

Aptis for Teens B1

Scope and Sequence

Aptis for Teens Grammar and Vocabulary (B1)

Scope and Sequence

Unit	Title	Aims	Vocabulary	Grammar
1	We've Been Staying in the Cabin for a Week	<ol style="list-style-type: none"> To learn the names of house types To learn the use of present perfect tense 	flat, cabin, dorm, skyscraper, castle, bungalow, lighthouse, mansion, igloo, tent, caravan, treehouse	Present perfect simple and present perfect continuous
2	She Will Have Watched the Opera by Then	<ol style="list-style-type: none"> To learn vocabulary about places of entertainment To learn the use of future continuous and future perfect 	opera house, exhibition center, art gallery, cafe, stadium, concert hall, theater, bowling alley, fairground, circus, theme park, disco	Future continuous and future perfect
3	Cookers Had Been Invented in 17th Century	<ol style="list-style-type: none"> To learn vocabulary about household appliance To learn the use of past perfect and past perfect continuous 	appliance, rice cooker, blender, refrigerator, microwave, vacuum cleaner, alarm clock, coffee maker, hair dryer, stove, toaster, oven	Past perfect and past perfect continuous
4	I Think She's Determined	<ol style="list-style-type: none"> To learn vocabulary about feelings To learn the use of reported speech 	delighted, furious, depressed, awkward, anxious, cheerful, envious, curious, determined, disappointed, terrified, hopeful,	Reported speech

Aptis for Teens Grammar and Vocabulary (B1)

Scope and Sequence

Unit	Title	Aims	Vocabulary	Grammar
5	I Wonder if the Surgery Went Well	<ol style="list-style-type: none"> To learn vocabulary about health To learn the use of indirect questions 	flu, allergy, heart attack, blood pressure, injection, surgery, tablet, vitamin, bandage, plaster,, bacteria, chemist	Indirect Questions
6	The Plane Going to Australia is Taking off	<ol style="list-style-type: none"> To learn vocabulary about air travel To learn the use of relative clauses 	seat belt, boarding card, plane, airport, departures board, baggage, gate, overhead locker, duty-free shop, check-in desk, runaway, aisle	Relative clauses
7	Not until Last Week was the Wildfire Put Out	<ol style="list-style-type: none"> To learn vocabulary about natural disasters To learn to form the sentences that begin with "Not until" 	earthquake, flood, volcanic eruption, drought, Tsunami, wildfire, hurricane, storm, landslide, heat wave, tornado, blizzard	not...until...
8	I am Getting Used to University Life	<ol style="list-style-type: none"> To learn vocabulary about education To learn to the differences between used to and be used to 	biology, chemistry, geography, economics, physics, literature, seminar, essay, college, university, certificate, diploma	used to infinitive +, be used to or get used to + -ing

Aptis for Teens Grammar and Vocabulary (B1)

Scope and Sequence

Unit	Title	Aims	Vocabulary	Grammar
9	Could I Have Your Permission to Leave Earlier?	1. To learn vocabulary about manners and attitude 2. To learn modal expressions to be more polite	sloppy, essential, manner, permission, appropriate, affect, humble, mindful, respectful, make fun of, rude, arrogant	Modal Verbs for Invitations, Offers, Requests and Permission
10	Desiring More Privacy, They Moved to the Suburbs	1. To learn vocabulary about city life 2. To learn participle clauses	density, bustling, bureau, facility, car park, chain store, boutique, pavement, commute, motorway, suburb, urban	Participle Clauses
11	If I had Confessed to Her, She Might not have Chosen Him	1. To learn vocabulary about romantic relationships 2. To learn how to use the third conditional	confess, puppy love, mutual, crush, heartbroken, emotional, intimate, affection, propose, engaged, break up with, stable	Third condition
12	Programming might be difficult but interesting	1. To learn vocabulary about technology skills 2. To learn modal of deduction	AI (Artificial Intelligence), device, automation, programming, analysis, process, technique, application, software, sought-after, VR (Virtual Reality), cybersecurity	Modals of deduction

Aptis for Teens Listening (B1)

