

Viewpoint Level 1 Scope and sequence

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Speaking naturally
Unit 1 Social networks pages 10–19	<ul style="list-style-type: none"> Ask questions to get to know someone Talk about friends and social networking habits 	<ul style="list-style-type: none"> Use the present tense, <i>tend</i>, and <i>will</i> to talk about habits 	<ul style="list-style-type: none"> Personality traits (e.g. <i>open-minded</i>, <i>pushy</i>, <i>talkative</i>) Formal verbs (<i>obtain</i>, <i>withhold</i>, <i>accuse</i>) 	<ul style="list-style-type: none"> Ask questions to find out or check information Use <i>And</i>, <i>But</i>, and <i>So</i> to start questions which link back to what the previous speaker said 	<ul style="list-style-type: none"> Questions with answers <i>page 138</i>
Unit 2 The media pages 20–29	<ul style="list-style-type: none"> Talk about the influence of the media and celebrities Share views on the impact of TV, online videos, and video games 	<ul style="list-style-type: none"> Use defining and non-defining relative clauses to give and add information Use <i>that</i> clauses to link ideas 	<ul style="list-style-type: none"> Nouns and prepositions (<i>increase in</i>, <i>impact on</i>) Formal expressions (<i>complex issue</i>) 	<ul style="list-style-type: none"> Use <i>which</i> clauses to comment on your own and others' statements Use <i>You know what . . . ?</i> to introduce a comment on what you're going to say 	<ul style="list-style-type: none"> <i>which</i> clauses <i>page 138</i>
Unit 3 Stories pages 30–39	<ul style="list-style-type: none"> Talk about life lessons and experiences Tell stories about your childhood 	<ul style="list-style-type: none"> Use the past tense and present perfect forms Use the simple past, past perfect, and past perfect continuous 	<ul style="list-style-type: none"> Expressions for school-related experiences (<i>count toward a grade</i>) Verbs (<i>slip</i>, <i>tug</i>, etc.) 	<ul style="list-style-type: none"> Interrupt a story you are telling to make a comment and then come back to it Use <i>(It's) no wonder</i> to say something is not surprising 	<ul style="list-style-type: none"> Auxiliary verbs <i>page 139</i>
Checkpoint 1 Units 1–3 pages 40–41					

Unit 4 Working lives pages 42–51	<ul style="list-style-type: none"> Discuss and give advice on finding and changing jobs Share opinions about perks and benefits offered by employers Discuss and prepare to answer interview questions 	<ul style="list-style-type: none"> Use countable and uncountable nouns Generalize and specify using definite and indefinite articles 	<ul style="list-style-type: none"> Verb + noun collocations on the topic of finding a job (<i>achieve a goal</i>) Word families (<i>solve – solution</i>) 	<ul style="list-style-type: none"> Show your attitude toward what you say with <i>-ly</i> adverbs Use <i>As a matter of fact</i> or <i>In fact</i> to give new information that you want to emphasize, or to correct what someone assumes or expects 	<ul style="list-style-type: none"> Word stress <i>page 139</i>
------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------

