

Viewpoint Level 2 Scope and sequence

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Speaking naturally
Unit 1 A great read pages 10–19	<ul style="list-style-type: none"> • Talk about types of literature, reading habits, and favorite authors. • Discuss the pros and cons of reading and writing blogs. • Analyze and interpret a poem. 	<ul style="list-style-type: none"> • Use auxiliary verbs, <i>to</i>, <i>one</i>, and <i>ones</i> to avoid repeating words and phrases. 	<ul style="list-style-type: none"> • Idiomatic expressions for understanding (<i>I can't make heads or tails of it</i>) and remembering (<i>It's on the tip of my tongue</i>) • Synonyms (<i>enduring - lasting</i>) 	<ul style="list-style-type: none"> • Use stressed auxiliary verbs (<i>do</i>, <i>does</i>) before main verbs to add emphasis. • Use <i>if so</i> to mean "if this is true"; and <i>if not</i> to mean "if this is not true." 	<ul style="list-style-type: none"> • Stressing auxiliaries for emphasis page 138
Unit 2 Technology pages 20–29	<ul style="list-style-type: none"> • Talk about technology and its impact on your life. • Discuss the issue of privacy vs. security. • Evaluate the pros and cons of modern conveniences. • Discuss how you respond to new technologies. 	<ul style="list-style-type: none"> • Add information to nouns with different types of expressions. • Use two-part conjunctions like <i>either . . . or</i> to combine ideas. 	<ul style="list-style-type: none"> • Compound adjectives to describe technology (<i>high-speed</i>, <i>energy-efficient</i>) • Suffixes (<i>innovation</i>, <i>radical</i>) 	<ul style="list-style-type: none"> • Use adverbs like <i>predictably</i> and <i>apparently</i> to express what you predict, expect, etc. • Emphasize that something is impossible with <i>can't / couldn't possibly</i>. 	<ul style="list-style-type: none"> • Stress in noun phrases page 138
Unit 3 Society pages 30–39	<ul style="list-style-type: none"> • Talk about different social pressures that you and others face. • Discuss the challenges of starting college and other new experiences. • Discuss how children put pressure on parents. • Evaluate gender differences in language. 	<ul style="list-style-type: none"> • Use participle clauses to link events and add information about time or reason. • Add emphasis with <i>so . . . that</i>, <i>such . . . that</i>, <i>even</i>, and <i>only</i>. 	<ul style="list-style-type: none"> • Expressions with <i>take</i> (<i>take advantage of</i>, <i>take credit for</i>) • Synonyms (<i>often - frequently</i>; <i>show - reveal</i>) 	<ul style="list-style-type: none"> • Express a contrasting view with expressions like <i>having said that</i> and <i>then again</i>. • Use <i>even so</i> and <i>even then</i> to introduce a contrasting idea. 	<ul style="list-style-type: none"> • Stress in expressions of contrast page 139
Checkpoint 1 Units 1–3 pages 40–41					
Unit 4 Amazing world pages 42–51	<ul style="list-style-type: none"> • Talk about the natural world. • Present information about a member of the animal kingdom. • Consider the impact that humans have on nature. 	<ul style="list-style-type: none"> • Use future perfect forms to talk about the past in the future. • Use prepositions and prepositional phrases to combine ideas. 	<ul style="list-style-type: none"> • Expressions to describe the behavior of wildlife (<i>hibernate</i>, <i>predator</i>) • Suffixes with <i>-able</i> (<i>remarkable</i>, <i>valuable</i>) 	<ul style="list-style-type: none"> • Use expressions like <i>What's more</i> to add and focus on new ideas. • Use <i>in any case</i> and <i>in any event</i> to strengthen arguments and reach conclusions. 	<ul style="list-style-type: none"> • Stress in adding expressions page 139

