# Viewpoint Level 1 *Scope and sequence*

| | Functions / Topics | Grammar | Vocabulary | Conversation strategies | Speaking naturally |
|---|---|---|---|---|---|
| **Unit 1**<br>**Social networks**<br>pages 10–19 | • Ask questions to get to know someone<br>• Talk about friends and social networking habits | • Use the present tense, *tend*, and *will* to talk about habits | • Personality traits (e.g. *open-minded, pushy, talkative*)<br>• Formal verbs (*obtain, withhold, accuse*) | • Ask questions to find out or check information<br>• Use *And*, *But*, and *So* to start questions which link back to what the previous speaker said | • Questions with answers<br>*page 138* |
| **Unit 2**<br>**The media**<br>pages 20–29 | • Talk about the influence of the media and celebrities<br>• Share views on the impact of TV, online videos, and video games | • Use defining and non-defining relative clauses to give and add information<br>• Use *that* clauses to link ideas | • Nouns and prepositions (*increase in, impact on*)<br>• Formal expressions (*complex issue*) | • Use *which* clauses to comment on your own and others' statements<br>• Use *You know what . . . ?* to introduce a comment on what you're going to say | • *which* clauses<br>*page 138* |
| **Unit 3**<br>**Stories**<br>pages 30–39 | • Talk about life lessons and experiences<br>• Tell stories about your childhood | • Use the past tense and present perfect forms<br>• Use the simple past, past perfect, and past perfect continuous | • Expressions for school-related experiences (*count toward a grade*)<br>• Verbs (*slip, tug,* etc.) | • Interrupt a story you are telling to make a comment and then come back to it<br>• Use *(It's) no wonder* to say something is not surprising | • Auxiliary verbs<br>*page 139* |
| **Checkpoint 1 Units 1–3**   pages 40–41 | | | | | |
| **Unit 4**<br>**Working lives**<br>pages 42–51 | • Discuss and give advice on finding and changing jobs<br>• Share opinions about perks and benefits offered by employers<br>• Discuss and prepare to answer interview questions | • Use countable and uncountable nouns<br>• Generalize and specify using definite and indefinite articles | • Verb + noun collocations on the topic of finding a job (*achieve a goal*)<br>• Word families (*solve – solution*) | • Show your attitude toward what you say with *-ly* adverbs<br>• Use *As a matter of fact* or *In fact* to give new information that you want to emphasize, or to correct what someone assumes or expects | • Word stress<br>*page 139* |

| Listening | Reading | Writing | Vocabulary notebook | Grammar extra |
|---|---|---|---|---|
| *Reasons for ending friendships*<br>• Four people talk about solutions to relationship problems<br>*But is it fair?*<br>• Two students debate whether it is fair for employers to check out job applicants online | *Future college students and employees, beware!*<br>• An article about the importance of posting only appropriate content online | • Write a script for a debate over whether or not employers should judge applicants by their online profile<br>• Plan an argument<br>• Contrast ideas and arguments<br>• Avoid errors with *whereas* | *The right choice!*<br>• Identify new vocabulary as formal or informal | • Questions<br>• Frequency expressions<br>• State verbs<br>*pages 144–145* |
| *It's really interesting that . . .*<br>• Five people discuss the effects of TV on young people<br>*They're just games*<br>• A professor delivers a lecture on violence and the media | *Not just a game*<br>• An article about the impact of violent video games on young people | • Write a paragraph in an essay about whether songs with violent lyrics should be banned<br>• Use topic sentences<br>• List ideas<br>• Avoid errors with listing expressions | *What an effect!*<br>• When you learn a new noun, find out what prepositions are used with it | • Verbs in subject and object relative clauses<br>• Using *that* clauses<br>• *what* clauses<br>*pages 146–147* |
| *It just goes to show . . .*<br>• Three conversations about life lessons<br>*How friendly are people?*<br>• Three students describe the people in their cities | *Saturday*<br>• A short story about a woman who suddenly feels invisible | • Write a narrative article about a positive or negative experience with people<br>• Brainstorm and plan<br>• Use verbs to structure an article<br>• Avoid errors with the past perfect | *Catch up!*<br>• Write a definition to help you remember a new expression | • Time expressions with the simple past and present perfect<br>• Time expressions with the past perfect<br>*pages 148–149* |
| **Checkpoint 1 Units 1–3**   pages 40–41 | | | | |
| *The best perks*<br>• Five people discuss and give examples of perks and benefits offered to employees<br>*Interview rules*<br>• Five applicants are interviewed for a job | *Career help: What questions should I ask at a job interview?*<br>• An article outlining questions a job applicant should and shouldn't ask during an interview | • Write a personal statement for an application form<br>• Use nouns in formal writing<br>• Avoid errors with uncountable nouns | *Meet that deadline!*<br>• When you learn a new word, write down its collocations | • Making uncountable nouns countable<br>• More about uncountable nouns<br>• More about the definite article<br>*pages 150–151* |

