



2026 CENSUS

Adult Education Kit



Statistics
Canada

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Canada

Canada 

The 2021 Census Adult Education Kit has been developed for use in adult literacy and English- or French-as-a-second-language (ESL or FSL) classes across the country. All activities are classroom ready.

The kit is designed to help respondents whose mother tongue is not English or French understand and complete the 2026 Census. Census activities give adult learners an opportunity to practise official language skills and help them gain a new perspective on their community while learning about the benefits of the census.

This kit is designed to

- provide you with ready-to-use activities to teach your students important vocabulary in a fun and dynamic way
- help prepare students for the census process so that they will know what to expect, what to do and when to do it
- help your students relate to an important part of our Canadian heritage and gain a new perspective on their community.

If you have questions or comments about the 2026 Census Teacher's Kit, please contact [Census Communications](#).

Note: A separate [2026 Census Teacher's Kit](#) is available for educators who teach elementary, intermediate and secondary classes.

Planning

The best time to incorporate the Adult Education Kit into your curriculum is early April into May 2026. This will coincide with Statistics Canada's national census awareness campaign and with the arrival of census information in households across Canada. Instructors are also encouraged to use census activities, concepts and statistics obtained from the census process in ongoing studies.

Specific learning objectives are highlighted for each activity, based on Canadian Language Benchmarks. Where possible, essential employment skills, such as communicating orally, finding information and working collaboratively, are incorporated into the activities.

Note: these activities are intended as a suggestion or a source of inspiration; educators should feel free to adapt activities to their program and student needs.

Each activity plan includes the following:

- **Level:** the target audience based on the nature of the activity
- **Time:** an estimate of how long the activity should take to complete with a group of students. Educators are encouraged to add or omit sections of the lesson to meet their classroom needs.
- **Language focus:** the aspects of language learning that will be exercised in the activity.
- **Lesson overview:** a short paragraph outlining what the students will be doing in the activity.
- **Learning objectives:** a set of language learning goals in the areas of listening, speaking, reading and writing, and more general skills.
- **Materials needed:** a list of general classroom supplies, online resources and handouts to support each activity.
- **Lesson procedure:** a set of step-by-step directions for teachers.
- **Adaptations and differentiation:** a short list of simplification, extension, and support strategies to help teachers accommodate a range of student needs.
- **Extension ideas:** a short list of extension activities to further investigate or apply census concepts in the classroom after the main activity has been completed.
- **Teacher tips:** Context or references for teachers to aid them in leading the activity.

Quick census facts

What is the census?

The Census of Population helps paint a statistical portrait of Canada's diverse population and the places where we live by collecting demographic, social and economic information from households across Canada. Almost every country in the world conducts a census on a regular basis.

The Census of Population collects information, in five-year intervals, on every person living in Canada, with some exceptions. For more details, refer to the section "Who will be included in the census?"

The Census of Agriculture is conducted every five years, at the same time as the Census of Population. The Census of Agriculture collects information on every agricultural operation in Canada. It provides a comprehensive profile of the physical, economic, social and environmental characteristics of Canada's agriculture industry.

When will the next census be held?

The next census will take place in May 2026 throughout the country, except for select Northern and remote communities where collection begins in February 2026.

How can I complete the questionnaire?

Most households will receive a letter in the mail or hand-delivered by a census employee, that invites them to complete the census questionnaire online.

Completing the questionnaire online helps to improve data quality, saves time for respondents and reduces paper waste. Instructions on other methods of completion, for those unable to complete their census online, are outlined in the census invitation letter.

Why conduct the census?

The census collects important information that is used for making informed decisions. Census information is used to plan services that support employment, schools, public transportation and hospitals.

It is the primary source of sociodemographic data for specific population groups, such as lone-parent families, Indigenous peoples, immigrants, seniors and language groups.

According to the [Statistics Act](#), a census must be conducted **every five years**, and **every household** in Canada must participate.

Privacy and confidentiality

In Canada, great care is taken to ensure that information collected in the census is clearly in the public interest and cannot be obtained effectively from other sources.

