.
- ▶ Tell your partner: "On _____, I made a withdrawal of _____."
- ▶ Ask: "What fees did I pay this month?" and check the statement together.

Facilitator tip: Many newcomers are unfamiliar with formal bank statements, especially the layout and terminology. Walk through one sentence at a time slowly. Highlight that in Canada, banks provide free statements online (not always the case in other countries), and reviewing your statement regularly is important to catch errors or fraud.

Activity 2 Role-Play: Opening a Bank Account

Key Vocabulary

account	purpose
identification	document
proof of address	resident
PIN	password
agreement	sign

How to Run this Activity

- 1 Teach the basic items needed to open a bank account in Canada: (1) photo ID (passport or Canadian ID), (2) proof of address (utility bill or lease), (3) SIN (Social Insurance Number, if eligible).
- 2 Role-play the conversation: Bank teller asks, "What kind of account would you like?" and "Do you want online banking?" Learner responds and asks questions about fees.
- 3 Discuss types of accounts: chequing (for everyday spending), savings (interest-earning), TFSA (tax-free savings, for eligible residents). Briefly explain the differences.
- 4 Have learners ask questions: "Are there monthly fees?" "Can I set up automatic payments?" "How long does it take to activate my card?" Practice both asking and answering.

Try it!

- ▶ You go to the bank. Tell the teller: "I'd like to open a _____ account. I have my _____ and a _____ as proof of address."
- ▶ Ask: "What is the fee for this _____?" and "Do I need a _____ number?"
- ▶ The teller says: "You'll need to sign this agreement." You respond: "Can you explain what this part _____ before I sign?"

Facilitator tip: Opening a bank account is a critical practical task for newcomers. Some banks now allow online account opening, but many still require in-person visits. Emphasize that bank staff are trained to help non-English speakers and it's fine to ask them to speak slowly or repeat. Suggest learners bring a trusted friend or interpreter if they're nervous.

Activity 3 ATM and Debit Card Practice

Key Vocabulary

ATM	debit card
PIN	withdraw
cash	balance
insert	screen
receipt	receipt printer

How to Run this Activity

- 1 If possible, bring a volunteer or use a computer to show an ATM tutorial video (many banks have these on YouTube). Walk through the steps: insert card, enter PIN, select withdrawal, count cash, take card.
- 2 Create a hands-on activity: make a mock ATM using a cardboard box or large poster. Simulate the screen buttons (Withdraw, Check Balance, Cancel) and have learners practice the sequence.
- 3 Practice the PIN concept: explain that a PIN is a secret 4-digit code (like a password). Discuss PIN safety: "Never share your PIN. Cover the keyboard when you type. Never write it down."
- 4 Have learners role-play the entire ATM interaction from start to finish. Discuss what to do if the ATM "swallows" their card or if they forget their PIN (go to the bank with ID).

Try it!

- ▶ You want to withdraw \$200 from the ATM. You insert your card, and the screen asks: "How much?" You enter: _____.
- ▶ The ATM gives you cash and a receipt. You check the receipt and see a balance of \$3,456. Tell your partner: "My balance is _____."
- ▶ Practice PIN safety: "I never _____ my PIN to anyone. When I type it, I _____ the keyboard."

Facilitator tip: ATMs are essential for independent living in Canada, and many newcomers are anxious about using them. Start with the physical design (where to insert the card, where to take cash) and build up to the PIN and balance concepts. Reassure them that ATMs are user-friendly and most have instructions in multiple languages.

Activity 4 Understanding Fees and Charges

Key Vocabulary

service fee	interest
overdraft	penalty
monthly fee	transaction
NSF fee	insufficient funds
waive	refund

How to Run this Activity

- 1 Display a bank statement with various charges highlighted: monthly service fee, overdraft fee, ATM fee, etc. Explain each one: "A service fee is what the bank charges you for managing your account."
- 2 Create a chart showing typical Canadian bank fees and what they mean. Example: "Overdraft fee: You spend more money than you have, and the bank charges you a fee (usually \$35–\$45)."
- 3 Discuss ways to avoid or reduce fees: (1) Keep a minimum balance, (2) Use in-network ATMs, (3) Ask about fee waivers for certain groups (students, seniors), (4) Switch to a no-fee account if available.
- 4 Have learners calculate: "If your monthly service fee is \$15, how much will you pay in a year?" Emphasize that fees add up, so choosing the right account type matters.

Try it!

- ▶ Your bank statement shows a service fee of \$10 and an ATM fee of \$2.50. Total fees this month: _____.
- ▶ Tell your partner: "If I use the bank's ATM, there's no _____. If I use another bank's ATM, I pay a _____."
- ▶ Call the bank and ask: "Is there a _____ account without monthly _____?" (Practice the phone conversation with a partner.)

Facilitator tip: Banks make a lot of money from fees, so learners should understand how to minimize them. Many Canadian banks offer no-fee accounts to newcomers or students. Encourage learners to compare banks before opening an account—it's a form of financial literacy that can save them hundreds of dollars per year.

Activity 5 Phone Script: Calling the Bank

Key Vocabulary

account number	security question
report	fraud
unauthorized	dispute
verify	confirm
confirm	information

How to Run this Activity

- 1 Teach common reasons to call a bank: report a lost card, ask about a charge, set up automatic payments, change a password, report fraud.
- 2 Provide a script: "Hello, I'd like to [reason for call]. My account number is _____, and my name is _____." Explain that banks ask security questions to confirm you are the account holder.
- 3 Role-play two scenarios: (1) "I lost my debit card. I need to cancel it." (2) "I see a charge on my statement I don't recognize. Can you explain it?"
- 4 Practice responding to common bank questions: "What is the amount of the unauthorized transaction?" "When did you first notice this?" "Do you have the receipt?" Encourage learners to take notes during the call.

Try it!

- ▶ Practice the opening: "Hello, I'd like to _____ about my _____. My account number is _____."
- ▶ Respond to a security question: "What is the amount of your last _____?" You say: "It was _____."
- ▶ Report a problem: "I see a _____ of \$50 that I don't _____. Can you help me _____ this?"

Facilitator tip: Phone calls to customer service can be intimidating, especially when discussing financial matters. Prepare learners by having them write down their account number, the reason for the call, and any details beforehand. Remind them it's okay to ask the bank to slow down, repeat information, or transfer them to a multilingual representative if available.

Canadian Weather

Canadian English for Newcomers

Conversation Class — Activity Handouts

- 1 Reading a Weather Forecast
- 2 Winter Weather Hazards: Sorting Activity
- 3 Dressing for Canadian Weather
- 4 Seasonal Preparation Planning
- 5 Weather-Related Conversation Practice

Activity 1 Reading a Weather Forecast

Key Vocabulary

forecast	temperature
humidity	wind chill
precipitation	snow
Celsius	Fahrenheit
condition	sunny/cloudy/rainy

How to Run this Activity

- 1 Show a Canadian weather forecast (from a website or app). Point out key information: date, high/low temperature, conditions (sunny, rain, snow), wind speed, and icons.
- 2 Teach temperature reading: Canada uses Celsius, not Fahrenheit. Quick conversion: 0°C = freezing (32°F), 10°C = cool (50°F), 20°C = comfortable room temperature (68°F), 30°C = hot (86°F).
- 3 Practice reading aloud: "The forecast for tomorrow is 5 degrees Celsius with a 60% chance of rain." Have learners predict what to wear based on the forecast.
- 4 Discuss wind chill (the "feels like" temperature). Explain: "The temperature is -5°C, but wind chill makes it feel like -15°C." This affects safety and clothing choices.

Try it!

- ▶ You read the forecast: high 12°C, low 8°C, cloudy with rain. Tell your partner: "I should wear a _____ because _____."
- ▶ The weather app says "feels like -20°C." Ask your partner: "Is that _____ or _____?"
- ▶ Practice: "The forecast for _____ is _____ degrees with a _____ chance of _____."

Facilitator tip: Newcomers from warm climates often struggle with Canadian temperatures and weather terminology. Use visual aids (icons, images of clothing) to reinforce concepts. Emphasize that in Canada, the wind chill is very real—dressing for it prevents frostbite and hypothermia, serious winter hazards.

Activity 2 Winter Weather Hazards: Sorting Activity

Key Vocabulary

blizzard	snowstorm
freezing rain	black ice
whiteout	visibility
avalanche	snowbank
slippery	hazardous

How to Run this Activity

- 1 Create or print cards describing winter weather hazards: blizzard, freezing rain, black ice, whiteout. Include brief descriptions.
- 2 Have learners sort them by severity (most to least dangerous) and discuss: "Why is black ice dangerous?" (You can't see it, and cars skid.) "What should you do in a blizzard?" (Stay inside, don't drive.)
- 3 Use images or video clips (search YouTube for "black ice" or "blizzard in Canada") to show real examples. This makes the hazards tangible.
- 4 Discuss safety precautions: "What should you do if you're caught in a blizzard?" (Pull over, turn on hazard lights, stay in the car.) "How do you walk safely on black ice?" (Take small steps, wear boots with good grip.)

Try it!

- ▶▶ Match the weather hazard to the safety tip: freezing rain → _____.
- ▶▶ Tell your partner: "Black ice is dangerous because _____, so I should _____."
- ▶▶ Practice warning a friend: "Be careful! The forecast says _____, and the roads might be _____."

Facilitator tip: Many newcomers underestimate winter weather risks. Share real-world consequences: cars sliding, people slipping and injuring themselves, driving accidents. This isn't meant to scare them, but to build healthy respect for Canadian winter. Emphasize that locals take winter seriously too, and it's smart to do the same.

Activity 3 Dressing for Canadian Weather

Key Vocabulary

parka	toque
mittens	scarf
thermal underwear	boot
layer	insulated
waterproof	breathable

How to Run this Activity

- 1 Explain the Canadian "layering" approach to winter dressing: (1) Base layer (thermal or moisture-wicking), (2) Insulation layer (fleece or wool), (3) Outer layer (waterproof jacket). This is key to staying warm and dry.
- 2 Show pictures of winter clothing: parka (insulated winter coat), toque (winter hat), mittens (better than gloves for warmth), boots (insulated and waterproof), scarf.
- 3 Have learners handle actual winter clothing items if possible. Feel the material, discuss waterproofing, practice putting on a parka quickly.
- 4 Teach the rule: "Dress for the wind chill, not just the temperature." Example: "It's -5°C with a wind chill of -15°C . You need a proper winter parka, not just a light jacket."

Try it!