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| **Unit 5**<br><br>**Challenges**<br>pages 52–61 | • Talk about world issues and ways to help<br>• Share wishes, hopes, and regrets about the world<br>• Hypothesize on making the world a better place | • Use conditional sentences to talk about hypothetical events in the present or past<br>• Use *wish* and *hope* to talk about wishes, hopes, and regrets | • World problems and solutions (*eradicate poverty*)<br>• Word building (*devastate, devastation, devastated*) | • Suggest possible scenarios or ideas with *What if . . . ?*, *suppose,* and *imagine*<br>• Use *I suppose* to show that you're not 100 percent sure | • Shifting word stress<br>*page 140* |
| **Unit 6**<br><br>**Into the future**<br>pages 62–71 | • Talk about the future of money, technology, clothing, travel, entertainment, and everyday life<br>• Give a presentation | • Describe future events with *be going to*, *will*, *may, might*, and the present<br>• Use modal verbs for expectations, guesses, offers, necessity, requests, etc. | • Expressions used in giving presentations (*As you'll see on the slide.*)<br>• Nouns for people (*climatologists*) | • Use *would* or *'d* to soften your opinions<br>• Respond with expressions such as *I think so, I don't think so*, and *I guess not* | • Silent consonants<br>*page 140* |

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**Checkpoint 2 Units 4–6**   pages 72–73

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|---|---|---|---|---|---|
| **Unit 7**<br><br>**Getting along**<br>pages 74–83 | • Talk about getting along with friends and family<br>• Compare experiences of growing up in different types of families<br>• Share views on dealing with difficult friends | • Use phrasal verbs<br>• Use infinitives and *-ing* forms after adjectives, nouns, and pronouns | • Phrasal verbs on the topic of house rules (*have friends over*)<br>• Idiomatic expressions (*drive your friends away, tag along with someone*) | • Make your meaning clear with expressions like *What I'm saying is* and *I mean*<br>• Use expressions such as *I have to say* to show that you want to make a strong point | • Conversational expressions<br>*page 141* |
| **Unit 8**<br><br>**Food science**<br>pages 84–93 | • Talk about farming, food, and nutrition<br>• Share ideas for eating a healthy diet<br>• React to statistics | • Use the passive to focus on information when talking about the past, present, and future<br>• Use complements of verbs that describe causes and effects | • Human body parts and processes (*heart, metabolism*)<br>• Noun and verb forms of the same root (*discovery, discover*) | • Use rhetorical questions to make a point<br>• Give examples with expressions such as *such as*, *like*, *take*, and *for instance* | • Strong and weak forms of prepositions<br>*page 141* |

