

# 2026-2027 School year

August 2026						
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September 2026						
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December 2026						
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January 2027						
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February 2027						
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March 2027						
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April 2027						
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June 2027						
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July 2027						
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# 2027-2028 School year

August 2027						
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September 2027						
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October 2027						
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November 2027						
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December 2027						
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January 2028						
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February 2028						
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# Student Guide

With a bit of planning, it is possible to be successful and even enjoy yourself. Just as you schedule your part-time job, or plan what to wear to a party, you can use the Student Planner to organize your studying strategy. If you follow these guidelines to help you schedule your school work, your rewards will come and you will get where you want to go.

## HOW TO BE IN THE RIGHT PLACE...

- Select a special place to study—your room, the library, even the kitchen table—and use it regularly.
- Work on a flat, well-lit, junk-free surface.
- Sit up straight! A firm upright chair will keep you from dozing off.
- Get a breath of fresh air! Be sure your workplace is not overheated, especially in winter.
- Turn off the television. No one can concentrate effectively on two things at once, and the blaring of the TV or loud music on the radio will only distract you from the business at hand.

## ... AT THE RIGHT TIME

- Use this Student Planner to help you get organized: draw up a schedule of your classes, set regular study times, allow time for extra assignments and exam preparation, include time for any other work responsibilities, and include your calendar of social events.
- Study alone or with a friend, or in a group, depending on what works best for you. However, do not kid yourself, and think you are working when you are just fooling around.
- Work at your most productive time of day, often early in the morning or in the evening after dinner.
- Budget your study time with realistic, attainable objectives.
- Study intervals of 40 to 50 minutes, followed by 10-minute breaks, usually prove more effective than prolonged sessions.
- Complex or lengthy projects should be broken down into smaller units that are easier to tackle.

## EXAM PREPARATION STRATEGY

This three-step programme will help you transform your preparation for examinations into a process—carried on gradually throughout the term—rather than a panic-stricken marathon of cramming at the eleventh hour. Use these steps to help you get started:

### ON YOUR MARK!

- Always attend your classes, pay attention, and take notes. This advice is so obvious it seems pointless to write it down, but too many students skip this essential first step, and then have no foundation to build up their studying strategy later.
- Good study habits require listening attentively to what is being said in class, paying particular attention to the key points stressed at the beginning and end of the lesson.
- Keep your notes in good order and store all notes for one course together. Revise and review your notes weekly.
- Record the date, page number and subject or a title of some sort on all class notes, so that they make sense to you later on.
- Write your own notes in your own words. Someone else's notes are poor substitutes for your own record of the essential points in a class you attended.
- Your notes should summarize the essential points from each class. If you do not understand what the key points are at the end of class, ask your teacher to repeat the main ideas that have to be remembered from the lesson. Write these down.
- Keep up with assigned readings that you are expected to cover outside of class time. Try not to allow a discouraging backlog of unread books to build up on your shelves.

### GET SET!

- Exam preparation should start a few weeks before the exam period. Your weekly reviews of each subject should simplify this process.
- Prepare a special study schedule for the exam period.
- Make up a special summary sheet of essential formulas, or facts, dates and figures you must commit to memory. Review this information periodically, and ask someone to quiz you on these key points.
- Ask your teacher about the exam format, whether essay style, short answer, or multiple choice, and prepare yourself accordingly.
- Do not panic the night before the exam. Avoid staying up late cramming; instead, try to get a good night's sleep and eat something for breakfast.
- Arrive at the exam prepared to write it. Wear layered, comfortable clothing that you can peel off or put on according to the room temperature. Do not forget to bring any equipment you may need, including extra pens and pencils, a calculator, ruler, tissues, etc.





## GO!

- Enter the examination room in as relaxed and confident a state as possible. Breathe deeply and remain calm.
- When the exams are handed out, **STOP**, **LOOK** and **LISTEN**:
  - STOP**—Do not start writing immediately, but take time to review the entire exam;
  - LOOK**—Read all the questions and directions, and look at the marking scheme;
  - LISTEN**—Pay close attention to any verbal instructions given by the teacher.
- Once the exam is under way, plan your time:
  - Proportion your time to correspond with the relative value of the questions.
  - Start with questions you can readily answer and proceed to the more challenging ones later.
  - Read questions and directions carefully. This step cannot be overemphasized.
  - Always start essay-style answers with a restatement of the question asked.
  - Reread your answers to ensure they actually do answer the questions.
  - At the end of the exam, review your answers and correct minor errors.

## KEEPING SCORE

- When your instructor returns exams, essays, or assignments, take the time to read through all comments and corrections.
- When you have done well on the exam or assignment, keep going with the success strategy that works best for you.
- If you have failed an exam, or did not perform as well as you had expected to, try to assess what went wrong in order to avoid repeating the same mistakes. Ask yourself honestly:
  - Was I partying instead of studying?
  - Did I sleep well the night before the exam or did I stay up late cramming?
  - Has working part-time jeopardized my studies?
  - Was drug or alcohol use a factor?
  - Was I under additional stress due to family, financial, emotional or health problems?
- Once you have identified problem areas, get some help:
  - If you are not working systematically or hard enough, use a planner to organize a more effective study schedule.
  - Ask for help! Your teacher or a librarian can guide you in improving your studying strategies.
  - If you have difficulty with the subject matter, ask your teacher or a guidance counsellor for remedial help, or information on other options.
  - If your academic performance is affected due to family, health and/or money-related problems, ask the school nurse, your doctor, or a community health clinic for medical help and/or referral to an appropriate social service agency.

## ACHIEVING YOUR GOALS

These winning strategies should help you achieve success either at school, college and university or at your workplace. Here again are the key points to remember:

1. Set yourself realistic goals and objectives at the start of each year and evaluate your progress periodically.
2. Understand your priorities and study regularly.
3. Be regular in class attendance, reading and assignments.
4. Prepare for exams throughout the term, not at the last minute.
5. When taking stock of your grades, take time to review and, if necessary, revise the goals and objectives of your studying strategy.



SEPT

2026

SEPTEMBRE

Monday Lundi	Tuesday Mardi	Wednesday Mercredi	Thursday Jeudi	Friday Vendredi	Saturday Samedi	Sunday Dimanche
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				



## Monthly Objectives / Objectifs du mois

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## Managing Emotions



Managing emotions means recognizing and understanding what you feel — like joy, anger, stress, or sadness — and learning to respond to these emotions in a constructive way. You can listen to music, write down what you are feeling, exercise, or talk to someone you trust. It's a way to understand yourself better and to maintain balance.

What can you do this month to manage your emotions?

Que feras-tu ce mois-ci pour gérer tes émotions?

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## This month's to-do list / À faire ce mois-ci

Priorities / Priorités

Date

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Next book to read /  
Mon prochain livre à lire

Author / Auteur

## World Cleanup Day

Litter can damage plants and harm animal habitat and health. A Community Clean-up is a great way to bring people together and support a local area such as a schoolyard, park, or shoreline.



With your friends

- 1 Gather Your Team:** Rally your friends, classmates, and family members for safety, fun and more sets of eyes to spot litter!
- 2 Safety First:** Wear gloves and closed-toe shoes.
- 3 Equip Yourself:** Bring trash bags, recycling bags, and grabbers.
- 4 Sort It:** Separate recyclables like cans and bottles from regular trash.
- 5 Snap a Picture:** Take a before and after photo of your clean-up site.

**Related EcoSchools action: Community Clean-Up**

Learn more on the EcoSchools Canada platform! Ask a staff member to create a school account to access EcoSchools Canada's platform at [app.ecoschools.ca](http://app.ecoschools.ca)

Learning to identify your emotions, like stress or anger, gives you the power to manage them more effectively.