- ▶ *It's -10°C outside. You're going to walk to the store. Describe what you're wearing: "I wear a _____, a _____, and _____."*
- ▶ *Ask a Canadian friend: "What do I need to buy for _____ weather? Should I get a _____ or a _____?"*
- ▶ *After a day outside in the snow, you come home wet. Tell a partner: "My boots were _____, so my feet stayed _____."*

Facilitator tip: *Proper winter clothing is expensive in Canada. Newcomers with low budgets should know where to find affordable options: thrift stores, Kijiji (classified ads), community donations, and end-of-season sales. Many organizations also have donation programs for winter gear. Dressing well is not vanity—it's survival and health.*

Activity 4 Seasonal Preparation Planning

Key Vocabulary

preparation	seasonal
supply	salt
shovel	snowblower
emergency kit	supplies
maintenance	check

How to Run this Activity

- 1 Create a seasonal checklist for each season: Fall (check roof gutters, winterize car), Winter (buy salt and sand, keep emergency supplies), Spring (check for ice dams, clear drains), Summer (air conditioning, yard maintenance).
- 2 Discuss winter-specific tasks: stocking an emergency kit (blanket, flashlight, jumper cables), buying snow tires, shoveling snow (and your neighbor's driveway as a friendly gesture!).
- 3 Have learners create their own personal seasonal to-do list. What do they need to prepare for winter? Summer? What supplies do they need to buy?
- 4 Discuss community resources: some cities loan snow shovels, municipalities salt roads, and libraries often have emergency preparedness guides. Show learners where to find this information.

Try it!

- ▶ Make a winter checklist: "I need to buy _____, _____, and _____."
- ▶ Tell your partner: "Before winter, I should _____ my car and check my _____."
- ▶ Create an emergency kit. Name 3 items: _____, _____, and _____.

Facilitator tip: Seasonal preparation is a practical survival skill that reflects responsible home and car ownership. Emphasize that preparation prevents problems: a car with winter tires is safer, an emergency kit can save your life, and maintaining your home prevents expensive repairs. This is also a good opportunity to discuss neighborly behavior (helping with snow removal) and community norms.

Activity 5 Weather-Related Conversation Practice

Key Vocabulary

lovely day	nice weather
awful	terrible
surprise	unexpected
adjustment	adapt
homesick	miss

How to Run this Activity

- 1 Teach weather small talk, which is a common Canadian conversation starter. Phrases: "Beautiful day, isn't it?" "Looks like rain coming," "I love summer," "I can't wait for spring."
- 2 Practice responding to weather comments: "Yes, it's gorgeous!" or "I know, I'm tired of the snow." These simple exchanges build relationships and ease social anxiety.
- 3 Have learners discuss their feelings about Canadian weather. Some will love it, others will struggle. Validate both: "I miss the hot, dry climate," vs. "I love the snow!"
- 4 Role-play conversations: at the coffee shop, standing in line, or while waiting for a bus. Use weather as a conversation starter, then practice shifting to other topics.

Try it!

- ▶ Practice a weather comment: "The weather today is _____, don't you think?"
- ▶ Respond enthusiastically: "Yes, it's _____! I love _____ days."
- ▶ Share honestly: "I miss the _____ weather from my country, but I'm getting used to _____."

Facilitator tip: Weather is a universal, non-controversial conversation topic that Canadians use constantly. Helping learners master this skill gives them a tool to initiate conversations and feel more socially integrated. It's also a good opportunity to validate that adjusting to a new climate is genuinely hard, and it's okay to miss home while also appreciating Canada's seasons.

Social Interaction Basics

Canadian English for Newcomers

Conversation Class — Activity Handouts

- 1 Small Talk Topics and Vocabulary
- 2 Role-Playing Common Situations
- 3 Understanding Canadian Politeness
- 4 Reading Social Cues
- 5 Practicing Turn-Taking in Conversation

Activity 1 Small Talk Topics and Vocabulary

Key Vocabulary

small talk	conversation
weather	traffic
local	community

How to Run this Activity

- 1 Brainstorm typical Canadian small talk topics: weather, traffic, weekend plans, local news, sports.
- 2 Model opening lines: "Nice weather today!" "How was your weekend?" "Did you catch the game?"
- 3 Have learners practice in pairs using sentence starters: "I heard that...", "Did you see...", "The weather really..."
- 4 Extend to follow-up questions: teach how to keep small talk going by asking "Why?" or "What happened then?"

Try it!

- ▶ *It's a beautiful day, isn't it? Have you done anything fun in the _____?*
- ▶ *I hate this _____ traffic! It took me 45 minutes to get here.*
- ▶ *Did you watch the hockey game? That was an amazing _____ in the last period!*

Facilitator tip: *Emphasize that Canadians use small talk as a social ritual; it doesn't require deep personal answers.*

Activity 2 Role-Playing Common Situations

Key Vocabulary

waiting room	appointment
bus stop	transit
greet	introduce

How to Run this Activity

- 1 Choose two scenarios: at a bus stop and in a waiting room at a clinic.
- 2 Set up simple props (chairs in a line for the bus, a few chairs for waiting room).
- 3 Assign roles and provide opening lines on a card. Example: "Excuse me, is this seat taken?"
- 4 After each role-play, debrief: "What worked? What felt natural? How did the other person respond?"

Try it!

- ▶ Person A: "Is this seat _____ on the bus?" Person B: "No, please sit _____."
- ▶ Person A: "How long is the wait for the _____?" Person B: "About 20 minutes, I think."
- ▶ Person A: "First time at this _____?" Person B: "Yes, how did you _____?"

Facilitator tip: Canadian politeness includes giving people space; teach that standing too close or asking personal questions too quickly feels intrusive.

Activity 3 Understanding Canadian Politeness

Key Vocabulary

sorry	excuse me
thank you	please
formal	casual

How to Run this Activity

- 1 Show video clips or act out scenes where Canadians say "sorry" or "excuse me" in situations where other cultures might not.
- 2 Discuss: Canadians say "sorry" even when not at fault—it's about acknowledging inconvenience.
- 3 Compare formal vs. casual language in different contexts: formal (doctor, employer) vs. casual (friends, family).
- 4 Role-play requesting something three ways: casual (friend), formal (stranger), and polite (service interaction).

Try it!

- ▶ *If I bump into someone accidentally, I should say "_____ me" or "_____" even if it wasn't my fault.*
- ▶ *When I ask for help from a teacher, I should start with "Would you mind if _____ you?" or "Could I _____ you?"*
- ▶ *Using _____ language with a boss shows respect: "Good morning. Could you please _____?"*

Facilitator tip: *Explain that excessive apologies signal low confidence; balance politeness with assertiveness when appropriate.*

Activity 4 Reading Social Cues

Key Vocabulary

body language	eye contact
interested	bored
tone of voice	response

How to Run this Activity

- 1 Show short video clips or images of conversations and ask: "Is this person interested or bored?"
- 2 Discuss body language: eye contact shows respect; crossed arms can signal defensiveness; leaning in shows engagement.
- 3 Play audio clips of the same sentence said with different tones and discuss how tone changes meaning.
- 4 Pair work: learners practice noticing cues and adjusting their response. Example: partner looks bored—ask them a question to re-engage.

Try it!

- ▶ *If someone is looking at their phone while I talk, they might not be very _____ in our conversation.*
- ▶ *Good _____ contact during a conversation shows you are listening and respect the other person.*
- ▶ *If I say "That's great" in an enthusiastic _____, I sound genuinely happy; if I say it in a flat tone, I sound _____.*

Facilitator tip: *Cultural note: eye contact norms vary globally; some cultures find direct eye contact disrespectful. Acknowledge this and teach Canadian norms gently.*

Activity 5 Practicing Turn-Taking in Conversation

Key Vocabulary

turn	pause
listen	speak
interrupt	wait

How to Run this Activity

- 1 Explain conversational turn-taking: one person speaks, then pauses; the other person takes a turn.
- 2 Model bad turn-taking: both people talking at once, or one person talking for too long without letting the other speak.
- 3 Use a "talking stick" or token: only the person holding it may speak. Pass it back and forth.
- 4 Play a game: give each person 30 seconds to tell a story, then the other person asks one question. Switch roles.

Try it!

- ▶ *In a good conversation, people take _____, and each person has time to both _____ and _____.*
- ▶ *If I have finished my thought, I should _____ and let the other person speak.*
- ▶ *It is rude to _____ someone; instead, I should wait for a natural _____ in the conversation to add my idea.*

Facilitator tip: *Some learners may come from cultures where overlapping speech is normal; teach that Canadian conversation norms expect one speaker at a time.*

Emergency Situations

Canadian English for Newcomers

Conversation Class — Activity Handouts

- 1 Calling 911
- 2 Reading Emergency Signs
- 3 Role-Playing with Emergency Services
- 4 Understanding What to Say in an Emergency
- 5 Reading a First Aid Chart

Activity 1 Calling 911

Key Vocabulary

911	emergency
police	officer
ambulance	paramedic
fire truck	firefighter

How to Run this Activity

- 1 Teach the critical number: "In Canada, call 911 for any emergency. It is free. Police, ambulance, and firefighters all come from 911."
- 2 Model a 911 call: "911. What is your emergency?" / "I need an ambulance. My mother fell and is hurt."
- 3 Practice describing location: street address, building name, apartment number, landmarks. "I am at 123 Main Street, apartment 5B, near the library."
- 4 Drill staying calm and providing clear information: remain on the line, answer dispatcher questions, unlock doors for emergency responders.

Try it!

- ▶ "I need _____ (police/ambulance/fire). There is _____ (describe emergency)."
- ▶ I am at _____ (address), _____ (intersection or landmark).
- ▶ A _____ (describe injury/situation) happened _____ (when/where).

Facilitator tip: Practice emergency calls in a supportive environment. Many learners may feel embarrassed making these calls. Emphasize that calling is always correct in emergencies.

Activity 2 Reading Emergency Signs

Key Vocabulary

evacuation	exit
emergency exit	stairwell
assembly point	meeting place
shelter-in-place	safe

How to Run this Activity

- 1 Point out emergency signs in the library: red exit signs, emergency exit routes, assembly point locations, first aid kit.
- 2 Teach vocabulary: "Evacuation" = leaving the building quickly. "Assembly point" = where to go after evacuating.
- 3 Discuss what different signs mean: "This green sign shows an exit route. This red sign says 'Fire Extinguisher.' This sign says 'Assembly Point.'"
- 4 Walk through the library: "If there is a fire, we exit through that door. We walk to the assembly point (parking lot). We do not use elevators."

Try it!

- ▶ The _____ sign shows me where to _____.
- ▶ If there is a fire, I should go to the _____ (location) to _____.
- ▶ The _____ for this building is _____ (describe location).

Facilitator tip: Create a visual map of emergency exits and assembly points. Laminate and post it. Learners may be from countries with different emergency systems.

Activity 3 Role-Playing with Emergency Services

Key Vocabulary

responder	first aid
conscious	unconscious
bleeding	injury
CPR	rescue

How to Run this Activity

- 1 Role-play scenario 1: Someone collapses. Learner calls 911, describes condition, follows dispatcher instructions.
- 2 Role-play scenario 2: Car accident. Learner calls 911, provides location, vehicle details, and whether anyone is injured.
- 3 Role-play scenario 3: Fire in kitchen. Learner evacuates, calls 911, reports fire location, and goes to assembly point.
- 4 Teach responding to paramedics/police: "Where does it hurt?" / "Can you move your fingers?" / "Stay still. Help is coming."

Try it!

