



## Ventures 2

### Welcome

#### *Canadian Language Benchmarks*

- |   |              |   |
|---|--------------|---|
|  | <b>CLB 2</b> | <ul style="list-style-type: none"><li>Request and provide expanded basic personal information appropriate to the context</li></ul>  |
|  | <b>CLB 2</b> | <ul style="list-style-type: none"><li>Identify specific literal details: numbers, letters</li></ul>   |
|  | <b>CLB 2</b> | <ul style="list-style-type: none"><li>Follow one- to four-step common everyday written instructions in a predictable context</li><li>Understand simplified tables</li></ul> |
|  | <b>CLB 2</b> | <ul style="list-style-type: none"><li>Copy selected information to complete a short guided text</li><li>Fill out simple forms</li></ul>                                     |

### Unit 1 Personal information

#### *Canadian Language Benchmarks*

- |   |              |  |
|---|--------------|--|
|  | <b>CLB 2</b> | <ul style="list-style-type: none"><li>Give a basic description</li></ul>   |
|   | <b>CLB 3</b> | <ul style="list-style-type: none"><li>Briefly describe a person or daily routine</li></ul>   |
|  | <b>CLB 4</b> | <ul style="list-style-type: none"><li>Identify specific factual details in dialogues of casual small talk</li></ul>  |
|  | <b>CLB 3</b> | <ul style="list-style-type: none"><li>Follow one- to five-step common everyday instructions and instructional texts</li><li>Get information from short personal letters</li><li>Get key information from a simple explicit one-paragraph description of a person</li></ul> |
|   |              | <ul style="list-style-type: none"><li>Find information in formatted texts: order form</li></ul>  |
|   |              | <ul style="list-style-type: none"><li>Describe a person in a five- to eight-sentence text</li></ul>  |
|  | <b>CLB 3</b> |  |

### Unit 2 At school

#### *Canadian Language Benchmarks*

- |   |              |  |
|---|--------------|--|
|  | <b>CLB 3</b> | <ul style="list-style-type: none"><li>Express immediate and future needs, wants, plans</li></ul> |
|---|--------------|--|

	<b>CLB 4</b>	<ul style="list-style-type: none"> <li>• Demonstrate comprehension of mostly factual details in a story about arranging a service</li> </ul>
	<b>CLB 3</b>	<ul style="list-style-type: none"> <li>• Follow one- to five-step common everyday instructions and instructional texts</li> <li>• Get important details from simple explicit one-paragraph texts; identify the narrative sequence</li> <li>• Find information in formatted texts: directories</li> </ul>
	<b>CLB 3</b>	<ul style="list-style-type: none"> <li>• Write a short text about personal goals</li> </ul>

## Unit 3 Friends and family

### *Canadian Language Benchmarks*

	<b>CLB 3</b>	<ul style="list-style-type: none"> <li>• Tell a story about personal experience</li> <li>• Briefly describe daily routine</li> </ul>
	<b>CLB 4</b>	<ul style="list-style-type: none"> <li>• Demonstrate comprehension of mostly factual details in a story about getting assistance</li> </ul>
	<b>CLB 3</b>	<ul style="list-style-type: none"> <li>• Follow one- to five-step common everyday instructions and instructional texts</li> <li>• Get key information from a simple explicit one-paragraph text; identify the narrative sequence</li> <li>• Find information in formatted texts: tables</li> </ul>
	<b>CLB 3</b>	<ul style="list-style-type: none"> <li>• Write a short text about a day's experience or past event</li> </ul>

## Unit 4 Health

### *Canadian Language Benchmarks*

	<b>CLB 3</b>	<ul style="list-style-type: none"> <li>• Tell a story about personal experience</li> <li>• Talk about health</li> </ul>
	<b>CLB 5</b>	<ul style="list-style-type: none"> <li>• Give simple informal advice</li> </ul>
	<b>CLB 4</b>	<ul style="list-style-type: none"> <li>• Identify specific factual details in short phone calls</li> </ul>
	<b>CLB 2</b>	<ul style="list-style-type: none"> <li>• Understand basic common labels</li> </ul>
	<b>CLB 3</b>	<ul style="list-style-type: none"> <li>• Follow one- to five-step common everyday instructions and instructional texts</li> <li>• Find information in formatted texts: forms</li> </ul>
	<b>CLB 4</b>	<ul style="list-style-type: none"> <li>• Follow one- to six-step instructions on warning labels</li> </ul>
	<b>CLB 5</b>	<ul style="list-style-type: none"> <li>• Convey simple business messages as written notes / fill out forms: complete an accident report form</li> </ul>

