

# Longman English Interactive, Level 3 (American English) • Scope & Sequence

Module	Video Listening	Vocabulary	Speaking	Grammar	Task Listening	Pronunciation	Reading	Web Research	Writing
<b>A.1 Another Busy Day</b>	<ul style="list-style-type: none"> <li>•Predict relationships between people</li> <li>•Listen for facts about people's lives</li> <li>•Listen for main ideas about people's lives</li> </ul>	Words related to how you feel, such as: <i>cheerful, in a bad mood, depressed, energetic</i>	<ul style="list-style-type: none"> <li>•Make social plans</li> <li>•Accept and decline invitations</li> </ul>	<ul style="list-style-type: none"> <li>•Contrast: simple present and present continuous</li> <li>•Expressions for suggesting: <i>why don't we, how about, let's</i></li> <li>•Infinitives with <i>too</i> and <i>enough</i>: <i>too hard to do, easy enough to do</i></li> </ul>	Listen to a segment from Talia and Amy's journalism class and complete the class notes.	<ul style="list-style-type: none"> <li>•Stress in words</li> <li>•Rhythm in sentences</li> </ul>	Pre-reading: What kind of employee is Sarah? Preview: Words in context Reading: <i>Get a Life!</i> Comprehension check: main ideas and details	Research how two companies are keeping their employees happy.	Pre-writing: Visit two company websites Make a chart comparing employee benefits Task: Write a descriptive paragraph based on a chart Skill: Practice writing topic sentences
<b>A.2 Breaking News</b>	<ul style="list-style-type: none"> <li>•Predict people's actions</li> <li>•Listen for specific information about stories and events</li> <li>•Listen for main ideas about people's intentions</li> </ul>	Words related to the concept authentic, such as <i>artificial, fake, bogus, phony, authentic, for real, sincere, trustworthy, crooked</i>	<ul style="list-style-type: none"> <li>•Tell someone news or gossip</li> <li>•Respond to news or gossip</li> </ul>	<ul style="list-style-type: none"> <li>•Present perfect for indefinite past</li> <li>•Modals of advice (<i>should, ought to</i>)</li> <li>•Future with <i>will</i> and <i>be going to</i></li> </ul>	Listen to a short biography on TV and order events.	<ul style="list-style-type: none"> <li>•Reduced vowel sound <i>schwa</i></li> <li>•Rising intonation for some questions</li> </ul>	Pre-reading: What do you know about soccer? Preview: Words in context Reading: <i>Fascinating Soccer Facts</i> Comprehension check: Main idea and details	Research popular sports	Pre-writing: Do research on favorite/interesting sports Make a list of facts Task: Write an explanatory paragraph Skill: Practice writing topic sentence Practice writing concluding sentence
<b>A.3 A Job for Talia</b>	<ul style="list-style-type: none"> <li>•Predict what people will say and do</li> <li>•Listen for specific information in conversations</li> <li>•Listen for the speaker's intended meaning</li> </ul>	Pairs of nouns and adjectives, such as <i>emotion, emotional; innocence, innocent</i>	<ul style="list-style-type: none"> <li>•Propose an idea</li> <li>•Convince someone to let you do something</li> </ul>	<ul style="list-style-type: none"> <li>•Contrast: present perfect and simple past</li> <li>•Modals of ability: <i>can</i> and <i>be able to</i></li> <li>•Possessive pronouns: <i>mine, yours, his, hers, theirs</i></li> </ul>	Listen to three voice mail messages and take notes.	<ul style="list-style-type: none"> <li>•Falling intonation for statements and <i>wh-</i> questions</li> <li>•Stressed and unstressed <i>do</i></li> </ul>	Pre-reading: Why is she famous? Preview: Words in context Reading: <i>Singer of the Year!</i> Comprehension check: Main idea and details	Research some popular celebrities	Pre-writing: Do research on a celebrity Visit a website to obtain information on a celebrity Task: Write a short biography of a celebrity Skill: Arrange information in chronological order Summarize Practice writing about the past