- ▶ "There is a _____ (situation). I am at _____ (location). Please send help."
- ▶ The person is _____ (condition: conscious/unconscious/bleeding). They are _____ (breathing/not breathing).
- ▶ "Follow me to the _____. We need to _____ (evacuate/shelter-in-place)."

Facilitator tip: Role-playing helps reduce anxiety. Start with simple scenarios and gradually add complexity. Normalize that emergency responders are trained to help.

Activity 4 Understanding What to Say in an Emergency

Key Vocabulary

injury	accident
describe	location
details	information
dispatcher	responder

How to Run this Activity

- 1 Teach key information dispatchers need: WHO (how many people), WHAT (what happened), WHERE (exact address), WHEN (how long ago), HOW (how many injured).
- 2 Practice describing injuries: "I cut my hand." / "My son hit his head." / "I cannot move my leg."
- 3 Teach how to describe locations: "I am on Main Street between Oak and Maple." / "I am in apartment 312, third floor."
- 4 Discuss truth in emergencies: "Always tell the truth. If you don't know, say 'I don't know' rather than guessing."

Try it!

- ▶ "There are _____ (number) people. One has a _____ (injury)."
- ▶ I am at _____ (address), _____ (location details). This happened _____ (time).
- ▶ The _____ (person) is _____ (description: conscious, breathing, etc.).

Facilitator tip: Keep the 911 call script simple. Dispatchers are trained to ask follow-up questions; learners should focus on the basics.

Activity 5 Reading a First Aid Chart

Key Vocabulary

first aid	wound
bandage	compress
pressure	stop bleeding
recovery position	breathing

How to Run this Activity

- 1 Display a first aid chart showing common injuries: cuts, burns, choking, fainting, severe bleeding.
- 2 Read steps together: "For a cut: Clean with water. Apply pressure with a clean cloth. Apply a bandage. See a doctor if it's deep."
- 3 Teach the recovery position: "If someone is unconscious but breathing, turn them on their side. This keeps the airway open."
- 4 Discuss library first aid kit: where it is, what's inside, who can use it, when to call 911 instead of using first aid.

Try it!

- ▶ For a _____ (minor cut/burn/injury), I should _____ (apply pressure/cool water/bandage).
- ▶ If _____ (serious situation), I should call _____ immediately, not use first aid.
- ▶ The first aid kit is located _____ (location). It contains _____ (supplies).

Facilitator tip: Many newcomers may not be familiar with first aid. Emphasize that minor problems can be treated; serious situations require professional help (call 911).

Health Care Basics

Canadian English for Newcomers

Conversation Class — Activity Handouts

- 1 Reading a Prescription Label
- 2 Role-Playing at a Doctor's Office
- 3 Understanding OHIP and Provincial Health Cards
- 4 Common Symptoms Vocabulary Sorting
- 5 Calling Health811 or a Nurse Line

Activity 1 Reading a Prescription Label

Key Vocabulary

prescription

medication

pharmacy

pharmacist

dosage

dose

directions

instructions

label

expiration date

How to Run this Activity

- 1 Bring in a sample prescription label (blank or with non-sensitive information) or create a realistic mock label.
- 2 Point out key sections: patient name, medication name, dosage, frequency, directions, and warnings.
- 3 Read through the label together, highlighting critical information like "Take with food" or "Do not drive."
- 4 Have learners practice reading and summarizing labels aloud: "This medicine is _____, take _____ times per day, with or without food."

Try it!

- ▶ *Take one tablet twice per day.*
- ▶ *Do not take this medicine with _____.*
- ▶ *This medicine may cause _____.*
- ▶ *Do not use after _____ (expiration date).*

Facilitator tip: Always use real or realistic labels so learners can see actual formatting and terminology they will encounter in pharmacies.

Activity 2 Role-Playing at a Doctor's Office

Key Vocabulary

doctor	nurse
appointment	walk-in
symptom	pain
fever	cough
diagnosis	treatment

How to Run this Activity

- 1 Teach key phrases: "I would like to book an appointment," "I have a fever," "It hurts here," "How long have you had this?"
- 2 Assign roles: one learner is the receptionist, one is the doctor, one is the patient. Provide a scenario card (e.g., "You have a sore throat and cough").
- 3 Conduct the role-play: receptionist books/greets, doctor asks symptoms, patient describes symptoms, doctor gives advice.
- 4 Rotate roles so everyone practices speaking as a patient and listening as a healthcare provider.

Try it!

- ▶ *I would like to book an appointment with the doctor.*
- ▶ *I have a _____ (symptom). It has been _____ days.*
- ▶ *Does it hurt when you _____ (move/eat/breathe)?*
- ▶ *Take this medicine and rest for _____ days.*

Facilitator tip: *Use a real clinic layout if possible, or arrange chairs to simulate a waiting room and exam room. This helps learners feel more comfortable in real healthcare settings.*

Activity 3 Understanding OHIP and Provincial Health Cards

Key Vocabulary

OHIP	health card
Ontario	provincial
coverage	benefits
eligible	registration
free healthcare	taxes

How to Run this Activity

- 1 Explain that OHIP (or equivalent in other provinces) is free healthcare funded by taxes, covering doctor visits and hospital care.
- 2 Show a sample health card (anonymized) and explain what information appears on it and why it is important.
- 3 Discuss eligibility: learners must live in the province for a period (usually 3 months) to be eligible.
- 4 Connect to Services Canada or provincial health websites where learners can apply or check their card status.

Try it!

- ▶ I need to apply for _____ (OHIP/health card).
- ▶ My health card number is _____.
- ▶ I have lived in _____ (province) for _____ months.
- ▶ Healthcare is covered by _____ in Canada.

Facilitator tip: Provide a handout with the provincial health ministry website and phone number. Many newcomers do not know they need to register; clarify this early.

Activity 4 Common Symptoms Vocabulary Sorting

Key Vocabulary

cold	flu
headache	stomachache
cough	sneeze
tired	dizzy
rash	itch

How to Run this Activity

- 1 Create a list or picture cards of common symptoms (cough, fever, rash, sore throat, etc.).
- 2 Learners sort them into categories: respiratory symptoms, digestive symptoms, skin symptoms, or by severity (minor vs. needs a doctor).
- 3 Say a symptom aloud and have learners act it out (cough, sneeze, hold head for headache) to reinforce vocabulary.
- 4 Discuss which symptoms require a doctor visit and which can be managed at home.

Try it!

- ▶ I have a _____. Is this serious?
- ▶ A _____ is a respiratory symptom.
- ▶ If I have _____ and _____, I should call a doctor.
- ▶ Common cold symptoms include _____, _____, and _____.

Facilitator tip: Use images or act out symptoms if language alone is confusing. This multi-sensory approach helps retention and is particularly helpful for literacy-level learners.

Activity 5 Calling Health811 or a Nurse Line

Key Vocabulary

Health811	nurse hotline
call	press
extension	option
urgent	non-emergency
advice	guidance

How to Run this Activity

- 1 Explain that Health811 (or equivalent in other provinces) is a free nurse advice line available 24/7.
- 2 Practice the phone script: "Hello, I would like to speak with a nurse. I have a question about [symptom]."
- 3 Teach how to navigate phone menus: "Press 1 for English, Press 2 for French," etc.
- 4 Have learners role-play calling, with one person as the nurse asking questions about symptoms and providing guidance.

Try it!

- ▶ *Hello, I would like to speak with a nurse.*
- ▶ *I have a _____ and I am not sure if I need to see a doctor.*
- ▶ *It started _____ days ago.*
- ▶ *Thank you for the advice.*

Facilitator tip: *Call Health811 with learners (on speaker phone, if possible) so they hear a real nurse and understand the experience. Many are too nervous to call alone.*

Dentist Visits

Canadian English for Newcomers

Conversation Class — Activity Handouts

- 1 Reading a Dental Appointment Card
- 2 Role-Playing with the Receptionist
- 3 Understanding a Dental Chart or Treatment Plan
- 4 Insurance Forms
- 5 Calling to Book or Cancel an Appointment

Activity 1 Reading a Dental Appointment Card

Key Vocabulary

dentist	hygienist
appointment	check-up
date	time
address	phone number

How to Run this Activity

- 1 Create a sample appointment card (real-size or enlarged) showing: patient name, dentist name, clinic address, appointment date/time, and confirmation number.
- 2 Have learners identify each section: "What is the dentist's name? What is the clinic address? When is the appointment?"
- 3 Practice reading phone numbers and addresses aloud from the card. Have learners write down the information on a form.
- 4 Discuss: "When should you arrive? What if you need to reschedule? How do you confirm your appointment?" Point to relevant card details.

Try it!

- ▶ *My dental appointment is on _____ at _____ with Dr. _____.*
- ▶ *The clinic is located at _____, _____ (street), _____ (city).*
- ▶ *If I cannot go, I should call _____ to cancel or reschedule.*

Facilitator tip: *Bring real appointment cards from local dentists or create realistic samples. Learners often struggle with multi-digit phone numbers—practice these separately.*

Activity 2 Role-Playing with the Receptionist

Key Vocabulary

receptionist	staff
appointment	slot
confirm	verify
insurance	coverage

How to Run this Activity

- 1 Teach key phrases: "Good morning, I'd like to schedule a check-up," "Do you have any afternoon appointments?", "I'd like to confirm my appointment."
- 2 Demonstrate a full phone call: "Hello, I am calling to book a dental appointment. My name is _____. Can I come next Tuesday at 2 PM?"
- 3 Pair learners and have them role-play. One is the receptionist (use a script), one is the patient. Switch roles after the first round.
- 4 Add complications: "The patient has to reschedule," "the clinic asks for insurance information," "the receptionist confirms the appointment."

Try it!

- ▶ "Good morning. I would like to _____ an appointment with Dr. _____."
- ▶ "Do you have any _____ available next _____?"
- ▶ "Yes, I can come on _____ at _____ (time). Please _____ my appointment."

Facilitator tip: Many receptionists speak quickly. Teach learners to say "Could you please repeat that?" if they don't understand.

Activity 3 Understanding a Dental Chart or Treatment Plan

Key Vocabulary

cavity	filling
X-ray	dental chart
tooth	molar
treatment	procedure

How to Run this Activity

- 1 Display a dental chart showing tooth numbering and labels (molar, premolar, incisor, canine). Learners point to and name teeth.
- 2 Teach cavity vs. filling: "A cavity is a hole in a tooth. A filling repairs the cavity. Do you have any cavities?"
- 3 Show a sample treatment plan: "Dr. Smith recommends two fillings and a cleaning. This will cost \$450."
- 4 Role-play the dentist explaining findings: "You have one cavity on your upper left molar. We need to fill it next week."

Try it!

- ▶ *The dentist said I have a _____ on my _____ (tooth type).*
- ▶ *I need a _____ to fix the _____.*
- ▶ *The treatment plan shows I need a _____ and two _____.*

Facilitator tip: Use a dental model (or printed diagram) to point to specific areas. Learners may not know tooth names; use pictures to reinforce.

