





### Ventures 3





#### Welcome

##### *Canadian Language Benchmarks*

- |   |       |  |
|---|-------|--|
|  | CLB 2 | • Request and provide expanded basic personal information appropriate to the context |
|   | CLB 3 | • Talk about personal experience, wants and needs                                    |
|  | CLB 2 | • Identify specific details in a listening text: numbers                             |

#### Unit 1 Personal information





##### *Canadian Language Benchmarks*

- |   |       |   |
|---|-------|---|
|   | CLB 3 | • Talk about hobbies and interests, feelings, personal experience   |
|   | CLB 5 | • Participate in a small group discussion; express opinion, reason  |
|  | CLB 5 | • Identify situation and relationship between speakers<br>• Identify factual details and inferred meanings in dialogues containing discussion of interests, likes / dislikes, and preferences |
|  | CLB 4 | • Use standard reference texts: graphs<br>• Get the gist, key information and important detail from simple, explicit two- to three-paragraph texts<br>• Get information from personal notes   |
|  | CLB 5 | • Describe a person's suitability for a specific job, explain reasons   |

# Unit by unit competencies **Ventures 3**





## Unit 2 At school

### *Canadian Language Benchmarks*

- |   |              |   |
|---|--------------|---|
|  | <b>CLB 3</b> | • Talk about personal experience  |
|   | <b>CLB 5</b> | • Ask for and provide information related to personal situation<br>• Give simple informal advice<br>• Participate in a small group discussion |
|  | <b>CLB 5</b> | • Identify situation and relationship between speakers<br>• Identify factual details in simple advice and suggestions                         |
|  | <b>CLB 3</b> | • Follow one- to five-step common everyday instructions and instructional texts   |
|   |              | • Get important details from simple explicit one-paragraph texts; identify the narrative sequence   |
|   |              | • Find information in formatted texts: directories  |
|  | <b>CLB 5</b> | • Write a paragraph to describe strategies, give examples   |

## Unit 3 Friends and family





### *Canadian Language Benchmarks*

- |   |              |   |
|---|--------------|---|
|  | <b>CLB 3</b> | • Talk about personal experience  |
|   | <b>CLB 4</b> | • Relate a story about an everyday activity   |
|   |              | • Express dissatisfaction   |
|  | <b>CLB 5</b> | • Identify situation and relationship between speakers<br>• Demonstrate comprehension of factual details and some inferred meanings in simple suggestions |
|  | <b>CLB 4</b> | • Get key information and important details from a short newspaper article  |
|   |              | • Get information from personal letters   |
|   |              | • Get information from business ads   |
|  | <b>CLB 3</b> | • Convey business messages as written notes: complete a guided note to one's landlord about a complaint   |

# Unit by unit competencies **Ventures 3**





## Unit 4 Health

### *Canadian Language Benchmarks*

- |   |              |   |
|---|--------------|---|
|  | <b>CLB 3</b> | • Talk about personal experience  |
|   | <b>CLB 5</b> | • Ask for and provide information about daily activities                          |
|  | <b>CLB 5</b> | • Identify situation and relationship between speakers                            |
|   |              | • Identify factual details and inferred meanings in simple advice and suggestions |
|  | <b>CLB 3</b> | • Identify layout and specific information on a form                              |
|   | <b>CLB 4</b> | • Get details from a two- to three-paragraph text                                 |
|   |              | • Identify links between paragraphs   |
|  | <b>CLB 5</b> | • Describe an object: a medicinal plant   |

## Unit 5 Around town





### *Canadian Language Benchmarks*

- |   |              |  |
|---|--------------|--|
|  | <b>CLB 3</b> | • Talk about interests   |
|   |              | • Tell about personal experience   |
|   | <b>CLB 4</b> | • Describe a place, a person, an experience  |
|   |              | • Express preference, satisfaction   |
|  | <b>CLB 5</b> | • Identify situation and relationship between speakers                                       |
|   |              | • Identify factual details in dialogues containing suggestions and discussion of preferences |
|  | <b>CLB 2</b> | • Understand simple tables and schedules   |
|   | <b>CLB 4</b> | • Get information from short business notices  |
|   | <b>CLB 5</b> | • Identify factual details and inferred meanings in a descriptive text                       |
|   |              | • Identify factual details in moderately complex e-mail messages                             |
|  | <b>CLB 2</b> | • Describe an event in a friendly e-mail   |