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**Shina Novalinga**, who was born in Puvirnituq and has millions of social media followers, shares aspects of her Inuit culture, including throat singing and traditional foods.

**Thursday**  
Jeudi **3**

Day  
Jour

**Friday**  
Vendredi **4**

Day  
Jour

**Saturday**  
Samedi **5**

Important

**1**

**2**

**3**

**4**

**5**

Communication

Important

**1**

**2**

**3**

**4**

**5**

Communication

**Sunday**  
Dimanche **6**

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## Quebec

Since 1999, an iris, called a Blue Flag Iris, has been the floral emblem of Quebec. The variety of its colours illustrates Quebec's cultural diversity.

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**Weekly Objectives**  
Objectifs de la semaine

## Trivia

What takes more energy: heating or cooling?

Answer: Heating. Although both impact the environment, we should be careful about how much energy we use to heat and cool our homes and schools.

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**écoécoles**  
CANADA

Environmental learning  
and certification program  
ecoschools.ca

# OCTOBER 2026

OCTOBRE

Monday Lundi	Tuesday Mardi	Wednesday Mercredi	Thursday Jeudi	Friday Vendredi	Saturday Samedi	Sunday Dimanche
			1	2	3	4
5	6	7	8	9	10	11
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## Monthly Objectives / Objectifs du mois

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## Self-Esteem



Self-esteem is how you perceive and respect yourself. It grows when you recognize your qualities, accept your flaws, and understand that you have value regardless of any mistakes or challenges you might face. Good self-esteem allows you to believe in your abilities and to move forward.

What can you do this month to develop your self-esteem?

Que feras-tu ce mois-ci pour développer ton estime de toi ?

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## This month's to-do list / À faire ce mois-ci

Priorities / Priorités

Date

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Next book to read /

Mon prochain livre à lire

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Author / Auteur

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## Take Me Outside Day

It's time to get outside! Spending less and less time outside takes a toll on our health and well-being. Take Me Outside Day is a reminder of the power of time outdoors.

### Tips

- 1 Nature Gear:** Wear comfy clothes, sturdy shoes, and don't forget sun protection like hats and sunscreen.
- 2 Be a Scientist:** Bring magnifying glasses, binoculars, or even a small journal to record your outdoor discoveries.
- 3 Mindful Moments:** Find a peaceful spot to sit quietly and take in the sights, sounds, and smells of nature.

**Related EcoSchools action: Explore and Learn Outdoors**

Learn more on the EcoSchools Canada platform! Ask a staff member to create a school account to access EcoSchools Canada's platform at app. ecoschools.ca

# OCTOBER 2026

OCTOBRE

**Self-Esteem**  
Having good self-esteem means being able to assert yourself without being afraid of the judgment of others.

<div>Monday Lundi 5</div> <div>Day Jour</div> <div>Important</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>Communication</div>	<div>Tuesday Mardi 6</div> <div>Day Jour</div> <div>Important</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>Communication</div>	<div>Wednesday Mercredi 7</div> <div>Day Jour</div> <div>Important</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>Communication</div>
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**Keely Shaw**, a 29-year-old para-athlete from Saskatchewan, began her career at age 23 and has won multiple medals in Para-cycling competitions.

**Thursday**  
Jeudi **8**

Day  
Jour

**Friday**  
Vendredi **9**

Day  
Jour

**Saturday**  
Samedi **10**

Important

**1**

**2**

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**5**

Communication

Important

**1**

**2**

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Communication

**Sunday**  
Dimanche **11**

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### Less vs fewer

Have you ever noticed signs saying "Five items or less" at your local grocery store? If so, you've spotted a common English mistake! When referring to countable nouns, it should say "Five items or fewer." Learn more with Alloprof!

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**Weekly Objectives**  
Objectifs de la semaine

### Trivia

How many pine trees does it take to make 10,000 sheets of paper?

Answer: 1.

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Environmental learning  
and certification program  
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# STAND UP to bullying

**Remember that you do not deserve to be bullied or harassed.**

## For those who are experiencing bullying

- Talk to an adult that you trust.
- Spend your time with friends who you can count on to support and stick up for you.
- Appear confident and let the person doing the bullying know that it is not okay.
- Stand up for yourself without being aggressive.

## For those who are bullying others

- Talk to someone you trust who can help you find ways to have healthy relationships.
- Ask a friend to tell you if they notice if you start to bully others.
- You do not have to like everybody, but you do have to respect everybody.
- Challenge yourself to be more inclusive of others and to be a good friend.
- Everyone has power. Use yours in a positive way to help others, not hurt them.

## For those who are witnessing bullying

- By getting help, you are part of the solution.
- If you see somebody who is being bullied, assess the situation; intervene if you feel safe.
- Don't laugh or cheer on bullying—refuse to go along with it.
- Talk to the person who has been bullied. Let them know that they do not deserve to be treated like that and show them that you care.



## No to cyberbullying

- Protect your personal information online—never give out your passwords, even to your closest friends.
- Before you send a text, ask yourself if you are ok if the whole world sees it because private messages and photos can go public.
- If someone is cyberbullying you, ask for help, find tips to help protect yourself at [www.cybertip.ca](http://www.cybertip.ca) and [www.cyberbullying.ca](http://www.cyberbullying.ca), and always save any messages you receive as evidence.
- Be kind online. Do not post or pass on anything negative about another person.

# Parts of Speech

Grammar classifies words based on eight parts of speech. Each part of speech explains how a word is used.

## Verb

A verb indicates an action or a state of being.

**Examples:** That dog **barks** a lot. (present tense)  
We **waited** for the bus. (past tense)  
You **will join** the group next week. (future tense)

## Noun

A noun is a word used to name a person, an animal, a place, an object or an idea.

A **common noun** refers to a person, an animal, a place, an object or an idea in a general sense.

**Examples:** **boy dog house paper music**

A **proper noun** is capitalized and is used to name a specific person, place, thing or idea.

**Examples:** **Mary Washington Friday White House**

## Pronoun

A pronoun replaces a noun or another pronoun. Pronouns are used to make sentences less repetitive and easier to read.

**Examples:** Julia called her friend as soon as she arrived home from school.

## Adjective

An adjective modifies nouns and pronouns by describing, identifying, or indicating quantity. For example, an adjective can indicate colour, size, quality, number, or possession.

**Examples:** A **little, red** dress  
A **rusty, old** truck

## Adverb

An adverb modifies verbs, adjectives or other adverbs by indicating manner, time, place, degree and cause. Adverbs often answer the questions "how", "when", "where", "how much."

**Examples:** The baby cries **loudly** when she is **very** tired.

## Preposition

A preposition is a word that links nouns, pronouns, and phrases to other words in a sentence.

**Examples:** The students rushed **into** the gymnasium.

## Conjunction

A conjunction links words, phrases and clauses.

**Examples:** We went to the library **and** to the bookstore.  
You can choose **either** the hot dog **or** the hamburger.

## Interjection

An interjection is usually followed by an exclamation mark and is added to a sentence to convey emotion.

**Examples:** **Hey!** That's the right answer!  
**Oops!** That's the wrong answer!

# Spelling Rules

## Rule #1

Words ending with a silent **e** usually drop the **e** when adding a suffix beginning with a **vowel**.

survive + al = survival  
divide + ing = dividing

### Exceptions:

a) Words which contain soft sounds **g** or **c** keep the **e** when adding suffixes **-able** or **-ous**.  
courageous, noticeable

b) Keep the **e** in words that may be mistaken for another word.

singe + ing = singeing  
dye + ing = dyeing

c) Words which end in **ie**, drop the **e** and change the **i** to **y** when adding the suffix **-ing**.

tie + ing = tying  
lie + ing = lying

d) The **e** is kept when adding the suffix **age** in the words **mileage**, **acreage**, and **lineage**.