Statistics Canada places the highest priority on maintaining the confidentiality of individual questionnaires. Stringent instructions and procedures have been implemented to ensure that confidentiality is maintained at all times. For instance, census data are processed and stored on a highly restricted internal network and cannot be accessed by anyone who has not taken an oath of secrecy.

Who will be included in the census?

Canadian citizens, landed immigrants (permanent residents), people who have claimed refugee status (asylum seekers), and people from another country with a work or study permit and family members living here with them are included in the census.

Who uses census data?

All levels of governments, Indigenous leadership, businesses, associations, community organizations and many others use census data. The following are some examples:

- Demographic data from the census are used to produce population estimates. In turn, these population estimates are used to determine representation in Parliament, to calculate transfer payments between levels of government and to support various government programs across the country.
- Government departments use census data to determine population age trends to estimate future demand for child tax benefits and Old Age Security pensions.
- Indigenous leadership uses census information on Indigenous languages to assess the need for services in traditional languages and to create programs to support the learning and growth of these languages in their community.
- Communities use census information on population growth and movement to plan services such as schools, daycares, police services and fire protection services.
- Town planners, social welfare workers and other government agencies use census information on families.
- Life insurance companies base their premium tables on census age data.
- Businesses determine new factory, store and office locations based largely on the size and distribution of the population in different areas, which are determined through census data.

- Manufacturers of household and farm equipment use census data in determining the best market locations for their products. They can also assess the benefits of developing specific products by knowing the characteristics of the population in particular areas.

Resources

- The [Census of Agriculture page](#) on the Statistics Canada website provides information on past Census of Agricultures as well as the upcoming 2026 Census of Agriculture.
- [A brief history of the Canadian census](#) is a Statistics Canada resource on the history of the census from the first one conducted in North America 1666 to our most recent one in 2021. It also has information regarding how historical census records can be obtained.
- [Library and Archives Canada collections databases](#) contain information provided by Library and Archives Canada. Educators can search and access images, videos, articles, statistics and other featured resources about Canada and its history.
- [Statistics Canada's data repository](#) is an online socioeconomic database of statistics obtained through various Canadian surveys and census questionnaires. Statistics Canada encourages people to download and reuse its data.
- [The Census of Agriculture survey page](#) is an online resource for both general and specific information about the Census of Agriculture, including archived versions of census questionnaires and data from previous years.
- [The Census of Population survey page](#) is an online resource for both general and specific information about the Census of Population, including data sources, methods used by the census and archived versions of census questionnaires.
- [The Indigenous Liaison Program](#) serves as a bridge between Statistics Canada and First Nations, Métis and Inuit communities, and Indigenous organizations. Program objectives include increasing understanding of and access to Statistics Canada's data, products and services, and helping to build the statistical capacity of Indigenous peoples and organizations.



ACTIVITY 1

UNDERSTANDING KEY CANADIAN CENSUS TERMINOLOGY

LEVEL:	Adult English as a Second Language (ESL)/ French as a Second Language (FSL) - beginner to intermediate
TIME REQUIRED:	30 to 45 minutes
THEME:	Understanding the Canadian Census of Population
LANGUAGE FOCUS:	Vocabulary development and oral/written language fluency

Lesson overview

This lesson introduces important terminology used in the Canadian Census of Population to people whose first language is not English or French. Through a vocabulary worksheet activity and class discussion, learners will develop a foundational understanding of census-related terms to help them engage confidently with census materials and processes.

Learning objectives:

By the end of this lesson, learners will be able to:

- Define key census-related terms.
- Differentiate between similar terms (e.g., household vs. dwelling).
- Use their new vocabulary in context related to Canadian census information.