| Listening | Reading | Writing | Vocabulary notebook | Grammar extra |
|-----------|---------|---------|---------------------|---------------|
| *What would you give away?* • Three people talk about ways to help others <br> *Inspiring people* • An interview with a doctor about his work with the charitable organization Mercy Ships | *On the Mercy Ships* • An interview with Dr. Leo Cheng, whose volunteer work with Mercy Ships changes lives in developing countries | • Write an email inquiry about volunteering • Use *it* as subject and object • Avoid errors with verb forms | *Wealthy = rich* • When you learn a new word, write down its synonyms or a paraphrase of it | • Continuous forms for conditions • *even if* and *unless* to talk about conditions • Use of *wish* with *would* • Strong wishes with *If only* *pages 152–153* |
| *Going cashless – the pros and cons!* • Two friends discuss the advantages and disadvantages of a cashless society <br> *Future entertainment* • Four conversations about entertainment in the future | *What does the future look like?* • Four short news articles about developments and changes that could occur in the future | • 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 | *Present yourself!* • Create an "idea string" for a new expression by thinking of different ways you can use it | • Plans and intentions with *be going to* and *will* • Present forms in clauses that refer to the future • More on necessity modals • Possibility modals in the affirmative and negative *pages 154–155* |

**Checkpoint 2 Units 4–6**  pages 72–73

| Listening | Reading | Writing | Vocabulary notebook | Grammar extra |
|-----------|---------|---------|---------------------|---------------|
| *My worst roommate* • Four people talk about their negative experiences with roommates <br> *"Boomerang" kids* • Two parents talk about their "boomerang" children – grown children who move back home | *Now That I've Driven All My Friends Away, I Finally Have Time For Me!* • A satirical article with suggestions for ways to get rid of friends and make time for yourself | • Write an introduction to an essay about whether family relationships are more important than friendships • Use a thesis statement • Use *what* clauses to give the most important information • Avoid errors with subjects | *Look forward to it!* • When you learn a new expression, use it in a true sentence about someone you know | • Objects with separable phrasal verbs • Phrasal verbs followed by the *-ing* form of the verb • More patterns with infinitives and *it* clauses *pages 156–157* |
| *A food revolution!* • Two radio show hosts and five listeners talk about the British chef Jamie Oliver <br> *Backyard beekeeping* • A man talks to an interviewer about his unusual hobby – beekeeping | *Where did all the bees go?* • An article about "colony-collapse disorder" and why the disappearance of bees is a serious threat to the world's food supply | • 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 *fall*, *rise* and *grow* | *Picture this!* • Create a picture dictionary on your computer | • Question forms in the passive • Verb + object + infinitive • More verb patterns *pages 158–159* |

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| **Unit 9**<br>**Success and happiness**<br>pages 94–103 | • Define and discuss success and happiness<br>• Share stories about happy moments and times when things went wrong | • Use the determiners *all, both, each, every, neither, none of, no*<br>• Use *-ing* forms as reduced relative clauses, to describe simultaneous events, and as subjects and objects | • Expressions with *get* (*get off the ground, get under way, get off to a good start*)<br>• Synonyms (*study = analyze*) | • Use expressions like *As far as (success) is concerned* to focus in on a topic<br>• Use expressions like *As far as I'm concerned / can tell* to give and soften opinions | • Stress in expressions *page 142* |
| **Checkpoint 3 Units 7–9** pages 104–105 | | | | | |