## Rule #4

For words of two or more syllables, if the accent is on the final syllable and the word ends in a single consonant preceded by a single vowel, double the final consonant before adding a suffix beginning with a vowel.

refer + ing = referring  
regret + able = regrettable  
occur + ence = occurrence

## Rule #2

Words ending with a silent **e** usually keep the **g** when adding a suffix beginning with a **consonant**.

arrange + ment = arrangement  
forgive + ness = forgiveness

### Some Exceptions:

acknowledge, acknowledgment; argue, argument; awe, awful; judge, judgment; nine, ninth; pursue, pursuant; value, valuation; whole, wholly; wise, wisdom.

## Rule #5

Use **i** before **e**

believe, field, yield, niece, shield

Except after **C**

receive, ceiling, conceit, perceive

Or when sounded as **"a"** as in neighbour

weigh, freight, sleigh, vein

Or when sounded as **"I"** as in Einstein

height, sleight, seismic

But when **"c"** sounds like **"sh"**, use **i** before **e**

ancient, conscience, efficient, sufficient

Common exceptions to these rules

either, neither, seize, leisure, heifer, forfeit, protein, caffeine, foreign, sovereign, deign

## Rule #3

One-syllable words that end in one consonant, preceded by one vowel, double the final consonant before adding a suffix that begins with a **vowel**.

run + ing = running  
big + est = biggest

## Rule #6

Words ending in **y** preceded by a consonant usually change the **y** to **i** before adding a suffix, except when the suffix begins with an **i**.

beauty + ful = beautiful  
lady + es = ladies  
lovely + ness = loveliness

There are exceptions to these rules! Remember to use a dictionary if you are not sure how to spell a word!

# Writing an Essay

## 1. Choosing a topic

If a topic has not been assigned, choose one you would enjoy writing about. Then narrow the topic down. Assigned topics may also require more focus. **For example:** forests—trees—conservation—replanting forests

Write down your thesis. This sentence should clearly define what your essay will be about.

## 2. Purpose

Determine the approach you want to take. Why are you writing about this topic? Are you giving an explanation of how to do something, trying to persuade someone to see things your way, or providing information?

## 3. Research

Find facts to support the topic. Sources of information include textbooks, reference books, magazines and journals, interviews, and reliable web sites on the Internet. Ask your teacher or librarian if you need some help locating material.

## 4. Outline

Once you have done the research, make a list of the main points you wish to write about. Then, from the list, pick at least three subtopics related to your main topic. As part of your outline, note down three or four facts from your research that support each subtopic.

## 5. Draft

Your first paragraph should introduce the topic and your purpose to the reader. Your thesis is part of this first paragraph. In this paragraph you will also introduce the subtopics that you intend to develop to back up your thesis. Discuss your subtopics in the same order as you introduced them in the first paragraph. Write one paragraph per subtopic. The first sentence of each paragraph should introduce the subtopic. Complete your paragraph with several sentences supporting your subtopic.

Link your paragraphs with transition words or clauses to connect the ideas and to make your essay flow.

Your concluding paragraph should restate your thesis (in different words) and sum up the facts you presented. Your very last sentence should tie everything together.

## 6. Take a break

When you've completed a draft of your essay, put it aside overnight.

## 7. Reread, edit and revise

Always reread your essay with a fresh eye. Reading it aloud will help you find things you need to change.

Make revisions and read your essay over again to make sure it flows smoothly. It should cover all the points you made in the first paragraph and reach a conclusion.

Proofread your revised essay for errors in spelling, punctuation, and grammar. It's helpful to ask someone else to proofread your work as well—they may see things you missed.

## 8. Final copy

Prepare the final copy of your essay according to the format you were assigned and—proofread it again!









## 9. Turn your essay in

You are now ready to present the essay to your teacher. Be proud of your work!

# Homonyms

	Homonym	Meaning	Example
1.	which witch	adjective sorceress	Which cookie do you want? The witch prepared a magic potion.
2.	wood would	part of a tree adverb	The house was made of wood. Would you help me with my work?
3.	see sea	look at water	I see a red robin. The ship sailed out to sea.
4.	steal steel	to take metal	Bank robbers steal our money. The steel beams hold the roof up.
5.	break brake	shatter stopping device	Tom must not break mother's vase. Dad stops the car by stepping on the brake.
6.	its it's	adjective it is	A baby bird knows its mother. It's a warm spring day today.
7.	to too two	direction also number	Sam drove to his chalet. Tom went too. They drove two hundred miles.
8.	there their they're	place adjective they are	Put the books there on the table. The boys did not remove their hats. They're coming to the party.
9.	scent cent sent	a smell a coin send	The scent of a skunk is strong. A cent is one penny. Dad sent the boys to summer camp.
10.	tail tale	part of an animal story	A monkey can hang by its tail. Cinderella is a fairy tale.

# Punctuation

-  Use the **period** at the end of a sentence that makes a statement, at the end of a command, at the end of an indirect question, and with abbreviations.
-  Use a **question mark** at the end of a direct question.
-  Use an **exclamation mark** at the end of an emphatic declaration, command, or interjection.
-  Use a **comma** between all items in a series. To avoid confusion, use commas to separate elements in a sentence.
-  Use a **semicolon**:
  - to maintain order in a long list that already contains commas;
  - to separate closely related independent clauses, instead of using a conjunction.
-  Use a **colon** before a list, or to separate two independent clauses.
-  Use an **apostrophe** to construct possessives and contractions.
-  Use **quotation marks** to set apart elements that are spoken words or quoted language.

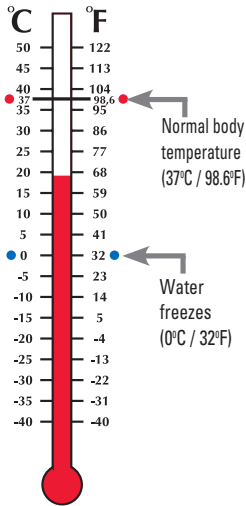


# Irregular Verbs

INFINITIVE	PAST	PAST PARTICIPLE
to awake	awoke	awoken
to be	was/were	been
to bear	bore	borne
to beat	beat	beaten
to become	became	become
to begin	began	begun
to bend	bent	bent
to bet	bet	bet
to bid	bid	bid
to bind	bound	bound
to bite	bit	bitten
to bleed	bled	bled
to blow	blew	blown
to break	broke	broken
to breed	bred	bred
to bring	brought	brought
to build	built	built
to burn	burnt	burnt, burned
to burst	burst	burst
to buy	bought	bought
to cast	cast	cast
to catch	caught	caught
to choose	chose	chosen
to cling	clung	clung
to come	came	come
to cost	cost	cost
to creep	crept	crept
to cut	cut	cut
to deal	dealt	dealt
to dig	dug	dug
to do	did	done
to draw	drew	drawn
to dream	dreamt, dreamed	dreamt, dreamed
to drink	drank	drunk
to drive	drove	driven
to dwell	dwelt, dwelled	dwelt, dwelled
to eat	ate	eaten
to fall	fell	fallen
to feed	fed	fed
to feel	felt	felt
to fight	fought	fought
to find	found	found
to flee	fled	fled
to fling	flung	flung
to fly	flew	flown
to forbid	forbade	forbidden
to forget	forgot	forgotten
to forgive	forgave	forgiven
to freeze	froze	frozen
to get	got	gotten
to give	gave	given
to go	went	gone
to grind	ground	ground
to grow	grew	grown
to hang	hung	hung
to have	had	had
to hear	heard	heard
to hide	hid	hidden
to hit	hit	hit
to hold	held	held
to hurt	hurt	hurt
to keep	kept	kept
to kneel	knelt	knelt
to know	knew	known
to lay	laid	lain
to lead	led	led
to lean	leaned	leaned
to leap	leapt	leapt
to learn	learned	learned
to leave	left	left
to lend	lent	lent
to let	let	let
to lie	lay	lain
to light	lit, lighted	lit, lighted
to lose	lost	lost
to make	made	made
to mean	meant	meant