Listening	Reading	Writing	Vocabulary notebook	Grammar extra
<p><i>The blogosphere</i></p> <ul style="list-style-type: none"> • A presenter shares statistics about blogging. <p><i>My interpretation is . . .</i></p> <ul style="list-style-type: none"> • Someone gives an interpretation of a poem. 	<p><i>A brief history of poetry</i></p> <ul style="list-style-type: none"> • An article about different types of poetry through history 	<ul style="list-style-type: none"> • Write a review of a book you have enjoyed. • Describe, evaluate, and recommend a book. • Coordinate adjectives. • Avoid errors with <i>yet</i>. 	<p><i>Heads or tails</i></p> <ul style="list-style-type: none"> • Think of situations when you can use certain idioms. 	<ul style="list-style-type: none"> • More on auxiliary verbs to avoid repetition • <i>too, either, so, neither, and (to) do so</i> • More on using <i>to</i> to avoid repeating verb phrases • More on <i>one / ones</i> to avoid repeating countable nouns <p><i>pages 144–145</i></p>
<p><i>Privacy or convenience?</i></p> <ul style="list-style-type: none"> • Two friends discuss privacy and fingerprinting. <p><i>How do you multitask?</i></p> <ul style="list-style-type: none"> • Three conversations about multitasking 	<p><i>As technology changes, so do adoption life cycles.</i></p> <ul style="list-style-type: none"> • An article about the willingness of consumers to invest in new technology 	<ul style="list-style-type: none"> • Write a report about Internet use. • Describe graphs, charts, and tables. • Describe and compare statistics. • Avoid errors with <i>as can be seen</i>, etc. 	<p><i>High-tech gadgets</i></p> <ul style="list-style-type: none"> • Use compound adjectives with nouns to say something true about your life. 	<ul style="list-style-type: none"> • Adjectives after nouns • Negative phrases after nouns • More on two-part conjunctions • Two-part conjunctions with phrases and clauses <p><i>pages 146–147</i></p>
<p><i>It's an issue . . .</i></p> <ul style="list-style-type: none"> • Two people discuss the challenges when kids become more independent. <p><i>Language and gender</i></p> <ul style="list-style-type: none"> • A professor introduces a course on language and gender. 	<p><i>Spring semester courses in Language and Society</i></p> <ul style="list-style-type: none"> • Course outlines of classes about language and society 	<ul style="list-style-type: none"> • Write an evaluation of a course. • Plan and write an evaluative report. • Express results in writing. • Avoid errors with <i>therefore</i>. 	<p><i>Take credit!</i></p> <ul style="list-style-type: none"> • Write sentences that paraphrase the meaning of new expressions. 	<ul style="list-style-type: none"> • Clauses with prepositions and conjunctions + <i>-ing</i> • Passive forms of participle and time clauses • More on <i>so</i> and <i>such</i> • More on <i>even</i> and <i>only</i> <p><i>pages 148–149</i></p>
Checkpoint 1 Units 1–3 pages 40–41				
<p><i>The Antarctic</i></p> <ul style="list-style-type: none"> • An expert answers questions about Antarctica. <p><i>The genius of the natural world</i></p> <ul style="list-style-type: none"> • A presenter shares ideas about how biomimicry could solve problems. 	<p><i>How nature inspires science – a look at some notable inventions</i></p> <ul style="list-style-type: none"> • An article about how nature inspires innovation 	<ul style="list-style-type: none"> • Write a persuasive essay about an environmental concern. • Use academic prepositions and impersonal <i>one</i>. • Avoid errors with <i>upon</i>. 	<p><i>Golden eggs</i></p> <ul style="list-style-type: none"> • Notice the use of specialized vocabulary in general English or in idioms. 	<ul style="list-style-type: none"> • More on the future perfect • The future perfect for predictions and assumptions • Formal prepositional expressions • More on <i>the fact that</i>; prepositions + perfect forms <p><i>pages 150–151</i></p>

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Speaking naturally
Unit 5 Progress pages 52–61	<ul style="list-style-type: none"> • Talk about inventions, progress, and human achievements. • Evaluate the motivation of people who are driven to perform dangerous feats. • Discuss the pros and cons of research. • Discuss inventions and innovations. 	<ul style="list-style-type: none"> • Use adverbs with continuous and perfect forms of the passive. • Use past modals with the passive. 	<ul style="list-style-type: none"> • More formal adjectives (<i>obsolete, portable</i>) • Adjectives into nouns (<i>convenient – convenience; easy – ease</i>) 	<ul style="list-style-type: none"> • Use expressions like <i>Let's put it this way</i> to make a point. • Use expressions like <i>Maybe (not), Absolutely (not), and Not necessarily</i> in responses. 	<ul style="list-style-type: none"> • Stress in expressions <i>page 140</i>
Unit 6 Business studies pages 62–71	<ul style="list-style-type: none"> • Talk about business and retail. • Consider the motivations behind shopping habits. • Evaluate the benefits of online and instore shopping. • Present the advantages of big business and small business. 	<ul style="list-style-type: none"> • Use relative clauses that begin with pronouns or prepositions. • Use <i>some, any, other, others, and another</i> to refer to people and things. 	<ul style="list-style-type: none"> • Verbs that mean <i>attract and deter (entice, discourage)</i> • Adjectives (<i>malicious, vulnerable</i>) 	<ul style="list-style-type: none"> • Use negative and tag questions to persuade others of your point of view. • Use <i>granted</i> to concede points. 	<ul style="list-style-type: none"> • Prepositions in relative clauses <i>page 140</i>