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| **Unit 10**<br>**Going places**<br>pages 106–115 | • Describe travel and vacation experiences<br>• Report conversations<br>• Share views on what to take on trips<br>• Discuss the effects of tourism | • Use reported speech to report statements<br>• Use reported speech to report questions and instructions | • Adjectives ending *-ed* and *-ing* (*amazed, amazing*)<br>• Synonyms (*industries, businesses*) | • Use expressions such as *you mean, so what you're saying is*, and *so I guess* when drawing conclusions<br>• Ask for more details about someone's ideas or opinions, using *In what way?* | • Silent vowels *page 142* |
| **Unit 11**<br>**Culture**<br>pages 116–125 | • Talk about weddings, gifts, and other traditions<br>• Discuss the positive and negative aspects of globalization | • Use relative clauses with *when*, *where*, and *whose*<br>• Use verbs with direct and indirect objects | • Expressions to describe wedding customs (*bride, walk down the aisle*)<br>• Opposites (*loss ≠ preservation*) | • Soften your comments with expressions like *kind of*, *a little*, and *not really*<br>• Use *Yeah, no* to agree with someone and then make a comment of your own | • Consonant groups *page 143* |
| **Unit 12**<br>**Ability**<br>pages 126–135 | • Talk about intelligence, skills, and abilities<br>• Discuss views on parents' and teachers' roles in developing children's talents | • Use adverbs before adjectives and adverbs<br>• Use *as . . . as* and comparative and superlative adjectives and adverbs | • Expressions to describe types of intelligence and abilities (*linguistic, articulate*)<br>• Collocations (*raise awareness*) | • Use vague expressions like *and that kind of thing* when you don't need to be precise<br>• Show that you strongly agree with someone, using *No doubt* | • Stress and intonation *page 143* |
| **Checkpoint 4 Units 10–12** pages 136–137 | | | | | |

| Listening | Reading | Writing | Vocabulary notebook | Grammar extra |
|---|---|---|---|---|
| *Happy moments gone wrong!* • Three people talk about happy occasions and the things that went wrong *Happiness and the community* • A sociology professor lectures on policies that can make communities happier | *Unhappy? Maybe you're not in the right country!* • An article describing ways that governments can take responsibility for their citizens' happiness | • Write a paragraph for an essay about whether governments are responsible for citizens' happiness • Use expressions to add ideas • Avoid errors with *in addition to*, etc. | *Get started!* • When you learn a new expression, imagine using it in an everyday situation. Write the situation and what you would say | • Singular or plural verbs with determiners • Determiners with and without *of* • Verbs followed by an *-ing* form or an infinitive • Verbs of perception + object + base form or *-ing* form *pages 160–161* |

| Listening | Reading | Writing | Vocabulary notebook | Grammar extra |
|---|---|---|---|---|
| *More adventures in Bolivia* • A woman tells a friend about her plans for a trip to Bolivia *Responsible tourism* • An eco-tour guide discusses things people can do to be responsible tourists | *The tourist threat* • An article about the benefits and dangers of the tourist industry | • Write a survey article for a student magazine • Contrast ideas • Avoid errors with *although* | *So amazing!* • When you learn a new word, make word forks with other words in the same family | • Reported speech: verbs and pronouns • Reported speech: time and place expressions • Other reporting verbs • Reporting verb forms *pages 162–163* |
| *Gift giving around the world* • An interview about certain gifts in different cultures *Reviving a dying language* • Students and their professor discuss ideas for saving endangered languages | *Are we losing our culture?* • An article discussing the different aspects of culture and things that can threaten it | • Write a concluding paragraph in an essay about the effects of globalization on culture • Explain cause and effect • Avoid errors with *due to* | *Wedding bells!* • Write new vocabulary on word webs | • More on relative clauses • Prepositions in relative clauses • More on verb + direct object + prepositional phrase • Passive sentences *pages 164–165* |
| *Minds for the future* • Two friends discuss an article about the five minds that Howard Gardner identified *The genius in all of us* • Two radio show hosts talk about natural talent and giftedness | *Seeing things in a* completely *different way . . .* • An interview with Chris Waddell, whose disability didn't stop him from becoming a world champion skier | • Write an essay about someone you admire • Brainstorm, then plan an essay • Explain purpose and intention • Avoid errors with *so that* | *It's just the opposite!* • When you learn a new adjective or descriptive expression, find out how to express the opposite meaning | • *well* + adjective • Adverb and adjective collocations • Patterns with comparatives *pages 166–167* |