INFINITIVE	PAST	PAST PARTICIPLE
to meet	met	met
to pay	paid	paid
to put	put	put
to quit	quit	quit
to read	read	read
to rid	rid	rid
to ride	rode	ridden
to ring	rang	rung
to rise	rose	risen
to run	ran	run
to saw	sawed	sawn
to say	said	said
to see	saw	seen
to seek	sought	sought
to sell	sold	sold
to send	sent	sent
to set	set	set
to sew	sewed	sewn
to shake	shook	shaken
to shear	sheared	shorn
to shed	shed	shed
to shine	shone	shone
to shoe	shod	shod
to shoot	shot	shot
to show	showed	shown
to shrink	shrank, shrunk	shrunk
to shut	shut	shut
to sing	sang	sung
to sink	sank	sunk
to sit	sat	sat
to sleep	slept	slept
to slide	slid	slid
to sling	slung	slung
to slink	slunk, slinked	slunk, slinked
to slit	slit	slit
to smell	smelt, smelled	smelt, smelled
to sow	sowed	sown
to speak	spoke	spoken
to speed	sped	sped
to spell	spelt	spelt
to spend	spent	spent
to spill	spilt/spilled	spilt/spilled
to spit	spat	spat
to split	split	split
to spoil	spoilt, spoiled	spoilt, spoiled
to spread	spread	spread
to spring	sprang	sprung
to stand	stood	stood
to steal	stole	stolen
to stick	stuck	stuck
to sting	stung	stung
to stink	stank	stunk
to stride	strode	stridden
to strike	struck	struck
to string	strung	strung
to strive	strove, strived	striven
to swear	swore	sworn
to sweep	swept	swept
to swell	swelled	swollen
to swim	swam	swum
to swing	swung	swung
to take	took	taken
to teach	taught	taught
to tear	tore	torn
to tell	told	told
to think	thought	thought
to throw	threw	thrown
to thrust	thrust	thrust
to tread	trod	trodden
to understand	understood	understood
to wake	woke	woken
to wear	wore	worn
to weave	wove	woven
to weep	wept	wept
to win	won	won
to wind	wound	wound
to wring	wrung	wrung
to write	wrote	written

# Conversion Table for Units of Measure

	TEMPERATURE		MASS			
	Conversion °F to °C	Conversion °C to °F				
	<ul style="list-style-type: none"><li>• subtract 32</li><li>• multiply by 5/9</li></ul>	<ul style="list-style-type: none"><li>• multiply by 9/5</li><li>• add 32</li></ul>				
	VOLUME		CAPACITY			
	<ul style="list-style-type: none"><li>• 1 cubic centimetre = 0.061 cubic inch</li><li>• 1 cubic decimetre = 0.035 cubic foot</li><li>• 1 cubic metre = 1.308 cubic yards</li><li>• 1 cubic inch = 16.387 cubic centimetres</li><li>• 1 cubic foot = 28.317 cubic decimetres</li><li>• 1 cubic yard = 0.765 cubic metre</li></ul>		<ul style="list-style-type: none"><li>• 1 gram = 0.035 ounce</li><li>• 1 kilogram = 2.205 pounds</li><li>• 1 metric ton = 2204.600 pounds</li><li>• 1 ounce = 28.35 grams</li><li>• 1 pound = 453.59 grams</li><li>• 1 ton (short) = 907.18 kilograms</li><li>• 1 ton (long) = 1016.05 kilograms</li></ul>			
	LENGTHS AND DISTANCES		Liquid measures (USA)			
	<ul style="list-style-type: none"><li>• 1 centimetre = 0.3937 inch</li><li>• 1 decimetre = 0.3281 foot</li><li>• 1 metre = 3.2810 feet</li><li>• 1 kilometre = 0.6214 mile</li><li>• 1 kilometre = 0.5390 nautical mile</li></ul>		<ul style="list-style-type: none"><li>• 1 pint = 0.473 litre</li><li>• 1 quart = 0.946 litre</li><li>• 1 gallon = 3.785 litres</li><li>• 1 bushel = 35.239 litres</li><li>• 1 litre = 0.264 gallon</li></ul>			
	<ul style="list-style-type: none"><li>• 1 inch = 2.5400 centimetres</li><li>• 1 foot = 0.3048 metre</li><li>• 1 feet = 0.9144 metre</li><li>• 1 mile = 1.6093 kilometres</li><li>• 1 nautical mile = 1.8520 kilometres</li></ul>		Dry measures (Imperial)			
			<ul style="list-style-type: none"><li>• 1 pint = 0.568 litre</li><li>• 1 quart = 1.137 litres</li><li>• 1 gallon = 4.546 litres</li><li>• 1 bushel = 36.369 litres</li><li>• 1 litre = 0.220 gallon</li></ul>			
AREA						
<ul style="list-style-type: none"><li>• 1 square centimetre = 0.155 square inch</li><li>• 1 square metre = 10.760 square feet</li><li>• 1 hectare = 2.471 acres</li><li>• 1 square kilometre = 0.386 square mile</li><li>• 1 square inch = 6.452 square centimetres</li></ul>		<ul style="list-style-type: none"><li>• 1 square foot = 929.030 square centimetres</li><li>• 1 square yard = 0.836 square metre</li><li>• 1 acre = 0.405 hectare</li><li>• 1 square mile = 258.999 hectares</li></ul>				
DISTANCES		GASOLINE CONSUMPTION		TIRE PRESSURE		
Km	miles	miles/imp. gal.	miles/USA gal.	litres/100 km	KPa	pounds/sq. inch
10	6.21	10	8.3	28.2	160	23.2
20	12.43	15	12.5	18.8	170	24.7
30	18.64	20	16.7	14.1	180	26.1
40	24.85	25	20.8	11.3	190	27.6
50	31.07	30	25.0	9.4	200	29.0
60	37.28	35	29.1	8.1	210	30.5
70	43.50	40	33.3	7.1	220	31.9
80	49.71	45	37.5	6.3	230	33.4
90	55.92	50	41.6	5.6	240	34.8
100	62.14	55	45.8	5.1	250	36.3
500	310.69	60	50.0	4.7	260	37.7
1000	621.37	65	54.1	4.3	270	39.2

## Multiplication

X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
2	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30
3	3	6	9	12	15	18	21	24	27	30	33	36	39	42	46
4	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60
5	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75
6	6	12	18	24	30	36	42	48	54	60	66	72	78	84	90
7	7	14	21	28	35	42	49	56	63	70	77	84	91	98	105
8	8	16	24	32	40	48	56	64	72	80	88	96	104	112	120
9	9	18	27	36	45	54	63	72	81	90	99	108	117	126	135
10	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150
11	11	22	33	44	55	66	77	88	99	110	121	132	143	154	165
12	12	24	36	48	60	72	84	96	108	120	132	144	156	168	180
13	13	26	39	52	65	78	91	104	117	130	143	156	169	182	195
14	14	28	42	56	70	84	98	112	126	140	154	168	182	196	210
15	15	30	45	60	75	90	105	120	135	150	165	180	195	210	225

# Mathematics

## Working with Fractions

Fractions have two parts:  $\frac{\text{Numerator}}{\text{Denominator}}$

Here's a helpful hint: The **Denominator** is the bottom, or **Down** part of the fraction. **Denominator** and **Down** both begin with **D**. That should help you remember that **Denominator** means **Down**.

### ADDING AND SUBTRACTING FRACTIONS

To add or subtract fractions, the denominators must be the same.