Scope and Sequence

Unit	Title	Aims	Vocabulary	Skill Focus
1	Back to school	1. To learn how to prepare for going back to school 2. To listen conversations talking about going back to school	routine, regular, condition, impression, ensure, give off	To summarize information
2	Difficult Situations	1. To understand what are difficult situations 2. To listen to conversations about the topic	reality, make up with, conflict, recovery, get along, divorce	To summarize information
3	Celebrations	1. To learn different types of celebrations 2. To listen to speakers talking about celebrations	anniversary, farewell, parade, involve, spoil, throw a party	To summarize information
4	Theme Parks	1. To learn what are things to do at a theme park 2. To listen to speakers talking about a theme park	ride, feature, attract, charm, spectacular, firework	To listen closely for the details

Aptis for Teens Listening (B1)

Scope and Sequence

Unit	Title	Aims	Vocabulary	Skill Focus
5	News Report	<ol style="list-style-type: none">1. To learn common news phrases on television2. To listen to several news reports	live, scene, witness, suffer, crime, robbery	To listen closely for the details
6	Advice for Exams	<ol style="list-style-type: none">1. To learn how to prepare for exams2. To listen to advice for exams	helpful, stress, be tempted to, last but not least, repetition	To listen closely for the details
7	My Favorite Film	<ol style="list-style-type: none">1. To learn different film genres2. To listen to people introducing their favorite films	comedy, science fiction, horror, animated, villain, be a big fan of	To listen closely for the details
8	Public Transport	<ol style="list-style-type: none">1. To read description of public transport2. To listen to conversations about public transport	baggage, approximately, depart, terminate, carriage, arrival	To listen closely for the details

Aptis for Teens Listening (B1)

Scope and Sequence

Unit	Title	Aims	Vocabulary	Skill Focus
9	Music Genres	<ol style="list-style-type: none">1. To know different music genres2. To listen to people talking about music genres	soothe, stimulate, uplifting, instrument, mainstream, applause	To listen for key information
10	Good Deeds	<ol style="list-style-type: none">1. To learn the advantages of doing good deeds2. To listen to an interview	charity, contribute, deed, shelter, struggle, neglect	To listen for key information and for inferences
11	Teenage Worries	<ol style="list-style-type: none">1. To learn to describe worries2. To listen to teens saying their worries	appearance, wear out, concern, financial, cope with, fierce	To listen for key information
12	Visiting Exhibitions	<ol style="list-style-type: none">1. To listen to exhibition reviews2. To listen to introductions of an exhibition	heritage, marvelous, iconic, etiquette, temporary, informative	To listen for key information and for inferences

Aptis for Teens Reading (B1)

Scope and Sequence

Unit	Title	Aims	Vocabulary	Skill Focus
1	Learning Styles	1. To learn typical learning styles 2. To read paragraph talking about learning	lecture, experiment, chart, tend to, merely, memorize	To choose correct words to complete sentences
2	The Internet	1. To learn how to use the Internet wisely 2. To read a passage talking about Internet safety	privacy, in person, be aware of, intention, pretend, virus	To reorder sentences to make a text
3	Eating Habits	1. To learn good and bad eating habits 2. To read an article about healthy eating	nutrition, quality, quantity, substitute, balanced, vegetarian	To read different people's opinions
4	The Meaning of Travelling	1. To learn the benefits of travelling 2. To read passages talking about travel	adventurous, comfort zone, valuable, independent, escape, make a comparison of	To match headings to paragraphs

Aptis for Teens Reading (B1)

Scope and Sequence

Unit	Title	Aims	Vocabulary	Skill Focus
5	Job Adverts	1. To read job adverts and answer related questions 2. To read job requirements and responsibilities	attitude, license, professional, trainee, multitask, responsibility	To choose correct words to complete sentences
6	The Noticeboard	1. To read different kinds of notices 2. To read information from the noticeboard	repair, dependable, donate, enquiry, inclusive, council	To reorder sentences to make a text
7	My Ideal House	1. To learn how to describe features of a house 2. To read a passage about designing a house	massive, glamorous, be equipped with, studio, patio, walk-in wardrobe	To read different people's opinions
8	Social Media	1. To learn advantages and disadvantages of social media 2. To read a blog post about social media	troll, criticism, show off, cyberbully, tech-savvy, peer	To match headings to paragraphs