Activity 4 Insurance Forms

Key Vocabulary

dental insurance	coverage
deductible	co-pay
claim	reimbursement
coverage	plan

How to Run this Activity

- 1 Introduce basic insurance concepts: "Insurance helps pay for dental care. You pay a co-pay, and insurance pays the rest."
- 2 Show a blank claim form. Walk through each section: patient name, date of service, procedure, cost, insurance number.
- 3 Practice writing information: Have learners fill in a form with their (fictional) details.
- 4 Discuss coverage: "Check-ups might be 100% covered. Fillings might be 80% covered. Braces might not be covered. Ask your insurance company."

Try it!

- ▶ My dental insurance _____ is _____.
- ▶ I have a _____ of \$200, so the first \$200 is my responsibility.
- ▶ After my filling, I will file a _____ with my insurance company.

Facilitator tip: Many newcomers are unfamiliar with dental insurance. Explain the difference between coverage percentages and explain why they might receive bills.

Activity 5 Calling to Book or Cancel an Appointment

Key Vocabulary

book	schedule
cancel	reschedule
availability	slot
confirm	double-check

How to Run this Activity

- 1 Create a phone script for booking: "Hello, I would like to book an appointment. Do you have availability on [day] at [time]?"
- 2 Teach rescheduling language: "I need to cancel my appointment on Tuesday. Can I reschedule for Thursday instead?"
- 3 Practice number pronunciation in phone context. Repeat dates and times back to confirm: "So that's Thursday, March 20th at 2 PM. Is that correct?"
- 4 Role-play scenarios: booking for first time, canceling due to illness, confirming existing appointment, changing time due to work conflict.

Try it!

- ▶ "I would like to _____ an appointment for a check-up. Do you have _____ next week?"
- ▶ "I need to _____ my appointment on _____. Can I come _____ instead?"
- ▶ "So my appointment is on _____ at _____ with Dr. _____. Thank you!"

Facilitator tip: Record yourself doing phone calls in the background (low volume) so learners hear natural pacing and speech patterns.

At the Pharmacy

Canadian English for Newcomers

Conversation Class — Activity Handouts

- 1 Reading a Prescription Label
- 2 Role-Play: At the Pharmacy Counter
- 3 Prescription vs. Over-the-Counter Sorting Game
- 4 Medication Schedule Planner
- 5 Phone Script: Calling to Refill a Prescription

Activity 1 Reading a Prescription Label

Key Vocabulary

prescription	medication
dosage	side effects
pharmacist	pharmacy
refill	expiry date
generic	brand name

How to Run this Activity

- 1 Display a large printed prescription label (or show on screen). Point out key sections: patient name, medication name, dosage, frequency, pharmacy contact info.
- 2 Ask learners to identify the dosage amount, frequency, and any warnings. Let them practice reading aloud common instructions like "Take one tablet twice daily with food."
- 3 In pairs, have one person ask "When should I take this?" and the other answer based on the label. Switch roles and repeat with different medications.
- 4 Discuss Canadian vs. international prescription systems briefly. Mention that generic medications are more common in Canada and often cost less than brand names.

Try it!

- ▶ *If you take medication at home, look at the label and tell a partner: the medication name is _____, and I take _____ each day.*
- ▶ *Practice saying: "I need to refill my prescription" and ask your partner, "What is the _____ of your medication?"*
- ▶ *Find a pharmacy ad in a flyer and point out the words prescription, refill, and generic.*

Facilitator tip: *Many newcomers are unfamiliar with Canadian pharmacy terminology. Always emphasize that a pharmacist can explain instructions in simple English—encourage them to ask questions rather than guess.*

Activity 2 Role-Play: At the Pharmacy Counter

Key Vocabulary

over-the-counter	prescription-only
pharmacist	customer
symptom	treatment
pick up	wait
deductible	coverage

How to Run this Activity

- 1 Set up a simple pharmacy counter with two chairs. One person is the pharmacist, the other is the customer coming to pick up or ask for advice.
- 2 Provide scenario cards (e.g., "You have a cold and want cough syrup," "Your prescription is ready"). The pharmacist asks clarifying questions; the customer responds.
- 3 Practice key phrases: "I'd like to pick up my prescription," "Can you recommend something for a headache?" and "How much does this cost?"
- 4 Switch roles and repeat with new scenarios. Encourage natural pauses and questions, not perfect English. Record or ask others to listen and provide feedback on clarity.

Try it!

- ▶ *With a partner, role-play asking a pharmacist about a cold. Use the phrase: "I have a _____ and a _____."*
- ▶ *Practice saying: "How much does this _____ cost?" and "Do I need a prescription for this?"*
- ▶ *Pretend you don't understand and ask again: "Can you explain that _____?" This is a real-world skill!*

Facilitator tip: *Pharmacists in Canada are highly trained and happy to provide free advice. Remind learners that it's okay to ask questions, even if they seem simple. Many pharmacies have staff who speak multiple languages—it's fine to ask.*

Activity 3 Prescription vs. Over-the-Counter Sorting Game

Key Vocabulary

aspirin	antibiotics
pain reliever	decongestant
label	instructions
pharmacy aisle	prescription counter
request	recommend

How to Run this Activity

- 1 Create or print cards with 10–15 common medications (e.g., ibuprofen, penicillin, antihistamine, cough syrup). Write each one on a separate card.
- 2 Draw a line on the floor or a table: one side is "Over-the-Counter" (you can buy without a prescription), the other is "Prescription-Only" (you need a doctor's note).
- 3 Show each card and have learners discuss and place it on the correct side. After each placement, confirm and explain why (e.g., "Antibiotics are prescription-only because a doctor needs to check you first").
- 4 Ask follow-up questions: "Where would you find this in the pharmacy?" "When would you use this?" Encourage learners to share their experiences with similar medications from their home countries.

Try it!

- ▶ Name one over-the-counter medicine you use at home. Tell your partner: "I buy _____ without a prescription."
- ▶ Ask a partner: "Is _____ prescription-only in Canada?"
- ▶ Use the phrase: "I need a prescription for _____" and explain why.

Facilitator tip: Different countries have very different pharmacy rules. Some medicines available OTC in Canada may be prescription-only elsewhere, or vice versa. Acknowledge learners' prior knowledge and use it as a bridge to understanding Canadian practices.

Activity 4 Medication Schedule Planner

Key Vocabulary

morning	evening
twice daily	three times a day
with food	before bed
every 8 hours	as needed
alarm	reminder

How to Run this Activity

- 1 Provide a blank daily schedule chart (with breakfast, lunch, dinner, bedtime). Give learners 3–4 medication cards, each with a different frequency (e.g., "Take twice daily," "Take every 8 hours," "Take with food").
- 2 Have learners place medication cards at the correct times on the chart. Ask: "If you take this at 8 a.m., when is the next dose?"
- 3 Discuss strategies for remembering: setting phone alarms, using a pill organizer (sold in every pharmacy), or tying it to meals. Write these strategies on a flipchart.
- 4 Have learners create their own personal medication schedule using a template. They can share with the group or keep it as a personal reference to bring home.

Try it!

- ▶ *Create a simple schedule: if you take medicine at 7 a.m. and again 12 hours later, when is the second dose? Write it as: 7 a.m. and _____.*
- ▶ *Say: "I take my medicine _____ times a day, usually in the morning and _____."*
- ▶ *Describe your strategy for remembering: "I remember to take my medicine because I _____."*

Facilitator tip: *Many newcomers come from cultures with different medication practices. Some rely on extended family or pharmacists to manage schedules. Emphasize that in Canada, patients are responsible for managing their own medications—this is a key independence skill.*

Activity 5 Phone Script: Calling to Refill a Prescription

Key Vocabulary

refill	ready
patient name	date of birth
prescription number	pick up
insurance	approved
pharmacy hours	wait time

How to Run this Activity

- 1 Write a simple phone script on a handout: "Hello, I'd like to refill a prescription. My name is _____, and my date of birth is _____. The medication is _____ and my prescription number is _____."
- 2 Model the call yourself (or play a recording). Highlight key phrases and pauses. Point out that pharmacists may ask for clarification or insurance details.
- 3 Have pairs practice: one is the pharmacy staff member (reading from a simple guide), the other is the customer making the call. Provide a list of likely questions: "Do you have insurance?" "When do you need it by?"
- 4 Reverse roles. Encourage learners to add real details (their actual medication names, insurance provider if they have one). Record a few calls and play them back for self-assessment.

Try it!

- ▶ Practice the opening: "Hello, I'd like to _____ a prescription for _____."
- ▶ Answer this question: The pharmacy asks, "What is your date of birth?" You say: "My date of birth is _____."
- ▶ Ask the pharmacy: "When will my prescription be _____?" or "How long is the _____ time?"

Facilitator tip: Phone calls are stressful for many language learners. Prepare them by writing out key sentences and letting them practice with a partner first. Remind them it's okay to ask the pharmacy to repeat or speak more slowly. Most pharmacies in Canada are very patient with this.

Finding Work

Canadian English for Newcomers

Conversation Class — Activity Handouts

- 1 Reading a Job Posting
- 2 Resume Vocabulary Matching
- 3 Role-Playing a Job Interview
- 4 Understanding a Pay Stub
- 5 Calling About a Job Application

Activity 1 Reading a Job Posting

Key Vocabulary

job posting	position
qualifications	requirements
experience	skill
apply	submit
deadline	closing date

How to Run this Activity

- 1 Display a sample job posting on a large screen. Point to each section: title, company name, job description, required qualifications, how to apply.
- 2 Read the posting aloud and highlight key information: "This job is for a cashier. You need experience with cash registers. You need to speak English. The deadline is March 30."
- 3 Give students a printed job posting with definitions provided in the margin. Ask: "What is the job title? What skills do you need? When is the deadline?"
- 4 Students work in pairs and find 2–3 key requirements from different job postings. They write or tell the group one requirement they found.

Try it!

- ▶ This _____ is for a _____ position. The _____ is _____.
- ▶ I need _____ years of _____ to apply. The _____ is _____.
- ▶ To qualify, you must have _____ and _____.

Facilitator tip: Job postings use a lot of jargon. Do not assume students can read them independently. Simplify language and highlight important sections. Explain that many postings are online on websites like Indeed.ca and LinkedIn.

Activity 2 Resume Vocabulary Matching

Key Vocabulary

resume / CV	document
cover letter	introduction
references	recommendations
work history	employment
skills	abilities

How to Run this Activity

- 1 Show a one-page sample resume on a large screen. Explain each section: "Objective. Work Experience. Education. Skills. References."
- 2 Create a matching activity: Display pictures or short descriptions on cards (e.g., "I worked at a restaurant for 3 years"). Students match them to resume sections.
- 3 Provide a blank resume template in simple English. Go through each line together: "Your name here. Your phone number here. Your previous job here."
- 4 Students fill in one section of the template with their own information (or practice information). Volunteers read one sentence aloud to the group.

Try it!