First, find a **common denominator**. One way is to multiply each fraction by the number 1 made from the denominator of the other fraction.

Here is an example:  $\frac{2}{3} + \frac{1}{5}$

$$\frac{2}{3} \times \frac{5}{5} = \frac{10}{15} \quad \text{and} \quad \frac{1}{5} \times \frac{3}{3} = \frac{3}{15}$$

The **common denominator** is 15.

### ADDING FRACTIONS

When you have a common denominator you can add the fractions. Add the numerators and put the total over the common denominator.

**Do not add the denominators.**

$$\frac{2}{3} + \frac{1}{5} = \frac{10}{15} + \frac{3}{15} = \frac{13}{15}$$

### SUBTRACTING FRACTIONS

When you have a common denominator you can subtract the fractions. Subtract the numerators and put the result over the common denominator. **Do not subtract the denominators.**

For example:  $\frac{2}{3} - \frac{1}{5}$

$$\frac{2}{3} \times \frac{5}{5} = \frac{10}{15} \quad \text{and} \quad \frac{1}{5} \times \frac{3}{3} = \frac{3}{15}$$

$$\frac{2}{3} - \frac{1}{5} = \frac{10}{15} - \frac{3}{15} = \frac{7}{15}$$

### MULTIPLYING FRACTIONS

Multiplying fractions is easy.

1. Multiply the numerators to get the new numerator.
2. Multiply the denominators to get the new denominator.

**Example:**

$$\frac{1}{4} \times \frac{2}{3} = \frac{1 \times 2}{4 \times 3} = \frac{2}{12} \quad \text{which reduces to} \quad \frac{1}{6}$$

### DIVIDING FRACTIONS

Dividing fractions is almost as easy as multiplying them. Dividing by a number is the same as multiplying by the reciprocal of that number.

The reciprocal of 2 is  $\frac{1}{2}$  and dividing a number

by 2 is the same as multiplying it by  $\frac{1}{2}$

To find the reciprocal of a fraction, you just flip it upside down. That is, you make the numerator the denominator, and the denominator the numerator.

So, the reciprocal of  $\frac{2}{3}$  is  $\frac{3}{2}$  and the reciprocal of  $\frac{4}{5}$  is  $\frac{5}{4}$

To divide fractions, find the reciprocal of the divisor and multiply the dividend by it.

**Example:**  $\frac{2}{3} \div \frac{4}{5} = \frac{2}{3} \times \frac{5}{4} = \frac{2 \times 5}{3 \times 4} = \frac{10}{12}$  which reduces to  $\frac{5}{6}$

**Don't forget to check your answers to see if you can reduce the fractions!**

## Order of Operations

Mathematical operations are always performed in the following order:

1. **P**arentheses  
(and other grouping symbols)
2. **E**xponents
3. **M**ultiplication and **D**ivision
4. **A**ddition and **S**ubtraction

Use the expression **Please**  
**Excuse My Dear Aunt Sally**  
to help you remember!

## Commutative, Associative and Distributive Properties

Commutative property of addition:	$a+b = b+a$	$2+5 = 5+2$
Commutative property of multiplication:	$axb = bxa$	$2 \times 5 = 5 \times 2$
Associative property of addition:	$(a+b) + c = a + (b+c)$	$(2+5) + 4 = 2 + (5+4)$
Associative property of multiplication:	$(axb) \times c = a \times (bxc)$	$(2 \times 5) \times 4 = 2 \times (5 \times 4)$
Distributive property of multiplication:	$a(b+c) = ab + ac$	$2 \times (5+4) = 2 \times 5 + 2 \times 4$
	$a(b-c) = ab - ac$	$2 \times (5-4) = 2 \times 5 - 2 \times 4$

## Equation and Graph of a Straight Line

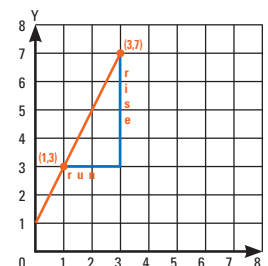
The equation for a straight line is:

$$y = mx + b$$

where

$$m = \text{slope} = \frac{\text{rise}}{\text{run}}$$

$$b = y - \text{intercept}$$



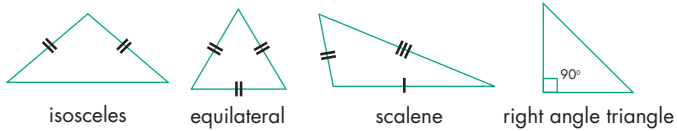
This graph represents the equation  $y = 2x + 1$

# Geometry

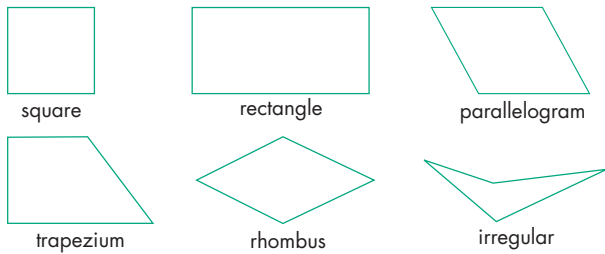
## POLYGONS

A polygon is a **closed figure** formed by **straight-line segments**.

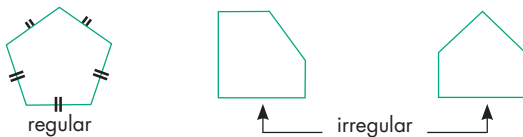
### TRIANGLE - 3 SIDES



### QUADRILATERAL - 4 SIDES

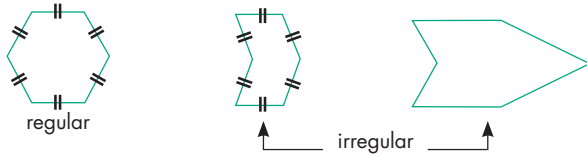


### PENTAGON - 5 SIDES

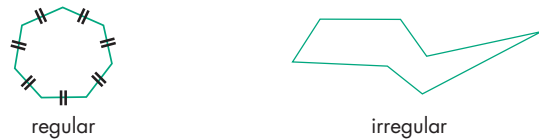


N.B. • equal sides and angles = regular polygon

### HEXAGON - 6 SIDES



### HEPTAGON - 7 SIDES



### OCTAGON - 8 SIDES

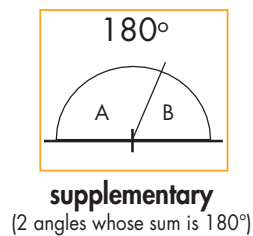
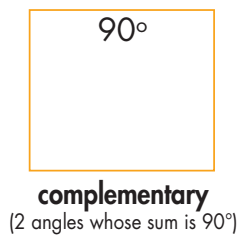
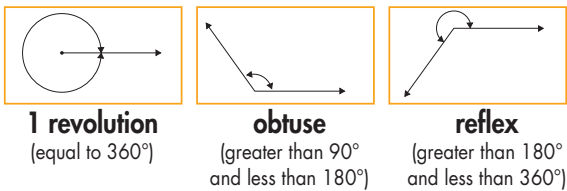
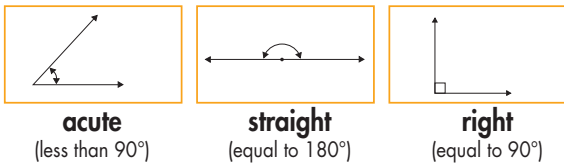