## Unit 5 Around town

### *Canadian Language Benchmarks*

- |   |              |  |
|---|--------------|--|
|  | <b>CLB 3</b> | <ul style="list-style-type: none"><li>Briefly describe daily routine</li></ul>   |
|  | <b>CLB 4</b> | <ul style="list-style-type: none"><li>Demonstrate comprehension of mostly factual details in a story about obtaining service</li><li>Demonstrate comprehension of factual details in a public announcement</li></ul>                     |
|  | <b>CLB 3</b> | <ul style="list-style-type: none"><li>Follow one- to five-step common everyday instructions and instructional texts</li><li>Find information in formatted texts: schedules</li><li>Get information from short personal letters</li></ul> |
|  | <b>CLB 2</b> | <ul style="list-style-type: none"><li>Describe a personal situation by completing a short guided text or by answering simple questions in writing</li></ul>  |
|   | <b>CLB 4</b> | <ul style="list-style-type: none"><li>Write a short text about a personal experience</li></ul>   |

## Unit 6 Time

### *Canadian Language Benchmarks*

- |   |                              |   |
|---|------------------------------|---|
|  | <b>CLB 3</b>                 | <ul style="list-style-type: none"><li>Briefly describe a familiar situation</li><li>Talk about personal experience</li></ul>  |
|  | <b>CLB 5</b>                 | <ul style="list-style-type: none"><li>Identify factual details and inferred meanings in dialogues containing discussion of interests</li></ul>  |
|  | <b>CLB 2</b><br><b>CLB 3</b> | <ul style="list-style-type: none"><li>Understand simple diagrams</li><li>Follow one- to five-step common everyday instructions and instructional texts</li><li>Get key information from simple explicit one-paragraph texts; identify narrative sequence</li><li>Find information in formatted texts: forms</li></ul> |
|  | <b>CLB 3</b><br><b>CLB 4</b> | <ul style="list-style-type: none"><li>Write a short text about past events: produce a time line</li><li>Write a one-paragraph text about personal experience</li></ul>  |

## Unit 7 Shopping

### *Canadian Language Benchmarks*

- |   |                              |  |
|---|------------------------------|--|
|  | <b>CLB 3</b><br><b>CLB 4</b> | <ul style="list-style-type: none"><li>Talk about personal experience</li><li>Express preference, satisfaction</li></ul>  |
|  | <b>CLB 5</b>                 | <ul style="list-style-type: none"><li>Identify factual details and inferred meaning in dialogues containing discussion of interests, likes / dislikes, and preferences</li></ul> |

	<b>CLB 2</b>	• Understand basic common forms: sales receipts
	<b>CLB 3</b>	• Follow one- to five-step common everyday instructions and instructional texts • Get information from short personal letters
	<b>CLB 2</b>	• Describe a personal situation by completing a short guided text or by answering simple questions in writing
	<b>CLB 4</b>	• Write a short text about a personal experience: tell a story

## Unit 8 Work

<i>Canadian Language Benchmarks</i>		
	<b>CLB 3</b>	• Talk about personal experience and daily routine
	<b>CLB 5</b>	• Identify factual details and inferred meaning in dialogues containing discussion of interests, likes / dislikes, and preferences
	<b>CLB 3</b>	• Follow one- to five-step common everyday instructions and instructional texts
	<b>CLB 4</b>	• Find information in formatted texts: tables
	<b>CLB 5</b>	• Identify factual details and inferred meanings in moderately complex letters. Identify purpose of text. Identify reader/writer relationship
	<b>CLB 2</b>	• Describe a personal situation by completing a short guided text or by answering simple questions in writing
	<b>CLB 4</b>	• Write a short text about a personal experience: work experience in the past

## Unit 9 Daily living

<i>Canadian Language Benchmarks</i>			
	<b>CLB 4</b>	• Relate a story about an everyday activity • Express preference, dissatisfaction • Request assistance, provide required information	
		<b>CLB 5</b>	• Get the gist, factual details and some inferred meanings in a listening text • Identify the situation and relationship between speakers
		<b>CLB 3</b>	• Follow one- to five-step common everyday instructions and instructional texts • Get information from short business notices • Find information in formatted texts: invoices
	<b>CLB 5</b>	• Identify factual details and inferred meanings in a public notice or letter of complaint; identify purpose of text, attitude of writer, context	
	<b>CLB 1</b> <b>CLB 5</b>	• Copy phrases to make a list of things to do • Convey business messages as written notes: letter of complaint	

## Unit 10 Leisure

### *Canadian Language Benchmarks*

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|---|--------------|---|
|  | <b>CLB 3</b> | • Make a request  |
|   | <b>CLB 4</b> | • Talk about everyday activities  |
|   | <b>CLB 5</b> | • Extend, accept or decline an offer in a social situation  |
|  | <b>CLB 5</b> | • Identify factual details and inferred meanings in dialogues containing compliments invitations and offers<br>• Identify situation and relationship between speakers   |
|  | <b>CLB 3</b> | • Follow one- to five-step common everyday instructions and instructional texts<br>• Get key information and important detail from simple one-paragraph texts; identify links between sentences; identify the narrative sequence<br>• Get information from short personal notes |
|  | <b>CLB 2</b> | • Convey a goodwill message by completing a guided letter   |
|   | <b>CLB 4</b> | • Convey a personal message in a short, formal personal letter to express thanks  |