Listening	Reading	Writing	Vocabulary notebook	Grammar extra
<p><i>Reasons for ending friendships</i></p> <ul style="list-style-type: none"> • Four people talk about solutions to relationship problems <p><i>But is it fair?</i></p> <ul style="list-style-type: none"> • Two students debate whether it is fair for employers to check out job applicants online 	<p><i>Future college students and employees, beware!</i></p> <ul style="list-style-type: none"> • An article about the importance of posting only appropriate content online 	<ul style="list-style-type: none"> • Write a script for a debate over whether or not employers should judge applicants by their online profile • Plan an argument • Contrast ideas and arguments • Avoid errors with <i>whereas</i> 	<p><i>The right choice!</i></p> <ul style="list-style-type: none"> • Identify new vocabulary as formal or informal 	<ul style="list-style-type: none"> • Questions • Frequency expressions • State verbs <i>pages 144–145</i>
<p><i>It's really interesting that . . .</i></p> <ul style="list-style-type: none"> • Five people discuss the effects of TV on young people <p><i>They're just games</i></p> <ul style="list-style-type: none"> • A professor delivers a lecture on violence and the media 	<p><i>Not just a game</i></p> <ul style="list-style-type: none"> • An article about the impact of violent video games on young people 	<ul style="list-style-type: none"> • Write a paragraph in an essay about whether songs with violent lyrics should be banned • Use topic sentences • List ideas • Avoid errors with listing expressions 	<p><i>What an effect!</i></p> <ul style="list-style-type: none"> • When you learn a new noun, find out what prepositions are used with it 	<ul style="list-style-type: none"> • Verbs in subject and object relative clauses • Using <i>that</i> clauses • <i>what</i> clauses <i>pages 146–147</i>
<p><i>It just goes to show . . .</i></p> <ul style="list-style-type: none"> • Three conversations about life lessons <p><i>How friendly are people?</i></p> <ul style="list-style-type: none"> • Three students describe the people in their cities 	<p><i>Saturday</i></p> <ul style="list-style-type: none"> • A short story about a woman who suddenly feels invisible 	<ul style="list-style-type: none"> • Write a narrative article about a positive or negative experience with people • Brainstorm and plan • Use verbs to structure an article • Avoid errors with the past perfect 	<p><i>Catch up!</i></p> <ul style="list-style-type: none"> • Write a definition to help you remember a new expression 	<ul style="list-style-type: none"> • Time expressions with the simple past and present perfect • Time expressions with the past perfect <i>pages 148–149</i>
Checkpoint 1 Units 1–3 pages 40–41				
<p><i>The best perks</i></p> <ul style="list-style-type: none"> • Five people discuss and give examples of perks and benefits offered to employees <p><i>Interview rules</i></p> <ul style="list-style-type: none"> • Five applicants are interviewed for a job 	<p><i>Career help: What questions should I ask at a job interview?</i></p> <ul style="list-style-type: none"> • An article outlining questions a job applicant should and shouldn't ask during an interview 	<ul style="list-style-type: none"> • Write a personal statement for an application form • Use nouns in formal writing • Avoid errors with uncountable nouns 	<p><i>Meet that deadline!</i></p> <ul style="list-style-type: none"> • When you learn a new word, write down its collocations 	<ul style="list-style-type: none"> • Making uncountable nouns countable • More about uncountable nouns • More about the definite article <i>pages 150–151</i>

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Speaking naturally
Unit 5 Challenges pages 52–61	<ul style="list-style-type: none"> • Talk about world issues and ways to help • Share wishes, hopes, and regrets about the world • Hypothesize on making the world a better place 	<ul style="list-style-type: none"> • Use conditional sentences to talk about hypothetical events in the present or past • Use <i>wish</i> and <i>hope</i> to talk about wishes, hopes, and regrets 	<ul style="list-style-type: none"> • World problems and solutions (<i>eradicate poverty</i>) • Word building (<i>devastate, devastation, devastated</i>) 	<ul style="list-style-type: none"> • Suggest possible scenarios or ideas with <i>What if . . . ?</i>, <i>suppose</i>, and <i>imagine</i> • Use <i>I suppose</i> to show that you're not 100 percent sure 	<ul style="list-style-type: none"> • Shifting word stress <i>page 140</i>
Unit 6 Into the future pages 62–71	<ul style="list-style-type: none"> • Talk about the future of money, technology, clothing, travel, entertainment, and everyday life • Give a presentation 	<ul style="list-style-type: none"> • Describe future events with <i>be going to, will, may, might</i>, and the present • Use modal verbs for expectations, guesses, offers, necessity, requests, etc. 	<ul style="list-style-type: none"> • Expressions used in giving presentations (<i>As you'll see on the slide.</i>) • Nouns for people (<i>climatologists</i>) 	<ul style="list-style-type: none"> • Use <i>would</i> or <i>'d</i> to soften your opinions • Respond with expressions such as <i>I think so, I don't think so</i>, and <i>I guess not</i> 	<ul style="list-style-type: none"> • Silent consonants <i>page 140</i>