### DECAGON - 10 SIDES

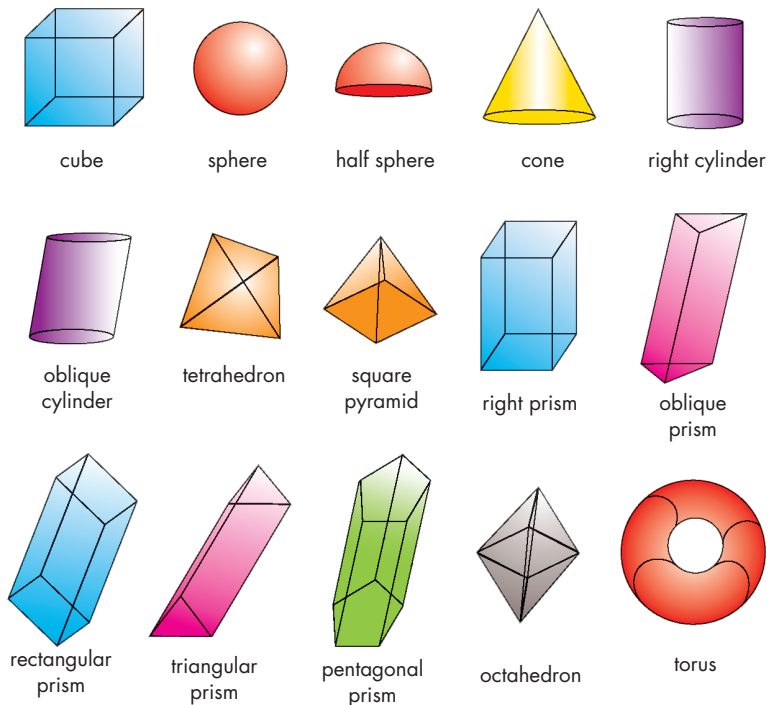


• unequal sides = irregular polygon

## ANGLES



## SOLIDS



# Music and Colours



## NOTES

	whole note
	half note
	quarter note
	eighth note
	sixteenth note

## RESTS

	whole rest
	half rest
	quarter rest
	eighth rest
	sixteenth rest

## TERMS RELATING TO VOLUME

<b>pp</b>	Pianissimo (very soft)
<b>p</b>	Piano (soft)
<b>f</b>	Forte (loud)
<b>ff</b>	Fortissimo (very loud)

## OTHER SYMBOLS

<b>#</b>	Sharp - Raises the note a half step and remains in effect the entire measure
<b>b</b>	Flat - Lowers the note a half step and remains in effect the entire measure
<b>natural</b>	Natural - Cancels the b or the # in a measure
	Crescendo - Gradually increase the volume
	Decrescendo - Gradually decrease the volume

## TERMS RELATING TO TEMPO

<b>Allegro</b>	Fast Bright Tempo
<b>Andante</b>	Slow Walking Tempo
<b>Legato</b>	Smooth, Flowing Sound
<b>Moderato</b>	Moderate Tempo

## COLOUR WHEEL

The colour wheel describes the relationships between colours. It is a chart that shows how colours are related to each other.

**PRIMARY COLOURS** are basic and cannot be mixed from other elements. They are to colour what prime numbers are to mathematics. One can mix two primaries to get a secondary colour. You will notice that each secondary colour is bounded by two primaries. These are the components that one would mix to get that secondary colour.

## SECONDARY COLOURS

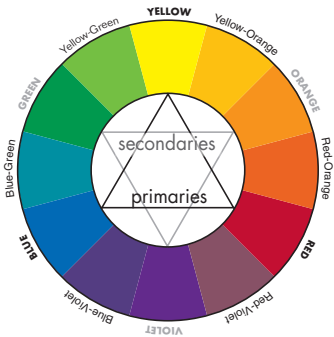
are orange, violet and green and are made by mixing two primary colours from either side of the colour wheel.

## TERTIARY COLOURS

are made by mixing a primary and a secondary colour together (i.e.: yellow+orange = yellow-orange or blue+green = blue-green).

## COMPLEMENTARY COLOURS

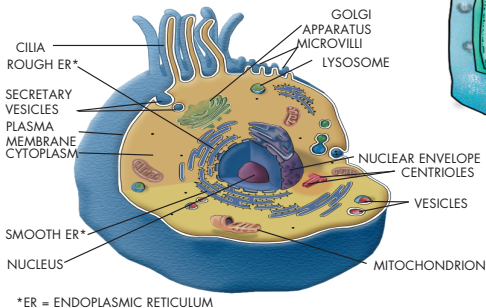
are opposite from each other. They contrast because they do not have any colours in common. Orange is made by mixing red and yellow, so it will complement blue.



# Life on Earth

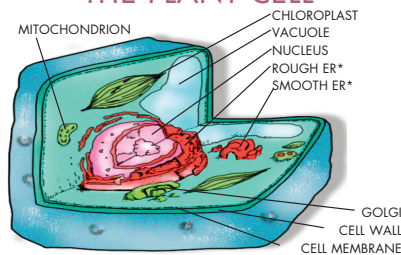
## THE CELL STRUCTURE

### THE ANIMAL CELL



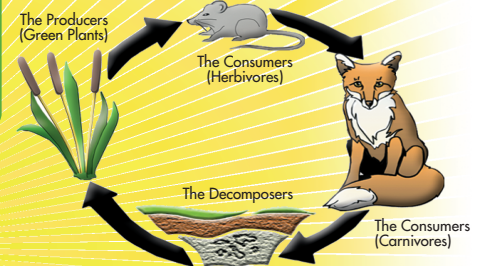
\*ER = ENDOPLASMIC RETICULUM

### THE PLANT CELL

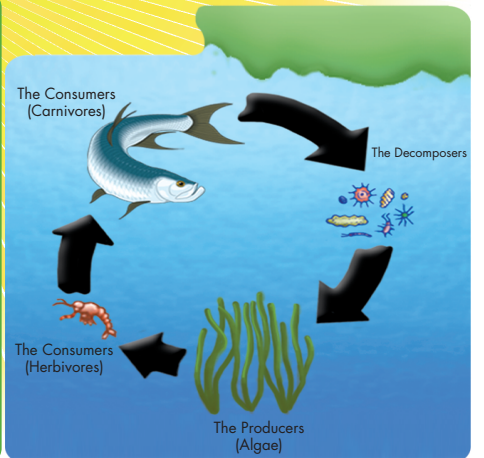


## THE FOOD CHAIN

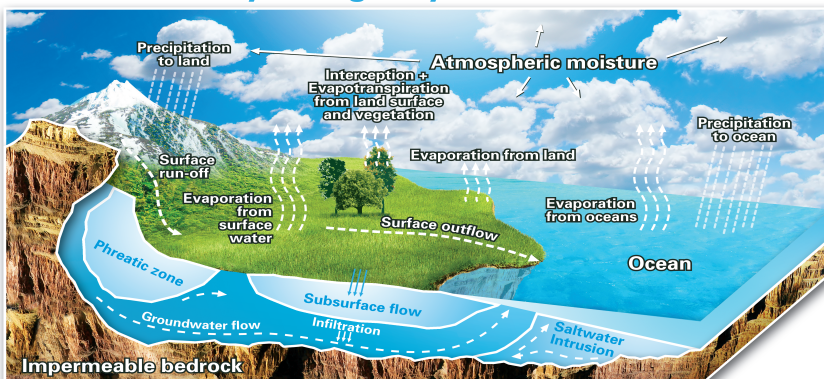
### ABOVE GROUND



### IN THE WATER



## Natural Hydrologic Cycle of Planet Earth



Soil layer above the phreatic zone = Vegetation vital zone • Presence of a certain amount of water and oxygen. Without this zone, several plants would be unable to survive.