Checkpoint 2 Units 4–6 pages 72–73

Unit 7 Relationships pages 74–83	<ul style="list-style-type: none"> • Talk about relationships, marriage, and family life. • Discuss the most important issues to consider before getting married. • Talk about the best ways to meet people. • Evaluate the pros and cons of monitoring family members. 	<ul style="list-style-type: none"> • Use conditional sentences without <i>if</i> to hypothesize. • Use <i>wh</i>-clauses as subjects and objects. 	<ul style="list-style-type: none"> • Binomial expressions with <i>and, or, but (give and take, sooner or later, slowly but surely)</i> • Building synonyms (<i>see – perceive; improve – enhance</i>) 	<ul style="list-style-type: none"> • Use expressions like <i>in the end</i> and <i>in a word</i> to summarize or finish your points. • Use <i>then</i> and <i>in that case</i> to draw a conclusion from something someone said. 	<ul style="list-style-type: none"> • Binomial pairs <i>page 141</i>
Unit 8 History pages 84–93	<ul style="list-style-type: none"> • Talk about people and events in history. • Determine what makes a historical event “world-changing.” • Talk about the importance of one’s family history. 	<ul style="list-style-type: none"> • Use the perfect infinitive to refer to past time. • Use cleft sentences beginning with <i>It</i> to focus on certain nouns, phrases, and clauses. 	<ul style="list-style-type: none"> • Adjective antonyms (<i>lasting – temporary; superficial – profound</i>) • Metaphors (<i>sift, bring to life</i>) 	<ul style="list-style-type: none"> • Use expressions like <i>Let's not go there</i> to avoid talking about a topic. • Respond with <i>That's what I'm saying</i> to focus on your viewpoint. 	<ul style="list-style-type: none"> • Saying perfect infinitives <i>page 141</i>

Listening	Reading	Writing	Vocabulary notebook	Grammar extra
<p><i>Kristen Ulmer – a world-class extreme skier</i></p> <ul style="list-style-type: none"> • A reporter relates her conversation with Kristen Ulmer. <p><i>What’s the point of research?</i></p> <ul style="list-style-type: none"> • Two people discuss the benefits and drawbacks of research. 	<p><i>Invention: inspired thinking or accidental discovery?</i></p> <ul style="list-style-type: none"> • An article about how inventions come about 	<ul style="list-style-type: none"> • Write an opinion essay about technological progress. • Compare and contrast arguments. • Use <i>it</i> clauses + passive to say what people think. • Avoid errors with <i>affect</i> and <i>effect</i>. 	<p><i>Old or ancient?</i></p> <ul style="list-style-type: none"> • Learn synonyms to express basic concepts in formal writing. 	<ul style="list-style-type: none"> • Adverbs in present and past passive verb phrases • Adverbs in perfect verb phrases • Adverbs and past modal verb phrases • Questions with passive past modals <p><i>pages 152–153</i></p>
<p><i>Too good to be true?</i></p> <ul style="list-style-type: none"> • Four consumer experts talk about special promotions. <p><i>The top threats</i></p> <ul style="list-style-type: none"> • A business expert discusses the risks of running a business. 	<p><i>Data leakage – Are you protected?</i></p> <ul style="list-style-type: none"> • An article about keeping a business’s information secure 	<ul style="list-style-type: none"> • Write a report on data security. • Use modals to avoid being too assertive and to make recommendations. • Use expressions to describe cause (<i>This may be the result of . . .</i>). • Avoid errors with <i>can</i> and <i>could</i>. 	<p><i>It’s tempting.</i></p> <ul style="list-style-type: none"> • Write word family charts. 	<ul style="list-style-type: none"> • Pronouns and numbers in relative clauses • Nouns in relative clauses • <i>other, every other, other than</i> • More on <i>another</i> <p><i>pages 154–155</i></p>