Aptis for Teens Reading (B1) Scope and Sequence

Unit	Title	Aims	Vocabulary	Skill Focus
9	Decision Making	<ol style="list-style-type: none"> To read decision making steps To read individual experiences about team decision making 	critical, evaluate, solution, define, tackle, satisfactory	To choose correct words to complete sentences
10	School Elections	<ol style="list-style-type: none"> To read the introduction of a student council To read a campaign speech 	nominate, candidate, campaign, vote, election, affair	To reorder sentences to make a text
11	Bucket list	<ol style="list-style-type: none"> To read people's bucket lists To learn the benefit of a bucket list 	accomplish, realistic, remain, priceless, superb, pursue	To read different people's opinions
12	Memory Skills	<ol style="list-style-type: none"> To read memory improving ways To read a poster of championships 	boost, meditation, obesity, recall, adjust, random	To match headings to paragraphs

Aptis for Teens Writing (B1)

Scope and Sequence

Unit	Title	Aims	Vocabulary	Skill Focus
1	After School	<ol style="list-style-type: none">1. To learn common after-school activities2. To describe what you do after school	academic, hang out, social media, volunteer, tutor, worthwhile	To describe an activity
2	Good Habits	<ol style="list-style-type: none">1. To learn how to describe habits2. To read short paragraphs about habits	cultivate, operate, vital, compliment, punctual, positive	To answer questions about habits
3	Opinions About Sports	<ol style="list-style-type: none">1. To learn typical conversation questions about sports2. To have discussion about sports	mental, frequent, remind of, reduce, promote, bring together	To give response to others' comments
4	An Unforgettable Trip	<ol style="list-style-type: none">1. To learn words to describe an experience2. To write about a trip you went on	unforgettable, annoying, brilliant, hilarious, panic, campsite	To write a blog post

Aptis for Teens Writing (B1)

Scope and Sequence

Unit	Title	Aims	Vocabulary	Skill Focus
5	An Email to a New Friend	<ol style="list-style-type: none"> To tell differences between formal and casual emails To learn how to write an email 	greet, response, concise, sincerely, complain, refund	To write an email
6	Someone I Admire	<ol style="list-style-type: none"> To learn how to describe a person To write a short paragraph talking about a person 	sibling, look up to, inspire, immigrate, wise, generous	To write a short paragraph
7	A Study Group	<ol style="list-style-type: none"> To learn to reply to an invitation To discuss the topic of studying together 	perhaps, unfortunately, drop by, rehearsal, grab, count sb. in	To give response to other's comments
8	A Restaurant Review	<ol style="list-style-type: none"> To read restaurant reviews To practice expressing feelings about a restaurant 	edible, greasy, surroundings, attentive, atmosphere, bland	To write a review

Aptis for Teens Writing (B1)

Scope and Sequence

Unit	Title	Aims	Vocabulary	Skill Focus
9	Deal with Frustrations	<ol style="list-style-type: none"> To read passages about frustration To write experience of being frustrated 	frustrate, distract, release, consider, lack, desire	To complete a short paragraph
10	Is Lying Bad?	<ol style="list-style-type: none"> To read people's thoughts about lying To fill in the blanks of quotes 	white lie, immoral, tolerate, punish, deceive, trivial	To complete a short paragraph
11	Teamwork	<ol style="list-style-type: none"> To learn teamwork skills To compare individual work and teamwork 	communication, collaborate, efficient, hence, blame, organize	To give response to other's comments
12	Taking risks	<ol style="list-style-type: none"> To learn the meaning of risk-taking To express thoughts on the cases 	extreme, appeal, consequence, thrill, benefit, various	To write a short for/against essay

Aptis for Teens Speaking (B1)

Scope and Sequence

Unit	Title	Aims	Vocabulary	Skill Focus
1	School Subjects	<ol style="list-style-type: none"> To learn common school subjects To express your opinions about school subjects 	development, phenomenon, physical, definitely, a sense of, landscape	To answer simple questions about yourself
2	Weekends	<ol style="list-style-type: none"> To respond to questions about weekend break To describe a picture related to weekends 	get up to, tidy up, meet up with, arena, weekend break, afterwards	To describe a picture
3	Favorites Sports	<ol style="list-style-type: none"> To learn different types of sports To describe pictures about sports 	individual, rely on, achievement, competitive, confidence, cooperate	To describe and compare pictures and answer related questions
4	Travel Posters	<ol style="list-style-type: none"> To learn how to introduce tourist attractions To present a travel poster 	tourist, cuisine, transportation, inspire, accommodation, sight	To give an oral presentation