Checkpoint 2 Units 4–6 pages 72–73

Unit 7 Getting along pages 74–83	<ul style="list-style-type: none"> • Talk about getting along with friends and family • Compare experiences of growing up in different types of families • Share views on dealing with difficult friends 	<ul style="list-style-type: none"> • Use phrasal verbs • Use infinitives and <i>-ing</i> forms after adjectives, nouns, and pronouns 	<ul style="list-style-type: none"> • Phrasal verbs on the topic of house rules (<i>have friends over</i>) • Idiomatic expressions (<i>drive your friends away, tag along with someone</i>) 	<ul style="list-style-type: none"> • Make your meaning clear with expressions like <i>What I'm saying is</i> and <i>I mean</i> • Use expressions such as <i>I have to say</i> to show that you want to make a strong point 	<ul style="list-style-type: none"> • Conversational expressions <i>page 141</i>
Unit 8 Food science pages 84–93	<ul style="list-style-type: none"> • Talk about farming, food, and nutrition • Share ideas for eating a healthy diet • React to statistics 	<ul style="list-style-type: none"> • Use the passive to focus on information when talking about the past, present, and future • Use complements of verbs that describe causes and effects 	<ul style="list-style-type: none"> • Human body parts and processes (<i>heart, metabolism</i>) • Noun and verb forms of the same root (<i>discovery, discover</i>) 	<ul style="list-style-type: none"> • Use rhetorical questions to make a point • Give examples with expressions such as <i>such as, like, take, and for instance</i> 	<ul style="list-style-type: none"> • Strong and weak forms of prepositions <i>page 141</i>

Listening	Reading	Writing	Vocabulary notebook	Grammar extra
<p><i>What would you give away?</i></p> <ul style="list-style-type: none"> • Three people talk about ways to help others <p><i>Inspiring people</i></p> <ul style="list-style-type: none"> • An interview with a doctor about his work with the charitable organization Mercy Ships 	<p><i>On the Mercy Ships</i></p> <ul style="list-style-type: none"> • An interview with Dr. Leo Cheng, whose volunteer work with Mercy Ships changes lives in developing countries 	<ul style="list-style-type: none"> • Write an email inquiry about volunteering • Use <i>it</i> as subject and object • Avoid errors with verb forms 	<p><i>Wealthy = rich</i></p> <ul style="list-style-type: none"> • When you learn a new word, write down its synonyms or a paraphrase of it 	<ul style="list-style-type: none"> • Continuous forms for conditions • <i>even if</i> and <i>unless</i> to talk about conditions • Use of <i>wish</i> with <i>would</i> • Strong wishes with <i>If only</i> <p>pages 152–153</p>
<p><i>Going cashless – the pros and cons!</i></p> <ul style="list-style-type: none"> • Two friends discuss the advantages and disadvantages of a cashless society <p><i>Future entertainment</i></p> <ul style="list-style-type: none"> • Four conversations about entertainment in the future 	<p><i>What does the future look like?</i></p> <ul style="list-style-type: none"> • Four short news articles about developments and changes that could occur in the future 	<ul style="list-style-type: none"> • Write a one-paragraph article about how our everyday life will be different in the future • Use modal verbs with adverbs • Structure a paragraph with topic, supporting, and concluding sentences • Avoid errors with adverbs 	<p><i>Present yourself!</i></p> <ul style="list-style-type: none"> • Create an “idea string” for a new expression by thinking of different ways you can use it 	<ul style="list-style-type: none"> • Plans and intentions with <i>be going to</i> and <i>will</i> • Present forms in clauses that refer to the future • More on necessity modals • Possibility modals in the affirmative and negative <p>pages 154–155</p>