Checkpoint 2 Units 4–6 pages 72–73

<p><i>Bringing up baby?</i></p> <ul style="list-style-type: none"> • A student talks about his experience with a “baby simulator.” <p><i>Keeping tabs on the family</i></p> <ul style="list-style-type: none"> • A family counselor discusses using technology to keep track of family members. 	<p><i>Technology – is it driving families apart?</i></p> <ul style="list-style-type: none"> • An article about how technology impacts family dynamics 	<ul style="list-style-type: none"> • Write a magazine article about how to enhance friendships. • Express number and amount with expressions like <i>a number of, a great deal of</i>. • Avoid errors with <i>a number of, etc</i>. • Use expressions like <i>affect, have an effect on</i> to describe effects. 	<p><i>Now or never</i></p> <ul style="list-style-type: none"> • Use expressions in sentences that are personally meaningful. 	<ul style="list-style-type: none"> • More on inversions • More on <i>what</i> clauses • <i>what</i> clauses with passive verbs and modals in writing <p><i>pages 156–157</i></p>
<p><i>Tracing family histories</i></p> <ul style="list-style-type: none"> • Two friends talk about their family backgrounds. <p><i>Citizen participation projects</i></p> <ul style="list-style-type: none"> • A lecturer describes projects that help uncover the past. 	<p><i>The Ancient Lives Project</i></p> <ul style="list-style-type: none"> • An article about the collaboration between experts and volunteers in piecing together the past 	<ul style="list-style-type: none"> • Write a narrative essay about your family or someone you know. • Order events in the past. • Avoid errors with <i>in the end</i> and <i>at the end</i>. 	<p><i>Deep, low, high</i></p> <ul style="list-style-type: none"> • Look up the synonyms and antonyms of new words. 	<ul style="list-style-type: none"> • More on perfect infinitives • The perfect infinitive after adjectives and nouns • More on cleft sentences with <i>it + be</i> • <i>it + be + noun phrase</i> in writing <p><i>pages 158–159</i></p>

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Speaking naturally
Unit 9 Engineering wonders pages 94–103	<ul style="list-style-type: none"> • Talk about feats, challenges, and developments in engineering. • Evaluate the priorities in research and development. • Discuss the usefulness of robots. 	<ul style="list-style-type: none"> • Use <i>-ever</i> words in talking about unknown people or things. • Use negative adverbs (<i>never, not only</i>) + inversion to start a sentence for emphasis. 	<ul style="list-style-type: none"> • Vocabulary of engineering projects (<i>erect, install</i>) • Verbs (<i>interact, determine</i>) 	<ul style="list-style-type: none"> • Use expressions like <i>given</i> or <i>considering</i> to introduce facts that support your opinions. • Emphasize negative phrases with <i>at all</i> and <i>whatsoever</i>. 	<ul style="list-style-type: none"> • Intonation of background information <i>page 142</i>

Checkpoint 3 Units 7–9 pages 104–105

Unit 10 Current events pages 106–115	<ul style="list-style-type: none"> • Talk about the news, who reports it, and how. • Discuss if speed or accuracy is more important in news reporting. • Evaluate how much you trust what you hear or read in the news. 	<ul style="list-style-type: none"> • Use continuous infinitive forms to report events in progress. • Use the subjunctive to describe what should happen, what is important, and to refer to demands and recommendations. 	<ul style="list-style-type: none"> • Noun and verb collocations (<i>undergo surgery, contain an oil spill</i>) • Vocabulary to express truth or fiction (<i>verify, fabricate</i>) 	<ul style="list-style-type: none"> • Highlight topics by putting them at the start or end of what you say. • Use <i>this</i> and <i>these</i> to highlight information and <i>that</i> and <i>those</i> to refer to known information. 	<ul style="list-style-type: none"> • Stress and intonation <i>page 142</i>
Unit 11 Is it real? pages 116–125	<ul style="list-style-type: none"> • Talk about whether information is true or not. • Consider how you would handle an emergency. • Talk about white lies and if they're ever acceptable. • Discuss if art forgers are still true artists. 	<ul style="list-style-type: none"> • Use <i>be to</i> to refer to fixed or hypothetical future events. • Use passive verb complements. 	<ul style="list-style-type: none"> • Idioms and phrasal verbs with <i>turn</i> (<i>turn over a new leaf, turn around</i>) • Words in context (<i>lucrative, laborious</i>) 	<ul style="list-style-type: none"> • Use expressions like <i>That doesn't seem right</i> to express concerns. • Use <i>to me, to her</i>, etc. to introduce an opinion. 	<ul style="list-style-type: none"> • Stress in longer idioms <i>page 143</i>
Unit 12 Psychology pages 126–135	<ul style="list-style-type: none"> • Talk about being independent, the psychology of attraction, and the brain. • Discuss the differences between online and in-person relationships. • Discuss stereotypes. 	<ul style="list-style-type: none"> • Use objects + <i>-ing</i> forms after prepositions and verbs. • Use reflexive pronouns — including to add emphasis — and <i>each other / one another</i>. 	<ul style="list-style-type: none"> • Phrasal verbs (<i>go by, pick up on</i>) • Expressions with <i>be, do, go, have, take</i> (<i>be close to, have to do with</i>) 	<ul style="list-style-type: none"> • Use expressions like <i>I can see it from both sides</i> and <i>by the same token</i>. • Use <i>to put it + adverb</i> to indicate your meaning behind an opinion. 	<ul style="list-style-type: none"> • Stress with reflexive pronouns <i>page 143</i>