Aptis for Teens Speaking (B1)

Scope and Sequence

Unit	Title	Aims	Vocabulary	Skill Focus
5	Entertainments	1. To answer questions about entertainments 2. To tell entertainment experiences	snorkeling, keen, hair-raising, cutting-edge, heartwarming, lyrics	To answer simple questions about yourself
6	Technology Addiction	1. To discuss technology addiction 2. To describe a picture related to technology	suppose, scroll, engage in, screw up, vibrate, glance	To describe a picture
7	Learning English	1. To discuss ways to learn English 2. To describe different learning environments	immerse, progress, sort of, under the sun, series, discouraging	To compare pictures and answer related questions
8	How to be Happy	1. To describe situations that make us unhappy 2. To discuss ways to improve mood	a bad hair day, scent, dwell on, scold, spill, ruin	To present a poster

Aptis for Teens Speaking (B1)

Scope and Sequence

Unit	Title	Aims	Vocabulary	Skill Focus
9	Cultural Differences	1.To describe pictures about different culture 2. To learn to build cultural understanding	embrace, custom, offend, judge, traditional, bias	To answer simple questions about yourself
10	Making Mistakes	1. To finish stories about making mistakes 2. To give advice to other's worries	reveal, admit, embarrassed, recognize, fatal, dare	To describe a picture
11	Student Accommodation	1. To group pros and cons of living on and off campus 2. To read a text and answer the questions	catering, residence, affordable, guarantee, apply for, confirm	To compare pictures and answer related questions
12	Do your Budget	1. To talk about how expenses are managed 2. To learn budgeting tips	reserve, budget, calculate, income, expense, debt	To present a poster

1

**We've Been
Staying in the
Cabin for a Week**



Introduction

In this lesson, we will learn the names of different house types and how to use the present perfect tense.

Unit Aims

- To learn the names of house types
- To learn the use of present perfect tense.

1 Focus on Vocabulary

A. Vocabulary: Read aloud the vocabulary and example sentences.



flat (n.)

A **flat** is a set of rooms for living in, usually on one floor and part of a larger building.



cabin (n.)

A **cabin** is a small wooden house in a wild or remote area.



dorm (n.)

A **dorm** is a place where college or university students live.



skyscraper (n.)

A **skyscraper** is a very tall building in a city.

2 Vocabulary Task

A. Picture matching: Write the correct word in the box below the pictures.

- a. tent b. skyscraper c. cabin d. caravan
g. lighthouse h. flat i. castle j. mansion



(1)

(2)

(3)

(4)



(5)

(6)

(7)

(8)

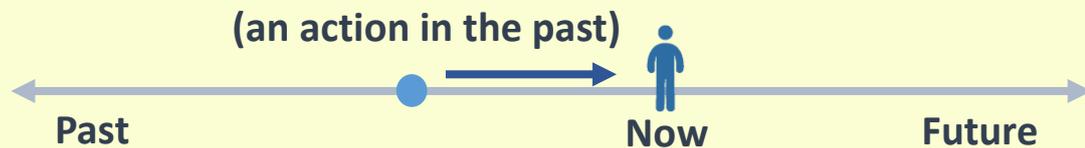
3 Focus on Grammar

A. Present Perfect Simple

a. Definition



We use the **present perfect simple** to talk about a past action that has connection to the present.



- Read aloud the examples:
 - (1) Gill **has finished** her homework.
 - (2) Mr. and Mrs. Smith **have been married** for 20 years.
 - (3) The writer **has published** more than twenty novels.
 - (4) This is the best movie that I **have** ever **seen**.
 - (5) **Have** you **been** to Australia?
 - (6) I **haven't told** her the news.

4 Grammar Task

A. Grouping: Put the uses in the correct groups.

- a. to talk about life experience
- b. to talk about a finished activity
- c. when the result is more important
- d. to talk about an unfinished action
- e. when the action is more important
- f. to use with a period of time

**(1) Present perfect simple
(have/has done)**

**(2) Present perfect continuous
(have/has been doing)**

1

Back to School



Introduction

When summer vacation comes to an end, you need to get mentally prepared for going back to school. In this lesson, we will talk about the first day of school and do some listening practices related to the topic.