Materials needed

- Printed copies of [Census vocabulary worksheet](#)
- A printed copy of the [Census vocabulary definitions \(teacher's copy\)](#)
- Dictionaries or access to phones for language support (optional)
- Whiteboard or flip chart for class discussion
- Pens and/or pencils

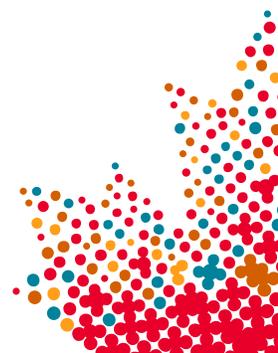
Lesson procedure:

1 Vocabulary worksheet (individual or in pairs) – 15 to 25 minutes

- Distribute the vocabulary worksheet containing a list of key census terms while briefly explaining the concept of the Canadian Census of Population to give students the necessary context for the vocabulary.
- Instruct learners to write their own definitions for each term without immediately consulting external sources, encouraging critical thinking and application of prior knowledge.
- As learners record their answers, allow use of phones or dictionaries as second language support if needed.
- Learners may work individually or in pairs to promote collaboration and peer learning.

2 Class discussion and comparison - 15 to 20 minutes

- Reconvene as a class and invite those who are willing to share their definitions.
- Write down common and differing definitions on the whiteboard or chart paper.
- Use the educator's terminology sheet to clarify official or widely accepted definitions, addressing any misconceptions.
- Encourage questions and examples from learners to deepen understanding.



Extensions and follow-up activities

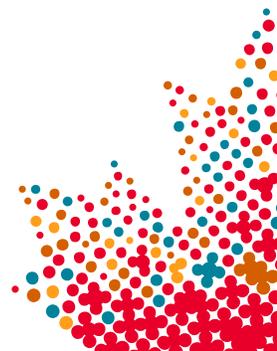
- Use census forms or sample questions to apply terminology in a practical context.
- Create flashcards or quizzes for reinforcement.
- Encourage learners to discuss how census data might be used in their communities.

Adaptations and differentiation:

- **To simplify:** Provide a word bank or sentence starters (e.g., “A dwelling is a place where...”) to support learners with limited vocabulary or literacy skills.
- **To increase difficulty:** Ask advanced learners to use each term in a full sentence or apply the terms by analyzing a sample census form in small groups.
- **For language support:** Encourage the use of bilingual dictionaries, translation apps, or peer collaboration to work through any language barriers.

Notes for educators

- Adapt the complexity of definitions based on learners’ English proficiency levels.
- Be sensitive to cultural differences regarding terms like “sex” when explaining some of the demographic vocabulary.
- Terms were drawn from The 2021 Census of Population Dictionary.





CENSUS VOCABULARY WORKSHEET

Fill in the definitions for the following words:

Census of Population	
Dwelling	
Household	
Non-permanent resident	
Immigrant	
Occupation	

CENSUS VOCABULARY WORKSHEET

Commuting duration	
Ethnic or cultural origin	
Marital status	
Sex at birth	
Population group	
Indigenous group	
Religion	

CENSUS VOCABULARY WORKSHEET

Resident	
Enumerator	
Census Day	

CENSUS VOCABULARY DEFINITIONS (TEACHER'S COPY)



* Note: terms were drawn from [The 2021 Census of Population Dictionary](#).

Census of Population	<p>The Census of Population is a survey conducted to enumerate (or count) the entire Canadian population based on a “usual place of residence,” that is, by the location where a person lives most of the time.</p> <p>Census enumeration involves listing all usual residents of a dwelling on Census Day.</p> <p>The Census of Population helps paint a statistical portrait of Canada’s diverse population and the places where we live by collecting demographic, social and economic information from households across Canada.</p>
Dwelling	<p>A dwelling is defined as a set of living quarters. In other words, the building where you live (e.g., the apartment building or house you live in).</p>
Household	<p>Household refers to a person or group of persons who occupy the same dwelling and do not have a usual place of residence elsewhere in Canada or abroad. For example, an apartment building it made up of many households, as each apartment is its own unique household. This includes family and/or friends living together. Typically, one census is completed per household.</p>
Non-permanent resident	<p>Non-permanent resident refers to a person from another country with a usual place of residence in Canada (i.e., someone who is currently living in Canada) and who has a work or study permit or who has claimed refugee status (asylum claimant).</p> <p>Family members living with work or study permit holders are also included, unless these family members are already Canadian citizens or landed immigrants or permanent residents.</p>