# Unit by unit competencies **Ventures 3**




## Unit 6 Time

### *Canadian Language Benchmarks*

- |   |              |   |
|---|--------------|---|
|  | <b>CLB 3</b> | • Talk about daily routines   |
|   | <b>CLB 5</b> | • Express necessity<br>• Express opinion, give reasons<br>• Participate in a small group discussion<br>• Take turns<br>• Encourage others in a conversation by showing interest |
|  | <b>CLB 5</b> | • Identify situation and relationship between speakers<br>• Identify main ideas in simple advice and suggestions  |
|  | <b>CLB 5</b> | • Identify factual details and inferred meanings in a descriptive or narrative text<br>• Demonstrate understanding of a basic pie chart   |
|  | <b>CLB 5</b> | • Describe a person, provide adequate paragraph structure   |

## Unit 7 Shopping





### *Canadian Language Benchmarks*

- |   |              |   |
|---|--------------|---|
|  | <b>CLB 5</b> | • Express opinion, give reasons<br>• Give simple informal advice  |
|   | <b>CLB 5</b> | • Identify situation and relationship between speakers<br>• Identify emotional state of speaker from tone and intonation<br>• Identify factual details and inferred meaning in dialogues about likes / dislikes and preferences |
|  | <b>CLB 3</b> | • Get information from short business brochures   |
|   | <b>CLB 4</b> | • Get information from personal letters   |
|   | <b>CLB 5</b> | • Identify factual details and inferred meanings in a narrative text  |
|  | <b>CLB 5</b> | • Respond in writing to a request for assistance: offer advice / suggestions.   |

# Unit by unit competencies **Ventures 3**





## Unit 8 Work

### *Canadian Language Benchmarks*

- |   |              |  |
|---|--------------|--|
|  | <b>CLB 3</b> | • Express immediate and future needs, wants, plans   |
|   | <b>CLB 4</b> | • Relate a story about personal experience   |
|   | <b>CLB 5</b> | • Express necessity and reason   |
|  | <b>CLB 5</b> | • Identify situation and relationship between speakers   |
|   |              | • Identify factual details and inferred meaning in dialogues containing offers, discussion of interests (strengths), and preferences |
|  | <b>CLB 4</b> | • Get the main idea and key information from blog entries and personal letters   |
|   | <b>CLB 5</b> | • Identify factual details and some inferred meanings in formatted business texts  |
|  | <b>CLB 4</b> | • Write a formal letter of thanks to a person or business, following basic paragraph structure                                       |

## Unit 9 Daily living

### *Canadian Language Benchmarks*

- |   |              |  |
|---|--------------|--|
|  | <b>CLB 3</b> | • Describe a situation   |
|   |              | • Relate a story about personal experience   |
|   | <b>CLB 4</b> | • Express opinion  |
|   | <b>CLB 5</b> | • Express worry / concern  |
|  | <b>CLB 5</b> | • Identify the situation and relationship between speakers   |
|   |              | • Identify the emotional state of speaker from tone and intonation                                   |
|   |              | • Identify factual details in a listening text   |
|  | <b>CLB 3</b> | • Find information in formatted texts: charts  |
|   | <b>CLB 6</b> | • Show comprehension of a one-page narrative text on a familiar topic; identify organization of text |
|  | <b>CLB 6</b> | • Write a detailed description of a past event, based on personal experience                         |

# Unit by unit competencies **Ventures 3**

## Unit 10 Leisure

### *Canadian Language Benchmarks*



**CLB 3**  
**CLB 4**

- Talk about personal experience
- Describe a tourist attraction
- Express preference



**CLB 5**

- Identify situation and relationship between speakers
- Identify factual details in dialogues containing discussion of likes / dislikes, preferences, and suggestions



**CLB 4**

- Get key information and important details from a two- to three-paragraph descriptive article
- Find information in formatted texts: directories



**CLB 6**

- Write a detailed description of a place