Unit Aims

- To listen to conversations talking about going back to school
- To familiarize yourself about the topic

Skill Focus

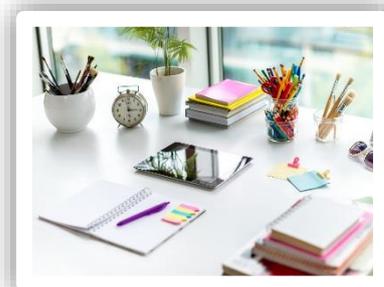
- To summarize information

2 Activities

Activity 1 Prepare for Back to School

A. Read the tips to get organized before you go back to school.

- Set up a regular bedtime and wake-up routine.
- Get your school supplies ready.
- Review what you have learned from the last semester.
- Eat a balanced breakfast to fuel up your day.
- Use a planner to help keep yourself organized.
- Prepare for what to wear.
- Ensure your summer homework is completed.
- Relax and have fun on the final day of the vacation.



Activity 2 Short Paragraph

A. Listen to the audio.



Listen to the monologue talking about what to do before you go back to school.

B. Fill in the blanks with the words or phrases that you heard.

The first day of school will always be a very exciting new experience. Seeing old friends and classmates, as well as making new ones, is what makes it more exciting. And so, here are

(1) _____ ways to prepare in going back to school.

One, (2) _____ what you have learned the previous school year. This means (3) _____ the lessons and homework you have already (4) _____. This (5) _____ that you have (6) _____ your mind about going back to school and have kick started the (7) _____ of learning.

Two, get enough sleep the night before. That way, you will have enough energy for this important day, and you will be able to (8) _____ a good (9) _____ to your teacher on your first day.

Activity 3 Listening Comprehension

A. Listen to the conversation.



Chloe is preparing for her first day of school.

B. Answer the questions below.

(1) What makes the day special?

- a. It's the beginning of the semester.
- b. It's the end of the semester.
- c. Chloe is having an important exam.

(2) What didn't Chloe's mom ask her to do?

- a. wear warm clothes
- b. bring a face mask
- c. prepare the breakfast by herself

1

Learning Styles



Introduction

There are a variety of ways to learn. Every learner has their own learning style. In this lesson, we will find out what are the main learning styles and read some passages about the topic.

Unit Aims

- To discover different learning styles
- To read different opinions about learning

Skill Focus

- To choose the correct words to complete sentences

2 Activities

Activity 1 Learning Styles

A. Read the descriptions of different learning styles.

Learning Styles



a. **Visual learners** understand new information better with the use of pictures, charts or maps.



b. **Auditory learners** best understand a new concept through listening on a lecture and having a discussion rather than reading written notes.



c. **Reading / writing learners** prefer learning through reading and writing in all its forms, including lists, notes and articles.



d. **Kinesthetic learners** tend to learn best through experience and by doing things instead of sitting still in their seats.

Activity 2 A Blog Post

A. Read how these learners learn new knowledge.



How Do You Learn?

Posted an hour ago by Anna

I'm thinking about what kind of learning strategy is the best for me. So I was wondering, what are your ways to learn? Post a comment below. I'm hoping we can all share some tips to teach other so we can all have better study skills.

Comments



Bianca 50 minutes ago

In my opinion, listening and speaking in situations such as lectures and group discussions is a good way to understand new contents. Therefore, I have been considering to form a study group. That would be easier for me to learn through listening to others' explanation rather than reading the textbook.



Matthew 30 minutes ago

I prefer learning information through pictures, videos or charts. For example, when I study history, I will search for a timeline of big events to help me memorize when they happened. I also draw a mind map to understand a new concept. In my note, there are different colors highlighting key information. It's really helpful for me to review the lesson.



Sansa 15 minutes ago

I think hands-on practice or activities is the best way to learn a new thing. It's unlikely for me to fully understand a new concept by merely relying on text or listening to what teachers say. I agree that attending the class and listening to teachers are necessary. However, for subjects like chemistry and geography, learning through activities would be better than sitting still in the classroom.

1 After School



Introduction

After school activities are some activities students could participate after a school day. In this lesson, we will talk about what you usually do after school and learn skills for describing an activity.