CENSUS VOCABULARY DEFINITIONS (TEACHER'S COPY)

<p>Immigrant</p>	<p>Immigrant refers to a person who is, or who has ever been, a landed immigrant or permanent resident (i.e., if you were born and lived in another country and then moved to Canada). So, someone who has been granted the right to live in Canada permanently by immigration authorities.</p> <p>Immigrants who have obtained Canadian citizenship by naturalization are included in this group.</p>
<p>Occupation</p>	<p>Occupation refers to the kind of work performed in a job a job being all the tasks carried out by a particular worker to complete his or her duties. In other words, what type of job someone has, such as a teacher, plumber or civil engineer.</p>
<p>Commuting duration</p>	<p>Commuting duration refers to the length of time, in minutes, usually required by a person to travel to their place of work.</p>
<p>Ethnic or cultural origin</p>	<p>Ethnic or cultural origin refers to the ethnic or cultural origins of the person's ancestors. Ancestors may have Indigenous origins, or origins that refer to different countries, or other origins that may not refer to different countries. Ancestors refer to the people that a person has descended from (e.g., grandparents, great grandparents, etc.). For example, if your grandparents are from Greece, your ethnic or cultural origin would be Greek.</p>
<p>Marital status</p>	<p>Marital status refers to whether or not a person is living in a common-law union as well as the legal marital status of those who are not living in a common-law union. In other words, whether adults living together are married, common-law, separated, divorced, or widowed.</p>
<p>Sex at birth</p>	<p>Sex at birth refers to sex assigned at birth. Sex at birth is typically assigned based on a person's reproductive system and other physical characteristics.</p> <p>Sex at birth may also be understood as the sex recorded at a person's birth (for example, what was recorded on their birth certificate – male or female).</p>

CENSUS VOCABULARY DEFINITIONS (TEACHER'S COPY)

<p>Population group</p>	<p>Population group refers to whether the person reports being White, South Asian, First Nations, Métis or Inuk (Inuit), Chinese, Black, Filipino, Arab, Latin American, Southeast Asian, West Asian, Korean, Japanese and/or another population group. These specific groups are the mark in categories used in a question which collects data on the visible minority population for employment equity purposes.</p>
<p>Indigenous group</p>	<p>Indigenous group refers to whether the person is First Nations (North American Indian), Métis and/or Inuk (Inuit). A person may be included in more than one of these three specific groups. Aboriginal peoples of Canada (referred to here as Indigenous peoples) are defined in the <i>Constitution Act, 1982</i>, Section 35 (2) as including Indian, Inuit and Métis peoples.</p> <p>First Nations (North American Indian) includes Status and non-Status Indians.</p>
<p>Religion</p>	<p>Religion refers to the person's self-identification as having a connection or affiliation with any religious denomination, group, body, or other religiously defined community or system of belief. Religion is not limited to formal membership in a religious organization or group. For example, Roman Catholic, Muslim, United Church, Anglican, Hindu, Sikh, Baptist, Pentecostal, Buddhist, Jewish, Lutheran, Presbyterian, Greek Orthodox, etc.</p> <p>For infants or children, religion refers to the specific religious group or denomination in which they are being raised, if any. Persons without a religious connection or affiliation can self-identify as atheist, agnostic or humanist, or can provide another applicable response.</p>
<p>Resident</p>	<p>Resident refers to a person who lives in a dwelling in Canada on Census Day. This includes people who live in the dwelling most of the time, whether they are Canadian citizens, permanent residents, immigrants, or non-permanent residents. A resident may be part of a household and is counted in the census based on their usual place of residence (i.e., where they live most of the time).</p>

CENSUS VOCABULARY DEFINITIONS (TEACHER'S COPY)