- ▶ My _____ is on my _____ with my contact information.
- ▶ I have 5 years of _____ as a _____. I will add that to my _____.
- ▶ On my _____, my _____ will say I am a good worker.

Facilitator tip: Some students may not have formal work experience. Help them identify skills from volunteer work, caregiving, or informal employment. A resume can be one page, and perfect grammar is less important than clear information.

Activity 3 Role-Playing a Job Interview

Key Vocabulary

interview	employer
applicant	candidate
question	answer
strengths	weaknesses
tell me about	describe

How to Run this Activity

- 1 Teach common interview questions: "Tell me about yourself. Why do you want this job? What are your strengths? What are your weaknesses? When can you start?"
- 2 Model an answer: "My name is Akiko. I am from Japan. I worked in a store for two years. I want this job because I need money and I like working with people."
- 3 Assign one student to be the employer and one to be the applicant. The employer asks one question, the applicant answers. Then switch roles.
- 4 Rotate through pairs so everyone gets a turn as both employer and applicant. Give positive feedback and practice the same question multiple times with different partners.

Try it!

- ▶ *I want to work here because _____. I am good at _____.*
- ▶ *My _____ are that I am hardworking and _____.*
- ▶ *I can _____ (skill) and I _____ (responsibility) very well.*

Facilitator tip: *Interview anxiety is common. Remind students that mistakes are okay. Practice the same answers many times so they build confidence. Employers want to hear answers spoken clearly more than perfect grammar.*

Activity 4 Understanding a Pay Stub

Key Vocabulary

wages / salary	payment
gross pay	net pay
deduction	tax
hours worked	pay period
employer	employee

How to Run this Activity

- 1 Show a sample Canadian pay stub projected on screen. Point to and explain: gross pay, deductions (tax, CPP, EI), net pay (take-home money).
- 2 Ask: "How much did this person earn? How much tax did they pay? How much money did they take home?"
- 3 Give students a fill-in-the-blank practice activity: "Gross pay: \$2,000. Tax: \$300. Deductions: \$150. Net pay: _____."
- 4 Explain benefits: "CPP is retirement money. EI is insurance for when you cannot work. Tax pays for schools and hospitals." Answer questions about where money goes.

Try it!

- ▶ My _____ is \$2,000 per _____. After _____, my net pay is _____.
- ▶ The employer pays me. The _____ takes _____ money for _____.
- ▶ Gross pay minus _____ equals _____.

Facilitator tip: Not all students are familiar with payroll deductions. Explain that they are mandatory in Canada. Some students may be getting paid cash under the table, which is illegal. Do not judge, but explain Canadian employment standards require pay stubs and taxes.

Activity 5 Calling About a Job Application

Key Vocabulary

application	status
follow up	check on
hiring manager	contact person
thank you	appreciate
confirm	verify

How to Run this Activity

- 1 Model a phone call script: "Hello, I am calling about the job posting for a cashier. I applied two weeks ago. Can you tell me the status of my application?"
- 2 Practice the full conversation: greeting, introduction, question, listening to response, thank you, goodbye. Use question-answer pairs.
- 3 Set up a practice phone booth (one student hides behind a divider, one calls them). Provide a script. First student calls to ask about a job application.
- 4 Switch roles. Then remove the script and students do the conversation again from memory. Correct and encourage as needed.

Try it!

- ▶ Hello, I applied for the _____ job. Can you tell me the _____ of my _____?
- ▶ My name is _____ and I applied on _____. Do you have any _____?
- ▶ Thank you for your time. I appreciate your _____. Goodbye!

Facilitator tip: Phone anxiety is very high for many newcomers. Practice listening skills as much as speaking. Explain that it is okay to ask someone to repeat or speak slowly: "Can you please repeat that? Can you speak slowly?" These are appropriate requests.

Government Services

Canadian English for Newcomers

Conversation Class — Activity Handouts

- 1 Reading a Government Letter
- 2 Finding the Right Government Service
- 3 Role-Playing at a Government Office
- 4 Understanding ID Documents
- 5 Calling a Government Helpline

Activity 1 Reading a Government Letter

Key Vocabulary

letter	official document
government	ministry
require / require / require	need
deadline	due date
respond	reply

How to Run this Activity

- 1 Display a sample government letter (e.g., CRA tax letter, city services letter). Point to the main parts: date, address, letter body, what is required, how to respond, deadline.
- 2 Read the key section aloud: "We require you to provide proof of income by April 15. Please call or email us with questions."
- 3 Give students a printed letter with a vocabulary list in the margin. Ask: "What does the government want? When is the deadline? How can you respond—call or email?"
- 4 Have students underline or highlight the most important information in the letter. Share their answers aloud to confirm comprehension.

Try it!

- ▶ This _____ is from the _____. It says I must _____ by _____.
- ▶ I need to _____ them to answer questions. My _____ is _____.
- ▶ If I do not _____, I might have to pay a _____.

Facilitator tip: Government letters often contain complex language and legal terms. Highlight the most important sentence for students. Explain that they do not need to understand every word, only the key action required. Encourage them to bring letters to the library for help.

Activity 2 Finding the Right Government Service

Key Vocabulary

service / benefit	program
apply	submit
eligibility	requirements
municipality / provincial	government
office / centre	location

How to Run this Activity

- 1 Create cards with different government services and scenarios: "You just arrived in Canada and have no health card. / You need a driver's license. / You lost your social insurance number."
- 2 Explain which government provides each service: "Health cards come from your province. Driver's licenses come from your province. Social insurance numbers come from the federal government."
- 3 Give small groups one scenario card. They discuss and decide which service they need and which government office to visit. Groups report their answers.
- 4 Show the local government office directory (online or printed). Point out what each office does: Health, Education, Social Services, etc. Have students pick a service and find the office address and phone number.

Try it!

- ▶ I need a _____ card. I must go to the _____ office.
- ▶ The _____ government office helps with _____, _____, and _____.
- ▶ I am _____ for this _____ because I _____.

Facilitator tip: Government organization differs between provinces and territories. Provide local information specific to your area. Explain that "government" can mean federal, provincial, regional, or municipal—each has different responsibilities. Do not assume students know which level handles which service.

Activity 3 Role-Playing at a Government Office

Key Vocabulary

appointment / meeting	time slot
form	document
identification / ID	proof
case worker / agent	representative
process / application	procedure

How to Run this Activity

- 1 Explain what happens at a government office visit: "You go to the front desk. You tell them why you are there. You complete forms. You may wait in line. You see a worker."
- 2 Model the conversation: Visitor: "Hello, I am here for a health card appointment." Worker: "What is your name? Do you have your passport?" Visitor: "Yes, here it is."
- 3 Set up a practice office: table as front desk, simple forms on a clipboard. One student works behind the desk, another comes as a visitor. Start with a script.
- 4 Students role-play different scenarios: getting a health card, applying for a benefit, renewing a license. Switch roles and repeat without script.

Try it!

- ▶ I have an _____ at the _____ office at _____ (time).
- ▶ Do you have your _____ and _____? I need to verify your _____.
- ▶ Fill out this _____ and sign your _____. Someone will call you when it is _____.

Facilitator tip: Government offices can be intimidating. Emphasize that asking for help is normal: "Can you help me? Can you repeat that? Can you speak slowly?" Also mention that long waits are common and clients should bring something to do. Many offices now use ticket systems so you do not have to stand in a long line.

Activity 4 Understanding ID Documents

Key Vocabulary

passport	travel document
SIN card / Social Insurance	government ID
permanent resident card	status
driver's license	proof of ID
citizenship	status

How to Run this Activity

- 1 Show samples of different Canadian ID documents: passport, SIN card, permanent resident card, driver's license. Explain what each one is and why you need it.
- 2 Point out key information on each: name, date of birth, expiration date, identification number. Explain: "Your passport proves your citizenship. Your SIN is for tax and benefits. Your PR card proves your residency status."
- 3 Give students a worksheet showing a sample document with questions: "What is the expiration date? What is the identification number? Is this document valid?"
- 4 Discuss what documents you need for different purposes: job application (needs SIN), travel (needs passport), driving (needs license). Have students match scenarios to documents.

Try it!

- ▶ My _____ expires on _____ (date). I must _____ it before then.
- ▶ I need to show my _____ to get a job. My _____ is _____.
- ▶ To _____ to Canada, I show my _____ (document type).

Facilitator tip: Document understanding is complex. Not all documents are the same across provinces. Be aware that some students may have documents from home in different languages. Explain that certified translations are sometimes needed. Some recent immigrants do not yet have Canadian documents—explain how to get them.

Activity 5 Calling a Government Helpline

Key Vocabulary

helpline / hotline	phone number
call	phone
representative	agent
hold	wait
verify	confirm

How to Run this Activity

- 1 Explain government helplines: "You call a phone number. You listen to a menu with options. You press a number. Then you speak to a representative. They can help with questions."
- 2 Model a menu: "Press 1 for English. Press 2 for French. Press 1 for a new application. Press 2 for your application status."
- 3 Practice the phone call: "Hello, I am calling about my health insurance. My name is _____. My ID number is _____." Listen and respond appropriately.
- 4 Set up practice calls in pairs: one student is the helpline agent with a script, the other calls to ask questions. Practice common questions: status of application, how to apply, where to go.

Try it!

- ▶ Hello, I am calling about my _____. Can you help me?
- ▶ My _____ is _____ (number/ID). Can you _____ my information?
- ▶ I want to _____ (apply / check status / ask a question). What do I need to _____?

Facilitator tip: Phone helplines can have long wait times and automated systems. Students may struggle with accents and technical language. Explain that it is okay to: ask to repeat, ask to speak slowly, or call back if frustrated. Many government services now have online chat support or email, which can be easier for some students. Teach them to use those options too.

Immigration and Citizenship

Canadian English for Newcomers

Conversation Class — Activity Handouts

- 1 Reading a PR Card
- 2 Sorting Immigration Documents
- 3 Role-Playing at Service Canada
- 4 Understanding the Citizenship Test
- 5 Calling Immigration, Refugees and Citizenship Canada (IRCC)

Activity 1 Reading a PR Card

Key Vocabulary

permanent resident	PR card
passport	identity
expiration date	validity
photo	signature
issued	renewed

How to Run this Activity

- 1 Show a sample PR card (anonymized or mock) and identify all information: name, date of birth, PR card number, photo, expiration date.
- 2 Explain what a PR card proves: you are a permanent resident and can live, work, and study in Canada.
- 3 Discuss why it is important: needed for employment, travel outside Canada, accessing benefits, and proof of status.
- 4 Have learners discuss plans for card renewal before expiration (usually valid for 5 years).

Try it!