Unit Aims

- To learn common after-school activities
- To discuss what you do after school

Skill Focus

- To describe an activity

2 Activities

Activity 1 After-School Activities

A. Read the following activities. Then, write them in the correct group.

- a. attending cram school
- b. joining a book discussion club
- c. packing food for those in need at the food bank
- d. hanging out with friends
- e. on social media or texting with friends
- f. practicing musical instruments
- g. taking dance class
- h. doing beach cleanups

(1) Academics

(2) Skill development

(3) Entertainment

(4) Volunteer work

Activity 2 Tips for Describing an Activity

- A. Read the comments talking about after-school activities.

Discussion

What do you normally do after school?

Comments



Jackson

May 20, 2021

I take a English writing course after school, because I'd like to improve my writing. The class lasts for two hours. After that, I'll review what I learn from the class.



Melody

May 21, 2021

I've been a volunteer tutor at children's home for months. After school, I tutor kids in math. Although it takes time and energy to teach kids, it's still worthy!

B. Read the tips on describing an activity.

Aptis for Teens Writing task 2 requires you to answer a question by writing a short paragraph. The following are the tips for helping you with this part.

1. Write in complete sentences and try to stay within the word count (20-30 words).
2. You can use informal language in respond of the question.
 - Informal language: It is used when you communicate with your family or friends in writing or conversation.
3. Extend your answers by thinking about the following questions.
 - What do you do?
 - Where do you do it?
 - Who is with you?
 - How much time do you spend on it?



Activity 3 Write a Short Paragraph

A. Fill in a form with a short paragraph (20-30 words).

Discussion

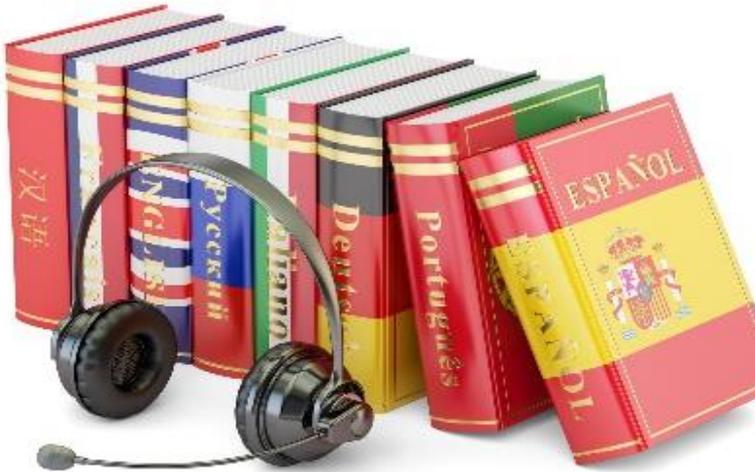
What do you normally do at school?

Comments



1

School Subjects



Introduction

We acquire new knowledge at school. The subjects we discuss may include math, chemistry, geography and so on. In this lesson, we will learn how to describe school subjects and give our opinions about the topic.

Unit Aims

- To express your opinions about school subjects
- To learn common school subjects

Skill Focus

- To answer simple questions about yourself

2 Activities

Activity 1 School Subjects

A. Match the subjects with the correct descriptions.

a. English

b. Biology

c. Mathematics

d. Geography

e. History

f. PE

(1) In _____ class, we study knowledge about living things.

(2) In _____ class, we study change and development in society over time.

(3) In _____ class, we study places and their relationship with people living in there, as well as their different phenomena.

(4) In _____ class, we learn knowledge of the language.

(5) In _____ class, we study numbers, quantities, and shapes.

(6) In _____ class, we do physical sports or activities

Activity 2 Conversation

A. Read aloud the conversation.



Zayn: I' so excited to learn some new knowledge this semester.

Sam: Really? Same here! Which subject do you find the most interesting?

Zayn: Definitely Math! I can't exactly explain the extent of my love for Math. What I can say though is that it brings me a sense of satisfaction when I solve a difficult math question! Plus, I think it's helpful to train my logic and to improve my problem-solving skills.

Activity 3 Simple Questions

A. Answer the following questions on a similar topic. You have 30 seconds to answer each.

Tip:

1. Extend your answers by adding reasons or examples.
2. Give more details, such as time, places or further description.

(1) What's your favorite subject?

(2) What's the most difficult subject for you?

(3) What do you learn in English class?

(4) What do you want to learn but haven't had the chance?