Enumerator	Enumerator refers to a person hired by Statistics Canada to help carry out the Census of Population. Enumerators are responsible for visiting dwellings, delivering census materials, assisting residents with completing their census questionnaires, and ensuring that all households are accurately counted. Enumerators play an important role in helping collect information that reflects Canada's population and communities.
Census Day	Census Day refers to the reference day for the Census of Population. It is the reference point used to determine who is living in each dwelling and where they usually reside on that day. All census responses are based on the situation as it exists on Census Day, including who lives in the household, their age, and other demographic information. In Canada, Census Day typically falls in May and is set by Statistics Canada every five years. For the 2026 Census, Census Day is May 12, 2026.

ACTIVITY 2

CENSUS GUESSING GAME



LEVEL:	Adult English as a Second Language (ESL)/ French as a Second Language (FSL) - beginner to intermediate
TIME REQUIRED:	25 to 35 minutes
THEME:	Understanding the Canadian census
LANGUAGE FOCUS:	Vocabulary development, oral fluency, listening comprehension

Lesson overview

This interactive vocabulary review activity is designed as a follow up to [Activity 1: Understanding key Canadian census terminology](#). It helps learners whose first language is not English build familiarity and confidence with important census-related vocabulary. Through a team-based guessing game, students will describe and identify terms using simple English definitions and clues. The activity promotes oral language development, teamwork, and a stronger understanding of the vocabulary needed to complete the Canadian Census of Population.

Learning objectives:

By the end of this lesson, learners will be able to:

- Recognize and use key vocabulary related to the Canadian Census of Population
- Strengthen their oral communication and listening skills in English
- Build confidence using English in a supportive, interactive setting

Key vocabulary and suggested forbidden words
 (see [census vocabulary worksheet definitions \(teacher's copy\)](#)):

Words	Forbidden words
Census of Population	Numbers, people, government
Dwelling	Building, stay, roof
Household	Family, home, group
Non-permanent resident	Live, country, from
Immigrant	Arrive, move, passport
Occupation	Job, work, office
Commuting duration	Minutes, distance, time
Ethnic or cultural origin	Tradition, roots, language
Marital status	Couple, partner, wedding
Sex at birth	Baby, male, female
Population group	Heritage, Identity, appearance
Indigenous group	First Nations, Métis, Inuit (Inuk)
Religion	Denomination, faith, belief
Resident	Home, address, place
Enumerator	Ask, form, worker
Census Day	Date, event, calendar

(Educators may adapt the list to match methods of instruction and level of language proficiency)



Materials needed

- A printed copy of the Census Vocabulary Worksheet (cut out ahead of time)
- Whiteboard or paper to keep score
- Optional: Timer or stopwatch

Lesson procedure:

1 Vocabulary worksheet (individual or in pairs) (15 to 25 minutes)

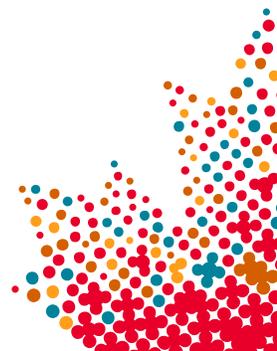
- Review the vocabulary words as a group.
- Ask students if they remember what the words mean.
- If helpful, ask students to say the meaning in their first language or give an example.

2 Explain the game (5 minutes)

- One student from each team comes to the front and picks a word card.
- That student describes the word using English only. They cannot say the word itself.
 - Optional challenge (for intermediate or advanced students): The student also avoids the “forbidden words” written on the card.
- The team has 1 minute to guess the word.
- Each correct answer = 1 point.
- If the student says the word or a forbidden word, they skip that card (no point).
- Teams take turns.

3 Play the game (10–20 minutes)

- Keep playing with different students each round.
- Write each team’s score on the board.
- Help students if needed and encourage them to try their best.
- For extra challenge or a second round, use the forbidden words rule.