Checkpoint 2 Units 4–6 pages 72–73

<p><i>My worst roommate</i></p> <ul style="list-style-type: none"> • Four people talk about their negative experiences with roommates <p><i>“Boomerang” kids</i></p> <ul style="list-style-type: none"> • Two parents talk about their “boomerang” children – grown children who move back home 	<p><i>Now That I’ve Driven All My Friends Away, I Finally Have Time For Me!</i></p> <ul style="list-style-type: none"> • A satirical article with suggestions for ways to get rid of friends and make time for yourself 	<ul style="list-style-type: none"> • Write an introduction to an essay about whether family relationships are more important than friendships • Use a thesis statement • Use <i>what</i> clauses to give the most important information • Avoid errors with subjects 	<p><i>Look forward to it!</i></p> <ul style="list-style-type: none"> • When you learn a new expression, use it in a true sentence about someone you know 	<ul style="list-style-type: none"> • Objects with separable phrasal verbs • Phrasal verbs followed by the <i>-ing</i> form of the verb • More patterns with infinitives and <i>it</i> clauses <p>pages 156–157</p>
<p><i>A food revolution!</i></p> <ul style="list-style-type: none"> • Two radio show hosts and five listeners talk about the British chef Jamie Oliver <p><i>Backyard beekeeping</i></p> <ul style="list-style-type: none"> • A man talks to an interviewer about his unusual hobby – beekeeping 	<p><i>Where did all the bees go?</i></p> <ul style="list-style-type: none"> • An article about “colony-collapse disorder” and why the disappearance of bees is a serious threat to the world’s food supply 	<ul style="list-style-type: none"> • Write a report about trends, using information in graphs and charts • Use prepositions after verbs and nouns • Use expressions for approximate numbers • Avoid errors with <i>fall</i>, <i>rise</i> and <i>grow</i> 	<p><i>Picture this!</i></p> <ul style="list-style-type: none"> • Create a picture dictionary on your computer 	<ul style="list-style-type: none"> • Question forms in the passive • Verb + object + infinitive • More verb patterns <p>pages 158–159</p>

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Speaking naturally
Unit 9 Success and happiness pages 94–103	<ul style="list-style-type: none"> Define and discuss success and happiness Share stories about happy moments and times when things went wrong 	<ul style="list-style-type: none"> Use the determiners <i>all, both, each, every, neither, none of, no</i> Use <i>-ing</i> forms as reduced relative clauses, to describe simultaneous events, and as subjects and objects 	<ul style="list-style-type: none"> Expressions with <i>get</i> (<i>get off the ground, get under way, get off to a good start</i>) Synonyms (<i>study = analyze</i>) 	<ul style="list-style-type: none"> Use expressions like <i>As far as (success) is concerned</i> to focus in on a topic Use expressions like <i>As far as I'm concerned / can tell</i> to give and soften opinions 	<ul style="list-style-type: none"> Stress in expressions <i>page 142</i>

Checkpoint 3 Units 7–9 pages 104–105

Unit 10 Going places pages 106–115	<ul style="list-style-type: none"> Describe travel and vacation experiences Report conversations Share views on what to take on trips Discuss the effects of tourism 	<ul style="list-style-type: none"> Use reported speech to report statements Use reported speech to report questions and instructions 	<ul style="list-style-type: none"> Adjectives ending <i>-ed</i> and <i>-ing</i> (<i>amazed, amazing</i>) Synonyms (<i>industries, businesses</i>) 	<ul style="list-style-type: none"> Use expressions such as <i>you mean, so what you're saying is, and so I guess</i> when drawing conclusions Ask for more details about someone's ideas or opinions, using <i>In what way?</i> 	<ul style="list-style-type: none"> Silent vowels <i>page 142</i>
Unit 11 Culture pages 116–125	<ul style="list-style-type: none"> Talk about weddings, gifts, and other traditions Discuss the positive and negative aspects of globalization 	<ul style="list-style-type: none"> Use relative clauses with <i>when, where, and whose</i> Use verbs with direct and indirect objects 	<ul style="list-style-type: none"> Expressions to describe wedding customs (<i>bride, walk down the aisle</i>) Opposites (<i>loss ≠ preservation</i>) 	<ul style="list-style-type: none"> Soften your comments with expressions like <i>kind of, a little, and not really</i> Use <i>Yeah, no</i> to agree with someone and then make a comment of your own 	<ul style="list-style-type: none"> Consonant groups <i>page 143</i>
Unit 12 Ability pages 126–135	<ul style="list-style-type: none"> Talk about intelligence, skills, and abilities Discuss views on parents' and teachers' roles in developing children's talents 	<ul style="list-style-type: none"> Use adverbs before adjectives and adverbs Use <i>as . . . as</i> and comparative and superlative adjectives and adverbs 	<ul style="list-style-type: none"> Expressions to describe types of intelligence and abilities (<i>linguistic, articulate</i>) Collocations (<i>raise awareness</i>) 	<ul style="list-style-type: none"> Use vague expressions like <i>and that kind of thing</i> when you don't need to be precise Show that you strongly agree with someone, using <i>No doubt</i> 	<ul style="list-style-type: none"> Stress and intonation <i>page 143</i>

