

# Pearson English Interactive, Online - Level 5 Scope and 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>	<p>Pre-reading: What kind of employee is Sarah?</p> <p>Preview: Words in context</p> <p>Reading: <i>Get a Life!</i></p> <p>Comprehension check: main ideas and details</p>	Research how two companies are keeping their employees happy.	<p>Pre-writing: Visit two company websites Make a chart comparing employee benefits</p> <p>Task: Write a descriptive paragraph based on a chart</p> <p>Skill: Practice writing topic sentences</p>
<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 radio broadcast on famous athletes and match their names to their challenges.	<ul style="list-style-type: none"> <li>Reduced vowel sound <i>schwa</i></li> <li>Rising intonation for some questions</li> </ul>	<p>Pre-reading: What do you know about soccer?</p> <p>Preview: Words in context</p> <p>Reading: <i>Fascinating Soccer Facts</i></p> <p>Comprehension check: Main idea and details</p>	Research popular sports	<p>Pre-writing: Do research on favorite/interesting sports Make a list of facts</p> <p>Task: Write an explanatory paragraph</p> <p>Skill: Practice writing topic sentence Practice writing concluding sentence</p>
<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>	<p>Pre-reading: Why is she famous?</p> <p>Preview: Words in context</p> <p>Reading: <i>Singer of the Year!</i></p> <p>Comprehension check: Main idea and details</p>	Research some popular celebrities	<p>Pre-writing: Do research on a celebrity Visit a website to obtain information on a celebrity</p> <p>Task: Write a short biography of a celebrity</p> <p>Skill: Arrange information in chronological order Summarize Practice writing about the past</p>
<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 match the days of the week with the correct topic.	<ul style="list-style-type: none"> <li>Focus words</li> <li>Intonation for tag questions</li> </ul>	<p>Pre-reading: Before or After?</p> <p>Preview: Words in context</p> <p>Reading: <i>Let's Get Together!</i></p> <p>Comprehension check: Main idea and details</p>	Research three companies that help people plan reunions	<p>Pre-writing: Search websites of companies that plan reunions Complete a chart with information of products and services offered</p> <p>Task: Write a paragraph organizing information</p> <p>Skill: Connect information Practice giving examples</p>

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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>	<p>Pre-reading: Which part hurts?</p> <p>Preview: Words in context</p> <p>Reading: <i>Play it Safe</i></p> <p>Comprehension check: Main idea and details</p>	Research sports and their most common injuries	<p>Pre-writing: Do research on sports injuries Organize information in a chart</p> <p>Task: Write a descriptive paragraph on a sports injury</p> <p>Skill: Note taking Use specific vocabulary Write topic sentences Include supporting details Write concluding sentence</p>
<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>	<p>Pre-reading: What's the story?</p> <p>Preview: Words in context</p> <p>Reading: <i>Building a News Story</i></p> <p>Comprehension check: Main idea and details</p>	Research news websites	<p>Pre-writing: Visit news websites Take notes on three articles Use notes to complete chart answering the "5 Wh" questions</p> <p>Task: Write a summary of facts in a news story</p> <p>Skill: Note taking Paraphrase, Summarize Practice writing topic sentence Practice writing about past events</p>
<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>	<p>Pre-reading: Who sells what?</p> <p>Preview: Words in context</p> <p>Reading: <i>Star Power</i></p> <p>Comprehension check: Main idea and details</p>	Research celebrities and the products they endorse	<p>Pre-writing: Do research on celebrity endorsements Complete a cluster diagram outlining information</p> <p>Task: Write about a product endorsed by a celebrity</p> <p>Skill: Compare information Write topic sentences Include supporting details Connect details</p>
<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 answer questions about 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>	<p>Pre-reading: How can we solve this problem?</p> <p>Preview: Words in context</p> <p>Reading: <i>Anger Management</i></p> <p>Comprehension check: Main idea and details</p>	Research websites that teach how to manage anger	<p>Pre-writing: Visit three websites to research anger management Complete a chart with suggestions and opinions</p> <p>Task: Write a persuasive paragraph</p> <p>Skill: Note taking Practice opinion writing Include reasons to support an opinion</p>

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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 + adjective + as</i></li> </ul>	Listen to a fashion show and label the models.	<ul style="list-style-type: none"> <li>• Unstressed word <i>as</i></li> <li>• Linking words together: consonant to vowel</li> </ul>	<p>Pre-reading: What should you do?</p> <p>Preview: Words in context</p> <p>Reading: <i>Identity Theft</i></p> <p>Comprehension check: Main idea and details</p>	Research websites of organizations that help victims of identity theft	<p>Pre-writing: Visit two websites to research identity theft. Complete a chart with suggestions and reasons for their importance.</p> <p>Task: Write a paragraph offering suggestions and justification.</p> <p>Skill: Arrange information in sequence. Write reasons to support a suggestion. Use the modal <i>should</i>.</p>
<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 complete the recipe.	<ul style="list-style-type: none"> <li>• Stress in phrasal verbs</li> <li>• Reduced phrases (<i>going to</i>)</li> </ul>	<p>Pre-reading: What's your name?</p> <p>Preview: Words in context</p> <p>Reading: <i>What's in a Name?</i></p> <p>Comprehension check: Main idea and details</p>	Research naming customs and traditions around the world	<p>Pre-writing: Do research on naming customs and traditions.</p> <p>Task: Write a compare/contrast paragraph.</p> <p>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.</p>
<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>	<p>Pre-reading: What's the solution?</p> <p>Preview: Words in context</p> <p>Reading: <i>Let's Make a Deal!</i></p> <p>Comprehension check: Main idea and details</p>	Research customs and traditions around the world	<p>Pre-writing: Do research on cross cultural communication. Take notes. Make a chart with most interesting information.</p> <p>Task: Write a descriptive paragraph about other customs and make predictions.</p> <p>Skill: Note taking. Organize information. Practice drawing conclusions. Write descriptions.</p>
<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 drag the presentation points into the correct box.	<ul style="list-style-type: none"> <li>• Consonant clusters</li> <li>• Intonation showing surprise</li> </ul>	<p>Pre-reading: Which one is true?</p> <p>Preview: Words in context</p> <p>Reading: <i>How to Tell Who's Telling the Truth</i></p> <p>Comprehension check: Main idea and details</p>	Research websites about body language	<p>Pre-writing: Do research on body language. Fill in a chart with information.</p> <p>Task: Write a paragraph explaining body language in English-speaking countries and suggest how to use it during a job interview.</p> <p>Skill: Write explanations. Use the expression <i>it means</i>. Write suggestions and recommendations.</p>