4 Wrap-up (5 minutes)

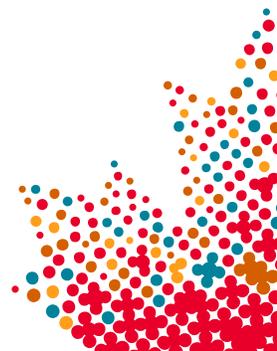
- Ask students which words were easy or hard to describe.
- Go over any tricky vocabulary together.
- *Optional:* Give students a handout or flashcards to take home for practice.

Adaptations and differentiation:

- **To simplify:** Let students use gestures or basic sentence frames (e.g., “You can find this in a ____”). You can also remove or reduce the number of forbidden words.
- **To increase difficulty:** Add more forbidden words to make the game more challenging. Encourage students to use full sentences when giving clues.
- **For language support:** Allow students to work with a partner who speaks the same first language. They can check understanding together before playing.

Possible extensions

- Have students create their own word cards using census-related vocabulary they think is useful, including “forbidden words.”
- Ask students to write simple sentences or a short paragraph using new vocabulary (e.g., about their household or community).
- Play a roleplay game where one student acts as the enumerator and the other as the respondent to practice using census terms in context.



CENSUS VOCABULARY WORKSHEET



Census of Population

Forbidden words: numbers, people, government

Dwelling

Forbidden words: building, stay, roof

Household

Forbidden words: family, home, group

Non-permanent resident

Forbidden words: live, country, from

Immigrant

Forbidden words: arrive, move, passport

Occupation

Forbidden words: job, work, office

Commuting duration

Forbidden words: minutes, distance, time

Ethnic or cultural origin

Forbidden words: tradition, roots, language

CENSUS VOCABULARY WORKSHEET

Marital status

Forbidden words: couple, partner wedding

Sex at birth

Forbidden words: baby, male, female

Population group

Forbidden words: race, ethnicity, appearance

Indigenous group

Forbidden words: First Nations, Métis, Inuit (Inuk)

Religion

Forbidden words: denomination, faith, belief

Resident

Forbidden words: home, address, place

Enumerator

Forbidden words: ask, form, worker

Census Day

Forbidden words: date, event, calendar



ACTIVITY 3

PUTTING VOCABULARY INTO CONTEXT – ROLEPLAY GAME

LEVEL:	Adult English as a Second Language (ESL)/ French as a Second Language (FSL) - beginner to intermediate
TIME REQUIRED:	45 to 55 minutes
THEME:	Understanding the Canadian census
LANGUAGE FOCUS:	Vocabulary development, oral fluency, reading comprehension

Lesson overview

This lesson is intended as a follow up to [Activity 1 – Understanding Key Canadian Census Terminology](#). The aim is to help adult learners apply key vocabulary in a meaningful and realistic context by participating in a roleplay activity between a census enumerator and a resident. Through this roleplay, learners will practice speaking, listening, and functional communication skills required to complete a census questionnaire.

While this activity can be used on its own, for optimal results it is recommended to first complete Activity 1—Census vocabulary worksheet and Activity 2—Census guessing game.

Learning objectives:

By the end of this lesson, learners will be able to:

- Use key census vocabulary accurately in conversation
- Participate in a simulated census interview through roleplay
- Share personal and household information using vocabulary introduced in class

Materials needed:

- Roleplay script (one printed copy for each learner)

Lesson procedure:

1 Quick vocabulary review (5 minutes)

- Review the key vocabulary used in the roleplay script, along with any additional terms the instructor finds relevant.
- Invite learners to ask questions or clarify meanings before starting the activity.

2 Introduce the roleplay (5 minutes)

- Explain the scenario: learners will take turns acting as both the census enumerator and the resident, using the script to complete a mock census interaction.
- Emphasize the purpose: to practice vocabulary and build real-life speaking and listening skills in the context of the Canadian Census of Population.

3 Model the roleplay (5–10 minutes)

- Distribute printed copies of the roleplay script (one per learner).
- Model the full script aloud with clear pronunciation, pacing, and expression.
- Pause to check understanding and review any difficult words or pronunciations before learners begin.