# Map of Canada



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# Canadian Politics and Flags of the Provinces

## PRIME MINISTERS OF CANADA (SINCE CONFEDERATION – 1867)

1. The Right Honourable Sir John A. Macdonald.....	July 1, 1867 - Nov. 5, 1873
2. The Honourable Alexander Mackenzie .....	Nov. 7, 1873 - Oct. 8, 1878
3. The Right Honourable Sir John A. Macdonald.....	Oct. 17, 1878 - June 6, 1891
4. The Honourable Sir John J.C. Abbott.....	June 16, 1891 - Nov. 24, 1892
5. The Right Honourable Sir John S.D. Thompson .....	Dec. 5, 1892 - Dec. 12, 1894
6. The Honourable Sir Mackenzie Bowell.....	Dec. 12, 1894 - April 27, 1896
7. The Right Honourable Sir Charles Tupper .....	May 1, 1896 - July 8, 1896
8. The Right Honourable Sir Wilfrid Laurier .....	July 11, 1896 - Oct. 6, 1911
9. The Right Honourable Sir Robert L. Borden .....	Oct. 10, 1911 - July 9, 1920
10. The Right Honourable Arthur Meighen .....	July 10, 1920 - Dec. 28, 1921
11. The Right Honourable William Lyon Mackenzie King .....	Dec. 29, 1921 - June 28, 1926
12. The Right Honourable Arthur Meighen .....	June 29, 1926 - Sept. 24, 1926
13. The Right Honourable William Lyon Mackenzie King.....	Sept. 25, 1926 - August 6, 1930
14. The Right Honourable Richard Bedford Bennett .....	August 7, 1930 - Oct. 22, 1935
15. The Right Honourable William Lyon Mackenzie King .....	Oct. 23, 1935 - Nov. 14, 1948
16. The Right Honourable Louis Stephen St-Laurent .....	Nov. 15, 1948 - June 20, 1957
17. The Right Honourable John G. Diefenbaker .....	June 21, 1957 - April 21, 1963
18. The Right Honourable Lester B. Pearson.....	April 22, 1963 - April 19, 1968
19. The Right Honourable Pierre Elliott Trudeau.....	April 20, 1968 - June 3, 1979
20. The Right Honourable Charles Joseph Clark.....	June 4, 1979 - March 2, 1980
21. The Right Honourable Pierre Elliott Trudeau.....	March 3, 1980 - June 29, 1984
22. The Right Honourable John Napier Turner .....	June 30, 1984 - Sept. 17, 1984
23. The Right Honourable Brian Mulroney.....	Sept. 17, 1984 - June 24, 1993
24. The Right Honourable Kim Campbell .....	June 25, 1993 - Nov. 3, 1993
25. The Right Honourable Jean Chrétien .....	Nov. 4, 1993 - Dec. 11, 2003
26. The Right Honourable Paul Martin .....	Dec. 12, 2003 - Feb. 6, 2006
27. The Right Honourable Stephen Harper .....	Feb. 6, 2006 - Nov. 4, 2015
28. The Right Honourable Justin Trudeau.....	Nov. 4, 2015 - March 13, 2025
29. The Right Honourable Mark Carney.....	March 14, 2025 -

## GOVERNORS GENERAL OF CANADA\* (SINCE CONFEDERATION - 1867)

1. The Viscount Monck.....	1867 - 1868
2. Lord Lisgar.....	1869 - 1872
3. The Earl of Dufferin.....	1872 - 1878
4. The Marquess of Lorne .....	1878 - 1883
5. The Marquess of Lansdowne.....	1883 - 1888
6. Lord Stanley of Preston .....	1888 - 1893
7. The Earl of Aberdeen .....	1893 - 1898
8. The Earl of Minto.....	1898 - 1904
9. The Earl Grey .....	1904 - 1911
10. H.R.H. The Duke of Connaught.....	1911 - 1916
11. The Duke of Devonshire.....	1916 - 1921
12. Lord Byng.....	1921 - 1926
13. The Viscount Willingdon.....	1926 - 1931
14. The Earl of Bessborough.....	1931 - 1935
15. Lord Tweedsmuir .....	1935 - 1940
16. The Earl of Athlone .....	1940 - 1946
17. The Viscount Alexander.....	1946 - 1952
18. The Right Honourable Vincent Massey .....	1952 - 1959
19. Major General the Right Honourable Georges P. Vanier.....	1959 - 1967
20. The Right Honourable Roland Michener .....	1967 - 1974
21. The Right Honourable Jules Léger .....	1974 - 1979
22. The Right Honourable Edward Schreyer .....	1979 - 1984
23. The Right Honourable Jeanne Sauv� .....	1984 - 1990
24. The Right Honourable Ramon John Hnatyshyn.....	1990 - 1995
25. The Right Honourable Rom��o LeBlanc .....	1995 - 1999
26. The Right Honourable Adrienne Clarkson .....	1999 - 2005
27. The Right Honourable Micha��lle Jean .....	2005 - 2010
28. The Right Honourable David Lloyd Johnston .....	2010 - 2017
29. The Right Honourable Julie Payette .....	2017 - 2021
30. The Right Honourable Mary Simon .....	2021 -

\* The titles of rank shown for governors general are those held during their term of office.



Canada



Newfoundland and Labrador



Nova Scotia



Prince Edward Island



New Brunswick



Quebec



Ontario



Manitoba



Saskatchewan



Alberta



British Columbia



Yukon Territory



Northwest Territories



Nunavut

# World Map



## America

Antigua-and-Barbuda,  
St. John's  
Argentina, Buenos Aires  
Bahamas, Nassau  
Barbados, Bridgetown  
Belize, Belmopan  
Bermuda, Hamilton  
Bolivia, La Paz, Sucre  
Brazil, Brasilia  
Canada, Ottawa  
Chile, Santiago  
Colombia, Bogotá  
Costa Rica, San Jose  
Cuba, Havana  
Dominica, Roseau  
Dominican Republic,  
Santo Domingo  
Ecuador, Quito  
El Salvador, San Salvador  
French Guyana, Cayenne

Grenada-and-Carriacou,  
St. George's  
Guatemala, Guatemala City  
Guyana, Georgetown  
Haiti, Port-au-Prince  
Honduras, Tegucigalpa  
Jamaica, Kingston  
Mexico, Mexico City  
Nicaragua, Managua  
Panama, Panama City  
Paraguay, Asuncion  
Peru, Lima  
Saint Lucia, Castries  
Saint Vincent and the Grenadines,  
Kingstown  
Suriname, Paramaribo  
Trinidad-and-Tobago, Port-of-Spain  
Uruguay, Montevideo  
U.S.A., Washington D.C.  
Venezuela, Caracas

## Europe

Albania, Tiranë  
Andorra, Andorra la Vella  
Austria, Vienna  
Belgium, Brussels  
Bosnia Herzegovina,  
Sarajevo  
Bulgaria, Sofia  
Belarus, Minsk  
Croatia, Zagreb  
Czech Republic, Prague

Denmark, Copenhagen  
Estonia, Tallinn  
Finland, Helsinki  
France, Paris  
Germany, Berlin  
Greece, Athens  
Greenland, Nuuk  
Hungary, Budapest  
Iceland, Reykjavik  
Ireland, Dublin

Italy, Rome  
Latvia, Riga  
Liechtenstein, Vaduz  
Lithuania, Vilnius  
Luxembourg,  
Luxembourg  
Malta, Valletta  
Moldova, Chisinau  
Monaco, Monaco  
Montenegro, Podgorica

Netherlands, Amsterdam  
Norway, Oslo  
Poland, Warsaw  
Portugal, Lisbon  
Republic of Macedonia,  
Skopje  
Romania, Bucharest  
San Marino, San Marino  
Serbia, Belgrade  
Slovak Republic, Bratislava

Slovenia, Ljubljana  
Spain, Madrid  
Sweden, Stockholm  
Switzerland, Berne  
Ukraine, Kiev  
United Kingdom,  
London