Checkpoint 4 Units 10–12 pages 136–137

Listening	Reading	Writing	Vocabulary notebook	Grammar extra
<p><i>Other amazing feats</i></p> <ul style="list-style-type: none"> • Three documentaries describe marvels of engineering. <p><i>Is she for real?</i></p> <ul style="list-style-type: none"> • A radio interview about a robot. 	<p><i>Robots</i></p> <ul style="list-style-type: none"> • An article about the widespread use of robots in society 	<ul style="list-style-type: none"> • Write an essay about whether robots can replace humans. • Express alternatives. • Avoid errors with <i>would rather / rather than</i>. 	<p><i>How do you do it?</i></p> <ul style="list-style-type: none"> • Ask yourself questions using new vocabulary. 	<ul style="list-style-type: none"> • <i>whatever, whichever, and whoever</i> as subjects and objects • Patterns with <i>however</i> and <i>whatever</i> • More on inversion • Inversion with modals and in passive sentences <i>pages 160–161</i>

Checkpoint 3 Units 7–9 pages 104–105

<p><i>Journalism</i></p> <ul style="list-style-type: none"> • A guest on a radio program discusses trends in journalism. 	<p><i>Establishing the truth: How accurate are news reports?</i></p> <ul style="list-style-type: none"> • An article about issues in news reporting 	<ul style="list-style-type: none"> • Summarize an article. • Use subject-verb agreement. • Avoid subject-verb agreement errors in relative clauses. 	<p><i>Trust your instincts</i></p> <ul style="list-style-type: none"> • Find multiple verbs that collocate with the same noun. 	<ul style="list-style-type: none"> • Simple vs. continuous infinitives • More on perfect continuous infinitives • More on the subjunctive • The subjunctive and conditional sentences <i>pages 162–163</i>
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<p><i>Online lies</i></p> <ul style="list-style-type: none"> • Two friends talk about the lies that people tell about themselves online. <p><i>Fakes of art!</i></p> <ul style="list-style-type: none"> • A radio program profiles artist John Myatt. 	<p><i>Authenticating art</i></p> <ul style="list-style-type: none"> • An article about the techniques used to identify art forgeries 	<ul style="list-style-type: none"> • Write an essay about fake designer goods. • Share your views and those of others. • Use academic conjunctions and adverbs. • Avoid errors with <i>provided that</i>. 	<p><i>Use it or lose it.</i></p> <ul style="list-style-type: none"> • Use new vocabulary in imaginary conversations with a friend. 	<ul style="list-style-type: none"> • More on <i>be to; be due to, be meant to</i> • <i>be to</i> for orders and instructions • More on passive perfect infinitives • <i>would rather</i> <i>pages 164–165</i>
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<p><i>“Helicopter” parents</i></p> <ul style="list-style-type: none"> • A mother and son talk about overprotective parents. <p><i>Understanding the brain – outcomes</i></p> <ul style="list-style-type: none"> • Four professionals lecture about the impact of brain research on their fields. 	<p><i>The developing brain</i></p> <ul style="list-style-type: none"> • An article about how brain development relates to behavior 	<ul style="list-style-type: none"> • Write a report using statistics. • Compare statistics. • Use expressions like <i>twice as likely, four times more often</i>. • Avoid errors with <i>twice</i>. 	<p><i>Pick and choose</i></p> <ul style="list-style-type: none"> • Create a thesaurus. 	<ul style="list-style-type: none"> • Common verbs, adjectives, and nouns + object + <i>-ing</i> • More on reflexive pronouns • Referring to unknown people <i>pages 166–167</i>
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Checkpoint 4 Units 10–12 pages 136–137