Checkpoint 4 Units 10–12 pages 136–137

Listening	Reading	Writing	Vocabulary notebook	Grammar extra
<p><i>Happy moments gone wrong!</i></p> <ul style="list-style-type: none"> • Three people talk about happy occasions and the things that went wrong <p><i>Happiness and the community</i></p> <ul style="list-style-type: none"> • A sociology professor lectures on policies that can make communities happier 	<p><i>Unhappy? Maybe you're not in the right country!</i></p> <ul style="list-style-type: none"> • An article describing ways that governments can take responsibility for their citizens' happiness 	<ul style="list-style-type: none"> • Write a paragraph for an essay about whether governments are responsible for citizens' happiness • Use expressions to add ideas • Avoid errors with <i>in addition to</i>, etc. 	<p><i>Get started!</i></p> <ul style="list-style-type: none"> • When you learn a new expression, imagine using it in an everyday situation. Write the situation and what you would say 	<ul style="list-style-type: none"> • Singular or plural verbs with determiners • Determiners with and without <i>of</i> • Verbs followed by an <i>-ing</i> form or an infinitive • Verbs of perception + object + base form or <i>-ing</i> form <p>pages 160–161</p>

Checkpoint 3 Units 7–9 pages 104–105

<p><i>More adventures in Bolivia</i></p> <ul style="list-style-type: none"> • A woman tells a friend about her plans for a trip to Bolivia <p><i>Responsible tourism</i></p> <ul style="list-style-type: none"> • An eco-tour guide discusses things people can do to be responsible tourists 	<p><i>The tourist threat</i></p> <ul style="list-style-type: none"> • An article about the benefits and dangers of the tourist industry 	<ul style="list-style-type: none"> • Write a survey article for a student magazine • Contrast ideas • Avoid errors with <i>although</i> 	<p><i>So amazing!</i></p> <ul style="list-style-type: none"> • When you learn a new word, make word forks with other words in the same family 	<ul style="list-style-type: none"> • Reported speech: verbs and pronouns • Reported speech: time and place expressions • Other reporting verbs • Reporting verb forms <p>pages 162–163</p>
<p><i>Gift giving around the world</i></p> <ul style="list-style-type: none"> • An interview about certain gifts in different cultures <p><i>Reviving a dying language</i></p> <ul style="list-style-type: none"> • Students and their professor discuss ideas for saving endangered languages 	<p><i>Are we losing our culture?</i></p> <ul style="list-style-type: none"> • An article discussing the different aspects of culture and things that can threaten it 	<ul style="list-style-type: none"> • Write a concluding paragraph in an essay about the effects of globalization on culture • Explain cause and effect • Avoid errors with <i>due to</i> 	<p><i>Wedding bells!</i></p> <ul style="list-style-type: none"> • Write new vocabulary on word webs 	<ul style="list-style-type: none"> • More on relative clauses • Prepositions in relative clauses • More on verb + direct object + prepositional phrase • Passive sentences <p>pages 164–165</p>
<p><i>Minds for the future</i></p> <ul style="list-style-type: none"> • Two friends discuss an article about the five minds that Howard Gardner identified <p><i>The genius in all of us</i></p> <ul style="list-style-type: none"> • Two radio show hosts talk about natural talent and giftedness 	<p><i>Seeing things in a completely different way . . .</i></p> <ul style="list-style-type: none"> • An interview with Chris Waddell, whose disability didn't stop him from becoming a world champion skier 	<ul style="list-style-type: none"> • Write an essay about someone you admire • Brainstorm, then plan an essay • Explain purpose and intention • Avoid errors with <i>so that</i> 	<p><i>It's just the opposite!</i></p> <ul style="list-style-type: none"> • When you learn a new adjective or descriptive expression, find out how to express the opposite meaning 	<ul style="list-style-type: none"> • <i>well</i> + adjective • Adverb and adjective collocations • Patterns with comparatives <p>pages 166–167</p>

Checkpoint 4 Units 10–12 pages 136–137