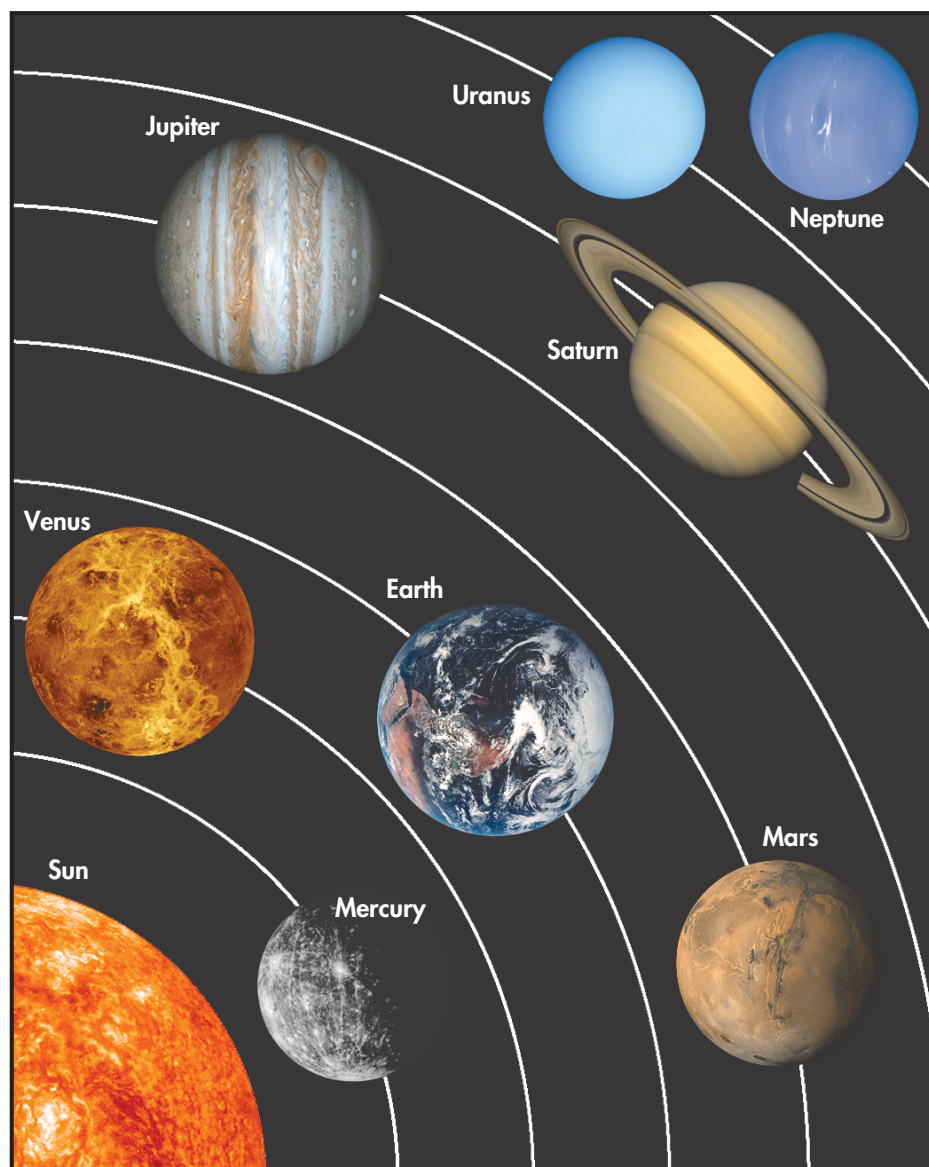
## SOUTHERN OCEAN



# Solar System

Planet*	Distance from the Sun (10 <sup>6</sup> km)	Diameter (km)	Mass (10 <sup>24</sup> kg)	Rotation period (hours)	Orbital Period (days)	Mean surface temperature (°C)	Number of Moons
Mercury	57.9	4879	0.330	1407.6	88	167	0
Venus	108.2	12 104	4.87	-5832.5	224.7	464	0
Earth	149.6	12 756	5.97	23.9	365.2	15	1
Mars	227.9	6792	0.642	24.6	687	-65	2
Jupiter	778.6	142 984	1898	9.9	4331	-110	79
Saturn	1433.5	120 536	568	10.7	10 747	-140	82
Uranus	2872.5	51 118	86.8	-17.2	30 589	-195	27
Neptune	4495.1	49 528	102	16.1	59 800	-200	14

\* On August 24, 2006, the International Astronomical Union (IAU) formally downgraded Pluto from an official planet to a dwarf planet (like Eris and Ceres).



## Earth

The Earth is the solar system's fifth largest planet and the third in distance from the Sun. It spins from west to east around its polar axis. This rotation causes the alternation of day and night. As it rotates, the Earth also orbits around the Sun. This causes the change of seasons.

### Age of the Earth:

approx. 4.5 billion years

### Orbital speed:

107 218 km/h

### Rotation speed:

1670 km/h

### Equatorial circumference:

40 030 km

### Mass:

$5.97 \times 10^{24}$  kg

### Surface area:

510 064 472 km<sup>2</sup>

### Continental surface area:

149 500 000 km<sup>2</sup> (29.3%)

### Oceanic surface area:

360 500 000 km<sup>2</sup> (70.7%)

Source: <https://nssdc.gsfc.nasa.gov/planetary/factsheet/> NASA, October 2019



# Caring for the Earth



Everyone has a role to play in keeping our planet Earth healthy.  
It's a part you play every day. How do you play your part?

We have all heard of "Reduce, Reuse, Recycle."  
Let's look at what you can do and how it helps you play your part.

## Reduce

Reduce the fuel you use by biking or walking instead of getting a drive.

Reduce the garbage you create by taking a litterless lunch. Use reusable containers for your sandwiches, snacks, and drinks. That way you won't have anything to throw away when you're done.

Reduce the paper you use by using both sides of every sheet.

I do my part to reduce by: \_\_\_\_\_



## Reuse

Reuse plastic bags. Take a reusable bag, when you go to the store.

Give toys, books, and clothing that you no longer use to a charity, so other people can reuse them.

Reuse newspapers to protect tables when you are doing something messy. You can also make interesting wrapping paper from the coloured comics in your newspaper.

I do my part to reuse by: \_\_\_\_\_



## Recycle

Recycle glass bottles, plastic bottles and jugs, aluminum and tin cans, paper and newspaper. Put them in a recycling bin instead of a garbage can.

I do my part to recycle by: \_\_\_\_\_



## Did you know?



When you recycle a stack of newspaper that is one-metre high, you save an evergreen tree that has grown ten-metre tall.



You can rest on a plastic park bench made from recycled milk jugs and other plastic bottles.



When you recycle one aluminum can, you save enough energy to run your television for three hours.



## Take action to protect the environment

On average, each Canadian produces every year over five tonnes of greenhouse gases. As the concentration of these gases increases in our atmosphere, they are causing average temperatures to rise and are contributing to air pollution and smog. For more information on climate change and how to reduce the production of greenhouse gases, visit the Government of Canada Climate Change web site at <https://www.canada.ca/en/services/environment/weather/climatechange.html>

**Do your part to care for the Earth - Reduce, Reuse, and Recycle.**

# Canada's food guide

## Eat well. Live well.

Eat a variety of healthy foods each day

Have plenty  
of vegetables  
and fruits

Eat protein  
foods

Make water  
your drink  
of choice

Choose  
whole grain  
foods



Discover your food guide at

**Canada.ca/FoodGuide**



# Periodic Table of Elements

[illegible]

Li Metals

## Metalloids

## Non-metals

## Gases

## Liquids

## Solids

## Synthetic solids

allopof

alloprof.qc.ca

# Timetable

	to : :	to : :	to : :	to : :	to : :
1					
2					
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