- ▶ *My PR card expires on _____.*
- ▶ *I was issued a PR card on _____.*
- ▶ *A PR card number is _____.*
- ▶ *I need a PR card to _____ (travel/work/open a bank account).*

Facilitator tip: *Emphasize that a PR card is not the same as a passport. Permanent residents need both. Explain renewal timelines early so learners do not risk losing status.*

Activity 2 Sorting Immigration Documents

Key Vocabulary

visa	permit
passport	travel document
birth certificate	police certificate
medical exam	credential evaluation
document	certification

How to Run this Activity

- 1 Create a list of documents needed for different immigration processes: PR application, work permit, study permit, citizenship application.
- 2 Discuss what each document is used for: passport = travel/identity, visa = permission to enter, medical exam = health clearance, etc.
- 3 Sort documents into categories: personal identification, legal documents, medical documents, credentials.
- 4 Explain where to obtain/update documents: government offices, notary public, translation services, professional credential evaluators.

Try it!

- ▶ A _____ shows your identity and allows you to travel.
- ▶ A _____ gives you permission to work in Canada.
- ▶ I need a _____ evaluation for my foreign diploma.
- ▶ A _____ is a legal document that proves you were born in a country.

Facilitator tip: Provide a handout listing government offices and websites by province where learners can verify which documents they need for their specific situation.

Activity 3 Role-Playing at Service Canada

Key Vocabulary

Service Canada	service center
appointment	walk-in
application	status
documents	support
SIN	employment

How to Run this Activity

- 1 Teach key phrases: "I would like to apply for a SIN," "I need to update my address," "Can you check my application status?"
- 2 Explain what Service Canada does: issues SIN numbers, manages social programs, provides employment support, processes benefit applications.
- 3 Role-play: one learner is the Service Canada agent, one is the client. Provide scenario cards (e.g., "Apply for SIN," "Get an employment letter").
- 4 Practice explaining your situation and providing required documents (ID, proof of residence, etc.).

Try it!

- ▶ *Good morning, I am here to apply for a _____.*
- ▶ *I need a SIN number for work.*
- ▶ *Can you help me apply for _____ (benefits/programs)?*
- ▶ *Here are my documents: my passport and proof of residence.*

Facilitator tip: *Visiting Service Canada in person can feel overwhelming. Prepare learners by reviewing the specific service they need and having them practice requesting help clearly.*

Activity 4 Understanding the Citizenship Test

Key Vocabulary

citizenship	citizen
oath	ceremony
Canadian history	government
rights	responsibilities
test	pass/fail

How to Run this Activity

- 1 Explain citizenship requirements: permanent residency for 3 years, knowledge of English/French, understanding of Canada.
- 2 Introduce the citizenship test: 20 multiple-choice questions about Canadian history, government, rights, and responsibilities.
- 3 Provide sample questions and study resources (IRCC study guide available online, often free).
- 4 Quiz learners on sample questions and discuss answers; emphasize that the test is not difficult if you prepare.

Try it!

- ▶ *The capital of Canada is _____.*
- ▶ *Canada became independent on _____.*
- ▶ *A Canadian citizen has the right to _____ and the responsibility to _____.*
- ▶ *Before becoming a citizen, I must be a permanent resident for _____ years.*
- ▶ *The official languages of Canada are _____ and _____.*

Facilitator tip: *Many learners are anxious about the citizenship test. Assure them that the test is fair and that study resources are free and widely available in libraries.*

Activity 5 Calling Immigration, Refugees and Citizenship Canada (IRCC)

Key Vocabulary

IRCC	immigration
hotline	application
status	inquiry
processing time	decision
contact	information

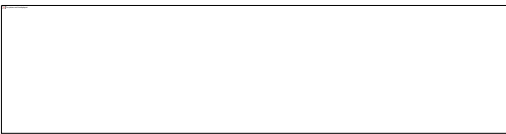
How to Run this Activity

- 1 Teach the IRCC phone number and website (1-888-242-2342 for most inquiries; website: canada.ca/ircc).
- 2 Explain what IRCC handles: PR applications, spousal sponsorship, permanent resident cards, citizenship applications, work permits.
- 3 Practice the phone script: "Hello, I am calling to check the status of my application number ____." or "I have a question about my PR card."
- 4 Discuss how to prepare before calling: have your application number, name, date of birth, and specific question ready.

Try it!

- ▶ *I am calling to check my application status.*
- ▶ *My application number is _____.*
- ▶ *I applied on _____, and I have not received a decision yet.*
- ▶ *Can you tell me the processing time for my application?*

Facilitator tip: *IRCC phone lines are busy. Encourage learners to check their online account (if they have one) or use the online inquiry form first. This often resolves questions faster.*



School & Children

Canadian English for Newcomers

Conversation Class — Activity Handouts

1	What's in the Backpack? — Show & Tell Game
2	Enrollment Role-Play
3	Fill Out the Form
4	School Events Calendar
5	Who Do I Call? — Sorting Game & Phone Script

Activity 1 What's in the Backpack?

KEY VOCABULARY

school supplies	backpack
lunch box	water bottle
indoor shoes	outdoor shoes
pencil case	binder
glue stick	scissors

HOW TO RUN THIS ACTIVITY

- 1 Before class: pack a backpack with real items (or large pictures) matching the vocabulary above. Include two pairs of shoes or shoe pictures labelled “indoor” and “outdoor”.
- 2 Pull items out one at a time. Hold each one up and ask: “What is this?” Give learners time to answer before supplying the word.
- 3 Once all items are named, put them back. Learners take turns pulling out an item, naming it, and using it in a sentence (see prompts below).
- 4 Extension: ask learners to add one more item they think their child needs for school that day.

Try it!

- ▶ *My child needs a _____ for school.*
- ▶ *Is a _____ on the school supply list?*
- ▶ *This school is nut-free. My son has a peanut allergy.*

Facilitator tip: If real items aren't available, print and laminate picture cards — they work just as well and are easy to store.

Activity 2 Enrollment Role-Play

KEY VOCABULARY

registration	birth certificate
proof of address	immunization records
guardian	emergency contact
home language	special needs
school bus	walking distance

HOW TO RUN THIS ACTIVITY

- 1 Divide learners into pairs. One person plays the school secretary, the other plays a newcomer parent trying to enroll their child.
- 2 Hand out the cue cards below (or write them on the board). Each person uses their prompts to guide the conversation.
- 3 After 3–4 minutes, switch roles so everyone practices both sides.
- 4 Bring the group together: what words were confusing? What questions were hard to answer?

Parent says...

- What documents do I need?
- Is there a waiting list?
- Can I tour the school?
- Do you have bus service?
- My child speaks limited English.
- When can I register?

Secretary says...

- Do you have a birth certificate?
- I need proof of address.
- Are your child's immunization records up to date?
- Is there an emergency contact?
- What is your child's home language?
- Does your child have any special needs?

Facilitator tip: Encourage learners to answer even if they're not sure of the exact words — communication matters more than accuracy at this stage.

Activity 3 Fill Out the Form

KEY VOCABULARY

registration	guardian
emergency contact	home language
special needs	school bus
walking distance	immunization records
proof of address	birth certificate

HOW TO RUN THIS ACTIVITY

1

Each learner receives a copy of this handout. They fill in the registration form below for an imaginary child (not their own).

2

As a group, go through each field. Ask: “What does this word mean?” “Have you seen this word on a real form?”

3

Pairs share their forms and compare answers. Discuss: what counts as “proof of address”? What documents might you bring?

Sample School Registration Form

Child’s full name	
Date of birth	
Grade level	
Guardian name	
Emergency contact	
Home language	
Special needs	
Getting to school	

Try it!

- ▶ *What documents do I need for registration?*
- ▶ *My child’s home language is _____.*
- ▶ *Is there a school bus, or is it walking distance?*

Activity 4 School Events Calendar

KEY VOCABULARY

field trip	permission slip
school assembly	sports day
winter concert	bake sale
book fair	fundraiser
school council	library
gym class	art class
music class	school picture day
volunteer	parent volunteer

HOW TO RUN THIS ACTIVITY

- 1 Give each learner a copy of the blank calendar below.
- 2 The librarian reads out 8–10 school events with made-up dates (e.g., “School picture day is next Tuesday”). Learners write each event in the correct day’s box.
- 3 After filling in the calendar, pairs compare. Discuss: “What is a permission slip?” “What is a bake sale?”
- 4 Extension: learners say one sentence about each event using “My child has…” or “I need to…”

This Month at School

Monday	Tuesday	Wednesday	Thursday	Friday

Try it!

- ▶ *School picture day is next _____.*
- ▶ *My child needs a permission slip for the field trip.*
- ▶ *Can I volunteer at the book fair?*

Activity 5 Who Do I Call?

KEY VOCABULARY

teacher	principal
vice-principal	secretary
report card	parent-teacher interview
school newsletter	homework
attendance	phone call

SCHOOL STAFF CARDS

Teacher <i>Homework, report cards, classroom behavior</i>	Principal <i>School policies, serious concerns, tours</i>	Vice-Principal <i>Student behavior, discipline, support</i>	Secretary <i>Attendance, messages, registration, info</i>
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HOW TO RUN THIS ACTIVITY

- 1 Review the four staff roles above as a group. Make sure everyone understands what each person does.
- 2 Cover the “Who?” column below. Read each situation aloud and have learners call out which staff member they would contact.
- 3 Reveal the answers. Discuss any disagreements — sometimes more than one answer is correct!
- 4 Pairs choose 2–3 situations and practice saying them as a full phone call: “Hello, this is [name]. I am calling because...”

Situation	Who?
My child is sick today.	Secretary
He will be absent tomorrow.	Secretary
I would like to speak with the teacher.	Teacher
I left a message at the school office.	Secretary
Who should I contact about attendance?	Secretary
Can I talk to the school principal?	Principal

I have a question about the report card.	Teacher
My child is struggling with reading.	Teacher
I want to volunteer in the classroom.	Teacher / Secretary
How can we support him at home?	Teacher

Try it!

- ▶ *Hello, this is [name]. My child is sick today.*
- ▶ *I would like to speak with the teacher about the report card.*
- ▶ *Who should I contact about attendance?*

Recreation and Leisure

Canadian English for Newcomers

Conversation Class — Activity Handouts

- 1 Reading a Recreation Centre Schedule
- 2 Signing Up for a Program: Form-Filling
- 3 Role-Play: Asking About Programs
- 4 Understanding Free vs. Paid Activities
- 5 Planning a Weekend

Activity 1 Reading a Recreation Centre Schedule

Key Vocabulary

schedule	hours
drop-in	registered
fitness	swimming
class	program
session	time slot
availability	full

How to Run this Activity

- 1 Display a sample recreation centre schedule or program guide showing various activities, times, days, and fees. Ask learners to identify activities they recognize or are interested in.
- 2 Teach learners how to read the schedule: find the activity, check the day and time, note if registration is required or if it's drop-in, and identify the fee.
- 3 Have learners locate specific activities: "Find the swimming class on Tuesday," "When is drop-in basketball?" "How much does the yoga class cost?"
- 4 Discuss the difference between drop-in (no registration needed, pay per visit) and registered programs (must sign up in advance, usually requires payment before the session).

Try it!

- ▶ The _____ shows that _____ class is on Wednesday from 7:00 to 8:00 PM.
- ▶ This is a _____ program, so I need to _____ before the first session. The _____ is \$60 for eight weeks.
- ▶ The _____ schedule says drop-in volleyball is available on Monday, Wednesday, and Friday. It's _____ to register.