<b>A.4 A Matter of Trust</b>	<ul style="list-style-type: none"> <li>•Predict topics in conversations</li> <li>•Listen for facts about people's relationships</li> <li>•Listen to understand people's feelings</li> </ul>	Idioms with <i>take</i> , such as <i>take a hike, take care</i>	<ul style="list-style-type: none"> <li>•Confirm that you know someone</li> <li>•Respond to someone who recognizes you</li> </ul>	<ul style="list-style-type: none"> <li>•Tag questions</li> <li>•Adjectives and adverbs</li> <li>•Articles: <i>a, an, the</i></li> </ul>	Listen to an announcement for a TV series about Shakespeare and fill in a TV schedule.	<ul style="list-style-type: none"> <li>•Focus words</li> <li>•Intonation for tag questions</li> </ul>	Pre-reading: Before or After? Preview: Words in context Reading: <i>Let's Get Together!</i> Comprehension check: Main idea and details	Research three companies that help people plan reunions	Pre-writing: Search websites of companies that plan reunions Complete a chart with information of products and services offered Task: Write a paragraph organizing information Skill: Connect information Practice giving examples

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<b>B.1 Nick's Explanation</b>	<ul style="list-style-type: none"> <li>•Predict people's intentions</li> <li>•Listen for specific reasons</li> <li>•Listen for main ideas about people's beliefs</li> </ul>	Idioms with <i>get</i> , such as <i>get along</i> , <i>get carried away</i>	<ul style="list-style-type: none"> <li>•Give orders</li> <li>•Make requests</li> <li>•Respond to an order or a request</li> </ul>	<ul style="list-style-type: none"> <li>•Non-action verbs</li> <li>•Modals of request: <i>can</i>, <i>could</i>, <i>will</i>, <i>would</i></li> <li>•<i>So</i> and <i>such</i></li> </ul>	Listen to the HealthWeb advice for treating a sprained ankle and put the instructions in order.	<ul style="list-style-type: none"> <li>•Stressed and unstressed words (<i>can't</i> and <i>can</i>)</li> <li>•The vowel sounds in <i>play</i> and <i>let</i></li> </ul>	Pre-reading: Which part hurts? Preview: Words in context Reading: <i>Play it Safe</i> Comprehension check: Main idea and details	Research sports and their most common injuries	Pre-writing: Do research on sports injuries Organize information in a chart Task: Write a descriptive paragraph on a sports injury Skill: Note taking Use specific vocabulary Write topic sentences Include supporting details Write concluding sentence
<b>B.2 Bad News</b>	<ul style="list-style-type: none"> <li>•Predict how people will solve problems</li> <li>•Listen for details in people's reports of events</li> <li>•Listen for ideas about people's judgments</li> </ul>	Expressions with <i>feel</i> , such as <i>feel for someone</i> , <i>feel free to</i>	<ul style="list-style-type: none"> <li>•Make statements about possibility</li> <li>•Ask about possibility</li> </ul>	<ul style="list-style-type: none"> <li>•Gerunds as subjects and objects</li> <li>•Modals of possibility: <i>may</i>, <i>might</i>, <i>could</i></li> <li>•Reflexive pronouns: <i>myself</i>, <i>yourself</i>, <i>himself</i>, <i>herself</i>, <i>themselves</i></li> </ul>	Listen to the callers on a radio talk show and match their opinions to their pictures.	<ul style="list-style-type: none"> <li>•Loss of the <i>h</i> sound in pronouns</li> <li>•The vowel sounds in <i>stop</i> and <i>just</i></li> </ul>	Pre-reading: What's the story? Preview: Words in context Reading: <i>Building a News Story</i> Comprehension check: Main idea and details	Research news websites	Pre-writing: Visit news websites Take notes on three articles Use notes to complete chart answering the "5 Wh" questions Task: Write a summary of facts in a news story Skill: Note taking Paraphrase, Summarize Practice writing topic sentence Practice writing about past events