4 Guided practice in pairs (20–25 minutes)

- Learners pair up and take on the roles of enumerator and resident.
- Using the script, they fill in the blanks with made-up answers (e.g., a fictional name or household size) for privacy and creative engagement.
- Circulate to provide support with pronunciation, vocabulary, and fluency as needed.



5 Group reflection and discussion (10 minutes)

- Lead a brief discussion with the following prompts:
 - *Did you struggle with any vocabulary words? Which words did you find particularly difficult?*
 - *Was it easy or hard to answer the questions? Why?*
 - *What did you learn about the census process?*
- Clarify any final questions about vocabulary or how the census works.

6 Wrap-up (5 minutes)

- Summarize key takeaways from the lesson.
- Congratulate learners on using their new vocabulary to successfully simulate a real-life civic task—completing the census!

Adaptations and differentiation:

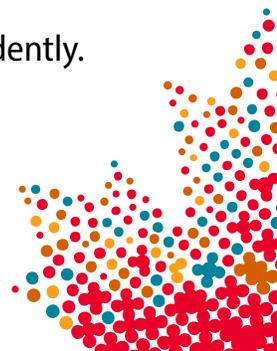
- **To simplify:** Allow learners to work with a partner who shares their first language so they can check understanding before starting the roleplay.
- **To extend:** Encourage more advanced learners to expand on their answers, add extra details, or create their own census-style questions to ask during the roleplay.
- **To support language development:** Permit the use of translator apps or dictionaries to help learners understand vocabulary and question phrasing as needed.

Extension Ideas:

- Review the actual 2026 Census of Population questionnaire as a class. (Reference: [2026 Census - Form 2A-L](#))
- Identify any questions learners find confusing or unclear.
- Practice filling out a sample short-form census questionnaire in English to build confidence with real-world language and formats.

Teacher tips:

- Emphasize that most people in Canada complete the census online, independently. Enumerators are only sent out when a household hasn't completed their questionnaire by the deadline, to help ensure everyone is included.



CENSUS ROLEPLAY SCRIPT



Enumerator: Hello! My name is _____. I'm an enumerator with Statistics Canada, which means I help people complete their census questionnaires if they haven't done so online. I'm here to assist you today.

Resident: Hello! Sure, that's fine.

Enumerator: Thank you. Before we begin, I want to let you know that all the information you provide is confidential and protected by law. It will only be used for statistical purposes.

Resident: I understand.

Enumerator: Great. Let's start: can I confirm the address for this dwelling?

Resident: The address is [insert pretend address].

Enumerator: Including yourself, how many people were living at this address on May 12, 2026?

Resident: There were [insert number] people living here on May 12, 2026.

Enumerator: Thank you. May I have your full name for the questionnaire? Let's start with your family name (last name).

Resident: My family name is [insert name].

Enumerator: And your given name (first name)?

Resident: My given name is [insert name].

Enumerator: Thank you. What is your date of birth?

Resident: [Insert pretend birth date].

Enumerator: And how old were you on May 12, 2026?

Resident: I was [insert age].

CENSUS ROLEPLAY SCRIPT

Enumerator: What was your sex at birth? The options are “male” or “female”.

Resident: I am [insert answer].

Enumerator: Are you a Canadian citizen? The options are “Yes, a Canadian citizen by birth”, “Yes, a Canadian citizen by naturalization” or “No, not a Canadian citizen”. “Canadian citizenship by naturalization” refers to an immigrant who was granted Canadian citizenship under the Citizenship Act.

Resident: [insert answer].

Enumerator: Can you speak English or French well enough to conduct a conversation? The options are “English only”, “French only”, “Both English and French”, or “Neither English nor French”.

Resident: I speak [insert answer].

Enumerator: And what is the language you first learned at home during childhood and still understand? The options are “English”, “French”, or specify another language.

Resident: [insert answer].

Enumerator: Wonderful—thank you for your participation!

Now, switch roles and repeat!