Facilitator tip: Bring a real recreation centre program guide or schedule from your local community centre. Have learners highlight programs they would like to try and discuss scheduling conflicts and fees.

Activity 2 Signing Up for a Program: Form-Filling

Key Vocabulary

form	registration
participant	age group
contact information	emergency contact
fees	payment method
signature	consent
waiver	agreement

How to Run this Activity

- 1 Show a realistic recreation program registration form and identify each section: name, date of birth, contact information, program choice, payment information, and consent/waiver.
- 2 Read through the form together, explaining what each section means and why the information is requested. Discuss terms like "waiver" and "emergency contact."
- 3 Have learners complete a sample form (blank or with hypothetical information). Practice writing dates, phone numbers, and addresses in the correct format for Canadian forms.
- 4 Discuss payment methods (cash, debit, credit card, online) and how to submit the form. Explain any questions they should ask before signing.

Try it!

- ▶ I need to fill out this _____ to join the fitness program. First, I'll write my _____ and _____ of birth.
- ▶ My _____ contact is my sister at 647-555-0123. I listed her in case of an _____.
- ▶ I agreed to the _____ and signed at the bottom of the _____.

Facilitator tip: Use an actual program registration form from your recreation centre. Many have liability waivers that learners need to understand. Have someone from the centre explain what information they collect and why.

Activity 3 Role-Play: Asking About Programs

Key Vocabulary

program	class
interested	available
schedule	duration
level	beginner
cost	fee
registration	deadline

How to Run this Activity

- 1 Teach common phrases for asking about programs: "I'm interested in...", "Is this class for beginners?," "What days does it run?," "How much does it cost?"
- 2 Demonstrate a conversation between a person asking about a program and a staff member at a recreation centre. Model natural responses and follow-up questions.
- 3 Assign roles: one learner is the recreation centre staff, the other is looking for a program. Provide cards with program information and learner preferences.
- 4 Have learners practice different scenarios: looking for a kids' program, an adult fitness class, a beginner level activity, etc. Switch roles and repeat.

Try it!

- ▶ I'm _____ in the swimming _____. Is it for _____ or advanced swimmers?
- ▶ What's the _____ for the dance class? Does it start _____ or _____?
- ▶ I'd like to _____ for the basketball program. What's the _____ to register?

Facilitator tip: Invite a staff member from your local recreation centre to participate in role-plays or answer learners' questions. This makes the activity authentic and builds confidence for real interactions.

Activity 4 Understanding Free vs. Paid Activities

Key Vocabulary

free	fee
membership	pass
included	additional cost
donation	discount
budget	afford
community	public

How to Run this Activity

- 1 Discuss what activities are free in Canada and which require payment. Free activities often include: parks, trails, libraries, some community events. Paid activities include: fitness classes, swimming lessons, sports programs, special workshops.
- 2 Show examples of free and paid activities in your community. Discuss how to find free events (library website, city recreation guide, community boards).
- 3 Have learners identify which activities they would like to do and estimate the costs. Create a monthly budget for recreation based on different income levels.
- 4 Discuss ways to access paid activities affordably: family passes, drop-in rates, discount days, scholarships, or community grants.

Try it!

- ▶ The park and _____ are _____ activities. I don't need to pay a _____ to go there.
- ▶ The fitness class has a _____ of \$100 per month, but the drop-in _____ is just \$5 per _____.
- ▶ I have a library _____, so I can borrow books and attend free events. I don't need to pay any _____.

Facilitator tip: Provide a list of free activities and community resources in your area. Help learners understand that many communities offer subsidized or free programs for low-income residents; explain how to apply.

Activity 5 Planning a Weekend

Key Vocabulary

plan	schedule
activity	event
weather	outdoor
transportation	location
time management	duration
preference	interest

How to Run this Activity

- 1 Discuss what makes a good weekend plan: choosing activities you enjoy, checking the weather, considering transportation, and allowing enough time for each activity.
- 2 Show various weekend options: park visits, recreation centre activities, libraries, community events, museums, restaurants, etc. Have learners identify what interests them.
- 3 Have learners plan a hypothetical weekend including: wake-up time, breakfast, first activity, lunch, second activity, dinner plans, and bedtime. Practice saying their plans aloud using time expressions.
- 4 Create a scenario: learners have a guest visiting and must plan weekend activities. They must consider the guest's interests, weather, distances between locations, and costs.

Try it!

- ▶ This Saturday, I _____ to go to the _____. On Sunday, I want to _____ at the recreation _____.
- ▶ The _____ forecast says it will be sunny, so I can _____ outdoor activities like hiking on the _____.
- ▶ I'll plan my _____ starting at 9:00 AM with breakfast, then a 2-hour activity, then _____. That gives me time for a nice _____.

Facilitator tip: Use a real weekend events guide from your city or library. Have learners choose actual events happening in your community and create a realistic weekend plan, including checking transit times and costs.

Travel and Vacations

Canadian English for Newcomers

Conversation Class — Activity Handouts

1 Reading a Train or Bus Schedule

2 Planning a Trip with Budgeting

3 Role-Playing at a Hotel

4 Understanding Travel Documents

5 Booking a Ticket by Phone

Activity 1 Reading a Train or Bus Schedule

Key Vocabulary

departure	arrival
station	stop
schedule	timetable

How to Run this Activity

- 1 Display a GO Transit, VIA Rail, or regional bus schedule on the board.
- 2 Identify columns: departure time, arrival time, stops, duration, cost.
- 3 Ask questions: "If I need to arrive at 9 AM, which bus should I take?" or "How long is the journey?"
- 4 Practice reading times in 24-hour format (14:30 = 2:30 PM) and converting to 12-hour time learners may know.

Try it!

- ▶ The 7:15 AM bus will _____ from the station and _____ at downtown at 8:45 AM.
- ▶ I need to check the _____ to see which train fits my schedule.
- ▶ This route makes five _____ before the final _____; the total _____ is 2 hours 30 minutes.

Facilitator tip: In Canada, many transit systems have apps and real-time tracking; teach learners to use technology alongside printed schedules.

Activity 2 Planning a Trip with Budgeting

Key Vocabulary

budget	cost
accommodation	lodging
itinerary	plan

How to Run this Activity

- 1 Choose a realistic Canadian destination (Niagara Falls, Vancouver, Toronto, a provincial park).
- 2 List trip expenses: transportation, lodging, meals, activities, insurance, souvenirs.
- 3 Provide sample costs and learners estimate a weekly budget for two people.
- 4 Compare budget vs. luxury options: hostel vs. hotel, cooking vs. eating out, free activities vs. paid attractions.

Try it!

- ▶ A _____ to Banff might include flights, a _____ for 3 nights, and money for food and activities.
- ▶ I made a _____ that shows what I will do each day and how much money I will spend.
- ▶ The total _____ for our family vacation is \$3,000, so I need to save about \$300 per month.

Facilitator tip: Discuss seasonal pricing in Canada: summer and ski season are more expensive; shoulder seasons offer better value.

Activity 3 Role-Playing at a Hotel

Key Vocabulary

reservation	booking
check-in	check-out
room	suite

How to Run this Activity

- 1 Set up a simple hotel front desk with a bell, registration book, and sample room key.
- 2 Assign roles: receptionist and guest. Provide guest with a reservation confirmation or check-in card.
- 3 Receptionist asks: "Name please?" "How many nights?" "Do you have a reservation?" Guest responds and signs forms.
- 4 Extend scenario: guest asks about breakfast time, wi-fi password, laundry service, restaurant hours.

Try it!

- ▶ Guest: "Hi, I have a _____ for a room from March 15 to 18." Receptionist: "Let me look that up for _____."
- ▶ Receptionist: "_____ in is at 3 PM and _____ out is at 11 AM. Here is your room key."
- ▶ Guest: "What time is breakfast, and is the _____ password included in my _____?"

Facilitator tip: Teach guests their rights: clarify pricing (taxes included?), cancellation policy, check-in delays. Honesty saves conflicts.

Activity 4 Understanding Travel Documents

Key Vocabulary

passport	visa
identification	document
expiry	validity

How to Run this Activity

- 1 Show images of a Canadian passport, travel insurance certificate, and flight boarding pass.
- 2 Explain what each document is for: passport (cross border), visa (permission to enter other countries), insurance (medical emergencies abroad).
- 3 Discuss validity: "How do you know if your passport is still valid?" (Check the expiry date.)
- 4 Roleplay: border officer asks, "Do you have your passport and return ticket?" Learner responds appropriately.

Try it!

- ▶ Before I travel to the USA, I need to check that my _____ is valid and not _____.
- ▶ Some countries require a _____ before you can enter; you apply at the _____ office in advance.
- ▶ I should always bring my _____ and travel _____ when I cross the border, along with my flight _____.

Facilitator tip: Advise learners to photocopy important documents and keep copies in a separate place; also email themselves copies for easy access.

Activity 5 Booking a Ticket by Phone

Key Vocabulary

booking	reservation
confirmation	number
payment	credit

How to Run this Activity

- 1 Script a phone booking call: learner calls an airline or train company to reserve a ticket.
- 2 Receptionist asks: destination, dates, passenger name, contact number, and payment method.
- 3 Learner provides clear information: dates in full format, spells out name, and confirms a confirmation number at the end.
- 4 Practice listening for confirmation: "Did I get that right? So that's Toronto to Vancouver on April 5, returning April 12. Correct?"

Try it!

- ▶ Agent: "I have your _____ from Toronto to Vancouver. Your _____ number is T4X9Z2. Can you confirm that?"
- ▶ Caller: "Yes, I would like to _____ a ticket using my _____ card. The expiry date is 12/2027."
- ▶ Agent: "Your _____ will be sent to your email at _____. Is that the address we have on file?"

Facilitator tip: Phone interactions are stressful for language learners; practice with a script first, then gradually remove script support for confidence building.

Technology and Internet

Canadian English for Newcomers

Conversation Class — Activity Handouts

- 1 Reading Wi-Fi Password Notices
- 2 Role-Playing a Tech Support Call
- 3 Understanding Email Vocabulary
- 4 Safe Internet Basics
- 5 Filling in an Online Form

Activity 1 Reading Wi-Fi Password Notices

Key Vocabulary

username	password
wi-fi	network
connect	access

How to Run this Activity

- 1 Display a typical Canadian library or café wi-fi notice (with password) on the board or projector.
- 2 Read aloud together: network name, password, login instructions, and any usage policies.
- 3 Teach the difference between username (often email address) and password (secret code).
- 4 Have pairs practice: one reads the notice aloud while the other writes down the network name and password correctly.

Try it!

- ▶ The _____ name is "PublicLibrary" and the _____ is "Learn2026".
- ▶ To _____ to the wi-fi, I open Settings and select the network, then enter the _____.
- ▶ Do not share your _____ with people you don't trust, because they can use your _____.