<b>B.3 An Endorsement Deal</b>	<ul style="list-style-type: none"> <li>•Predict people's reactions</li> <li>•Listen for specific background details</li> <li>•Listen for ideas about people's reasons</li> </ul>	Pairs of verbs and nouns, such as <i>analyze</i> , <i>analysis</i> ; <i>announce</i> , <i>announcement</i>	<ul style="list-style-type: none"> <li>•Keep a conversation going</li> <li>•Ask follow-up questions</li> </ul>	<ul style="list-style-type: none"> <li>•Past continuous</li> <li>•Modals of preference: <i>prefer</i>; <i>would</i> <i>rather</i></li> <li>•Comparative adjectives</li> </ul>	Listen to the TV ads and put the last line of the jingles in order.	<ul style="list-style-type: none"> <li>•The <i>er</i> sound in <i>soccer</i></li> <li>•The voiceless <i>th</i> sound in <i>think</i></li> </ul>	Pre-reading: Who sells what? Preview: Words in context Reading: <i>Star Power</i> Comprehension check: Main idea and details	Research celebrities and the products they endorse	Pre-writing: Do research on celebrity endorsements Complete a cluster diagram outlining information Task: Write about a product endorsed by a celebrity Skill: Compare information Write topic sentences Include supporting details Connect details
<b>B.4 No One By That Name</b>	<ul style="list-style-type: none"> <li>•Predict events in a story</li> <li>•Listen for specific events in a story</li> <li>•Listen to understand humor</li> </ul>	Words related to <i>yell</i> , such as <i>holler</i> , <i>mumble</i> , <i>murmur</i> , <i>mutter</i>	<ul style="list-style-type: none"> <li>•Express certainty and uncertainty</li> <li>•Confirm a fact</li> </ul>	<ul style="list-style-type: none"> <li>•<i>Used to</i></li> <li>•Embedded <i>wh</i>-questions</li> <li>•Indefinite pronouns: <i>someone</i>, <i>anyone</i>, <i>no one</i></li> </ul>	Listen to people's conversations with a receptionist and find the offices they are asking about.	<ul style="list-style-type: none"> <li>•Unstressed words (<i>of</i>, <i>at</i>, <i>for</i>, and <i>to</i>)</li> <li>•Reduced phrases (<i>used to</i>)</li> </ul>	Pre-reading: How can we solve this problem? Preview: Words in context Reading: <i>Anger Management</i> Comprehension check: Main idea and details	Research websites that teach how to manage anger	Pre-writing: Visit three websites to research anger management Complete a chart with suggestions and opinions Task: Write a persuasive paragraph Skill: Note taking Practice opinion writing Include reasons to support an opinion

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<b>C.1 No Help for Nick</b>	<ul style="list-style-type: none"> <li>•Predict what someone knows</li> <li>•Listen for specific descriptions</li> <li>•Listen for main ideas about how people try to solve problems</li> </ul>	Idioms like <i>cheer up</i> , such as <i>go for it</i> , <i>hang in there</i>	<ul style="list-style-type: none"> <li>•Ask and give permission</li> <li>•Offer help</li> <li>•Accept and decline help</li> </ul>	<ul style="list-style-type: none"> <li>•Past continuous with <i>when</i></li> <li>•Modals of permission: <i>may, could, do you mind if</i></li> <li>•Comparisons with <i>as</i> + adjective + <i>as</i></li> </ul>	Listen to a fashion show and put the models on the cat walk.	<ul style="list-style-type: none"> <li>•Unstressed word <i>as</i></li> <li>•Linking words together: consonant to vowel</li> </ul>	Pre-reading: What should you do? Preview: Words in context Reading: <i>Identity Theft</i> Comprehension check: Main idea and details	Research websites of organizations that help victims of identity theft	Pre-writing: Visit two websites to research identity theft. Complete a chart with suggestions and reasons for their importance. Task: Write a paragraph offering suggestions and justification. Skill: Arrange information in sequence. Write reasons to support a suggestion. Use the modal <i>should</i> .
<b>C.2 In the News</b>	<ul style="list-style-type: none"> <li>•Predict the contents of a news report</li> <li>•Listen for details of a person's problem</li> <li>•Listen for people's hidden meanings</li> </ul>	Inseparable phrasal verbs, such as <i>break down</i> , <i>catch up on</i>	<ul style="list-style-type: none"> <li>•Ask for opinions</li> <li>•Give opinions</li> </ul>	<ul style="list-style-type: none"> <li>•Inseparable phrasal verbs</li> <li>•Gerunds and infinitives</li> <li>•Future time clauses</li> </ul>	Listen to the TV chef and put the ingredients on the recipe cards.	<ul style="list-style-type: none"> <li>•Stress in phrasal verbs</li> <li>•Reduced phrases (<i>going to</i>)</li> </ul>	Pre-reading: What's your name? Preview: Words in context Reading: <i>What's in a Name?</i> Comprehension check: Main idea and details	Research naming customs and traditions around the world	Pre-writing: Do research on naming customs and traditions. Make a Venn diagram. Task: Write a compare/contrast paragraph. Skill: Difference between contrast and compare. Use appropriate words and phrases to compare and contrast. Write topic sentences. Write concluding sentence that states an opinion.
<b>C.3 The Truth Revealed</b>	<ul style="list-style-type: none"> <li>•Predict events in a story</li> <li>•Listen for specific information about advice</li> <li>•Listen for main ideas about people's intentions</li> </ul>	Idioms with <i>out of</i> , such as <i>out of the blue</i> , <i>out of control</i>	<ul style="list-style-type: none"> <li>•Express necessity</li> <li>•Ask questions about necessity</li> </ul>	<ul style="list-style-type: none"> <li>•Infinitives of purpose: <i>I went there to see him</i></li> <li>•Modals of necessity: <i>have got to, don't have to, can't, must (not)</i></li> <li>•Participial adjectives: <i>interested, interesting</i></li> </ul>	Listen to the news about the soccer player's new contract and fill in the details of the contract.	<ul style="list-style-type: none"> <li>•Reduced phrases (<i>have to, want to, got to</i>)</li> <li>•Pronunciation of <i>-ed</i> endings</li> </ul>	Pre-reading: What's the solution? Preview: Words in context Reading: <i>Let's Make a Deal!</i> Comprehension check: Main idea and details	Research customs and traditions around the world	Pre-writing: Do research on cross cultural communication. Take notes. Make a chart with most interesting information. Task: Write a descriptive paragraph about other customs and make predictions. Skill: Note taking. Organize information. Practice drawing conclusions. Write descriptions.
<b>C.4 Dean's Challenge</b>	<ul style="list-style-type: none"> <li>•Predict people's reactions to events</li> <li>•Listen for specific information about people's reactions</li> <li>•Listen for main ideas about relationships</li> </ul>	Separable phrasal verbs, such as <i>clear up</i> , <i>dream up</i>	<ul style="list-style-type: none"> <li>•Ask for clarification</li> <li>•Clarify</li> </ul>	<ul style="list-style-type: none"> <li>•Present perfect continuous with <i>for</i> and <i>since</i></li> <li>•Separable phrasal verbs</li> <li>•Superlative adjectives</li> </ul>	Listen to a coach's speech about motivating players and put the slides in order.	<ul style="list-style-type: none"> <li>•Consonant clusters</li> <li>•Intonation showing surprise</li> </ul>	Pre-reading: Which one is true? Preview: Words in context Reading: <i>How to Tell Who's Telling the Truth</i> Comprehension check: Main idea and details	Research websites about body language	Pre-writing: Do research on body language. Fill in a chart with information. Task: Write a paragraph explaining body language in English-speaking countries and suggest how to use it during a job interview. Skill: Write explanations. Use the expression <i>it means</i> . Write suggestions and recommendations.