Facilitator tip: *Emphasize security: remind learners never to share passwords or use public wi-fi for sensitive tasks like online banking.*

Activity 2 Role-Playing a Tech Support Call

Key Vocabulary

support	help
account	problem
reset	update

How to Run this Activity

- 1 Assign roles: tech support agent and customer with a problem (e.g., "I forgot my password" or "My email won't open").
- 2 Provide the customer with a script card describing their problem in simple English.
- 3 Tech agent asks clarifying questions: "What device are you using?" "When did this start?" "Have you tried restarting?"
- 4 Practice polite ways to ask for help: "Could you help me with...?" and accepting instructions: "Okay, I will try that."

Try it!

- ▶ *Customer: "I can't _____ to my email. Can you _____ me?" Support: "Of course. Let's try to _____ your password."*
- ▶ *Support: "Have you _____ your computer? Sometimes that fixes the _____."*
- ▶ *Customer: "I did, but it still doesn't _____. What should I do _____?"*

Facilitator tip: Many tech support lines have recorded messages or long waits; teach patience and persistence in troubleshooting.

Activity 3 Understanding Email Vocabulary

Key Vocabulary

email	attachment
inbox	send
reply	forward

How to Run this Activity

- 1 Open an example email (blank or with sample content) and label key parts: To, From, Subject, Body, Attachment.
- 2 Explain actions: sending, replying to one person, replying to all, forwarding, adding attachments.
- 3 Model writing a professional email: greeting, clear subject, brief message, and polite closing.
- 4 Learners draft a simple email responding to an appointment reminder or invitation using a template.

Try it!

- ▶ I received an _____ with a document attached. I can _____ the file or _____ the email to my boss.
- ▶ To answer an email, I click _____ or _____ all if many people need to see my response.
- ▶ A good email _____ should be short and clear, like "Doctor Appointment Reminder" or "Meeting Next Tuesday."

Facilitator tip: Show the difference between professional email (for work, doctor, landlord) and casual email (for friends); tone matters.

Activity 4 Safe Internet Basics

Key Vocabulary

privacy	security
password	personal
phishing	scam

How to Run this Activity

- 1 Discuss what personal information should never be shared online: passwords, credit card numbers, social insurance numbers.
- 2 Show examples of phishing emails and explain red flags: "Click here NOW" urgency, suspicious sender, requests for passwords.
- 3 Teach password safety: use strong passwords (mix of letters, numbers, symbols), never write them on sticky notes, use different passwords for different sites.
- 4 Role-play: "A website asks for your social insurance number. What do you do?" (Answer: close the website and never enter that info.)

Try it!

- ▶ A good _____ has uppercase letters, numbers, and symbols. Never give your _____ to anyone, even online friends.
- ▶ If an email asks you to _____ your banking details urgently, it is probably a _____, and you should delete it.
- ▶ Your _____ information (address, phone number, birth date) should only go on trusted, secure _____.

Facilitator tip: Many newcomers may be less familiar with online scams; frame security tips positively as protecting their identity and money.

Activity 5 Filling in an Online Form

Key Vocabulary

form	field
required	optional
submit	confirm

How to Run this Activity

- 1 Choose a simple, real-world form (library card registration, appointment booking, online purchase).
- 2 Model filling it in step by step: read labels, type information into the right boxes, check boxes or select from dropdowns.
- 3 Point out asterisks (*) or "required" labels indicating mandatory fields.
- 4 Have learners fill in a practice form and discuss common errors: wrong date format, leaving required fields blank, typos in email.

Try it!

- ▶ Fields marked with * are _____, so I must fill them in before I click _____.
- ▶ When the form asks for my date of birth, I should enter it in the correct _____ (for example, YYYY-MM-DD or MM/DD/YYYY).
- ▶ After I _____ the form, I usually get a _____ message saying "Your form was sent successfully."

Facilitator tip: Practice with common Canadian forms: library account, doctor registration, government services. Learners feel more confident when forms are familiar.

Attending a Party

Canadian English for Newcomers

Conversation Class — Activity Handouts

- 1 Reading and Understanding an Invitation
- 2 Role-Play: Arrival and Introductions
- 3 Planning What to Bring (Potluck Culture)
- 4 Party Customs and Etiquette Matching Game
- 5 Sending an RSVP Response

Activity 1 Reading and Understanding an Invitation

Key Vocabulary

invitation	RSVP
host	guest
date	time
address	location
casual	formal dress

How to Run this Activity

- 1 Display a real party invitation (digital or printed). Highlight key information: who, what, when, where, RSVP details, and dress code.
- 2 Ask learners: "What time should you arrive?" "What should you wear?" "How do you tell the host you're coming?" Let them point out answers on the invitation.
- 3 Discuss RSVP customs: In Canada, "RSVP by [date]" means you must respond (usually by phone, email, or text) to let the host know if you're coming. Explain that not responding is considered impolite.
- 4 Review common Canadian party dress codes: "Casual" means jeans and a shirt; "Business casual" means nice pants/skirt and a blouse; "Formal" means a suit or dress. Use pictures to show examples.

Try it!

- ▶ Look at a pretend invitation. The date is June 15 and the dress code says "casual." Tell your partner: "I should go to the party on _____ and wear _____ clothes."
- ▶ Practice saying: "The RSVP date is _____, so I need to call by _____."
- ▶ Ask your partner: "What time does the party start, and what should I bring?"

Facilitator tip: RSVP is very important in Canadian culture. Emphasize that if you say yes, you must go (or call to cancel). Explain that showing up late or not showing up at all is disrespectful to the host. This is a significant cultural norm for many newcomers to learn.

Activity 2 Role-Play: Arrival and Introductions

Key Vocabulary

introduce	acquaintance
nice to meet you	How do you know the host?
friend	coworker
small talk	conversation
excuse me	pardon

How to Run this Activity

- 1 Set up a pretend party space with a few chairs and snacks. One person is the host, others are arriving guests. The host greets guests at the door: "Hello! Welcome! Here, let me take your coat."
- 2 Teach key phrases: "Hi, I'm [name]," "Nice to meet you," "How do you know [host's name]?" and "This is my friend/coworker/sister."
- 3 Practice making introductions: "This is Sarah, we work together." Or: "Have you met David?" Then Sarah and David shake hands and exchange a few words.
- 4 Rotate so everyone practices both arriving and introducing themselves. Emphasize smiling, making eye contact, and asking the other person questions (shows genuine interest).

Try it!

- ▶ Practice the greeting: "Hi, nice to meet you! How do you know _____?"
- ▶ Introduce two people: "This is my _____ [friend/coworker/neighbor]. We met _____."
- ▶ Ask a question to keep the conversation going: "What do you _____ in your free time?" or "How long have you lived in _____?"

Facilitator tip: Canadians are generally friendly but often need a "reason" to talk (work, neighborhood, friend in common). Help learners ask open-ended questions ("What brought you to Canada?") rather than yes/no questions. This keeps conversations flowing naturally.

Activity 3 Planning What to Bring (Potluck Culture)

Key Vocabulary

potluck	bring a dish
host	contribute
dessert	appetizer
homemade	store-bought
main course	side dish

How to Run this Activity

- 1 Explain Canadian potluck culture: the host provides drinks and tableware; guests each bring a dish (often a main, side, or dessert). This is very common for casual parties.
- 2 Show a "What Should I Bring?" chart: host asks "Can you bring dessert?" or "Would a vegetable dish work?" Discuss how to respond: "Yes, I can bring _____," or "What do you need help with?"
- 3 Provide a list of easy potluck items (salad, cookies, fruit, cheese and crackers) and ask: "Which would you feel comfortable bringing?" Let learners share their favorite dishes from home.
- 4 Have learners role-play the conversation: Host (phone call or text): "Hi! Can you bring something to my party?" Guest: "Sure! What would help? I could bring _____." Ensure learners know it's okay to ask for suggestions.

Try it!

- ▶ *The host asks: "Can you bring dessert?" You respond: "Sure! Should I bring something _____ or store-bought?"*
- ▶ *Tell your partner: "I could bring a _____ dish from my country. It has _____ in it."*
- ▶ *Ask the host: "What time should I _____, and where should I put the _____?"*

Facilitator tip: *In some cultures, bringing a dish to someone's home is seen as insulting (implying they can't feed everyone). Explain that in Canada, potlucks are a community effort and an expectation. This removes pressure on the host and is seen as generous, not critical.*

Activity 4 Party Customs and Etiquette Matching Game

Key Vocabulary

thank you card	appreciate
gift	host/hostess
toast	cheer
shoes	remove
punctuality	arrive

How to Run this Activity

- 1 Prepare cards with Canadian party customs and etiquette rules. Example: "Arrive 5–10 minutes late (not early)," "Bring a small gift (wine, flowers, chocolate)," "Take off your shoes if you see others did," "Offer to help clean up."
- 2 Read each card aloud and discuss: "Why do you think Canadians do this?" Let learners share how parties are different in their home countries. Accept all answers—cultural practices vary widely.
- 3 Play a matching game: "Match the situation to the correct action." Example: "Your friend cooked dinner → Say thank you and offer to help with dishes."
- 4 Emphasize flexibility: "These are general customs, not strict rules. If you're unsure, watch what others do, or politely ask the host."

Try it!

- ▶ You arrive at a party. Do you take off your shoes? You look around and others have removed theirs. You decide to _____.
- ▶ Practice saying: "Thank you so much for _____. The food was _____."
- ▶ At the end of a party, offer: "Can I help you _____ the dishes?" or "Should I take out the _____?"

Facilitator tip: Party customs are deeply cultural and often unwritten. Reassure learners that minor mistakes are forgiven; Canadians are generally understanding with newcomers. The key is showing genuine appreciation and effort. Encourage them to observe, ask politely, and relax—most parties are informal and forgiving.

Activity 5 Sending an RSVP Response

Key Vocabulary

confirm	attendance
regret	decline
appreciate	invitation
text	email
phone call	message

How to Run this Activity

- 1 Show three RSVP response examples: (1) accepting by phone, (2) declining politely by email, (3) confirming via text. Read them aloud and highlight key phrases.
- 2 Discuss timing: RSVP should be given by the date on the invitation, usually 1–2 weeks before the event. Late responses are disruptive (host needs to plan food/seating).
- 3 Teach how to decline kindly: "Thank you so much for the invitation. I'm sorry, but I can't make it [reason]. I really appreciate you thinking of me. I hope to see you soon!"
- 4 Have learners practice writing or saying their own RSVP (accepting or declining). Provide sentence starters and let them fill in details. Share examples aloud for feedback.

Try it!

- ▶ Write or say: "Thank you for the _____. I'd love to come on _____ at _____."
- ▶ If you can't go, practice: "Thank you for the invitation, but I can't _____ because _____. I'm _____."
- ▶ Confirm your dish: "I'll bring _____ for the party. See you on _____!"

Facilitator tip: Some learners may feel it's awkward or impolite to decline. Normalize this: it's actually more polite to respond no early than to say yes and not show up. An honest decline with a kind message strengthens relationships. Provide templates they can adapt and send without anxiety.