

# Aptis for Teens A1

## Scope and Sequence

# Aptis for Teens Grammar and Vocabulary (A1)

## Scope and Sequence

Unit	Title	Aims	Vocabulary	Grammar
1	My Nose Is Big	1. To learn words related to body parts 2. To understand different personal pronouns and possessives	leg, back, arm, head, nose, hand, ear, foot, throat, finger, eye, mouth	Personal pronouns and possessives
2	My Brothers Are in the Dining Room	1. To learn parts of a house 2. To practice using be verb.	living room, bathroom, bedroom, dining room, kitchen, garden, front door, balcony, lift, gate, stairs, window	Present simple-to be
3	Listen to Me	1. To learn common actions 2. To understand the structure of imperative sentence and be able to give orders	write, eat, look, speak, draw, touch, sleep, type, listen, cry, smile, read	Imperative sentence
4	This Is My Desk	1. To learn vocabulary about school 2. To practice using the demonstrative pronouns (this / that / these / those) to point out specific things	dictionary, board, classroom, subject, desk, playground, student, shelf, locker, crayon, pencil case, teacher	This, that, these, those

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## Scope and Sequence

Unit	Title	Aims	Vocabulary	Grammar
5	We Are Cycling	<ol style="list-style-type: none"> <li>To learn vocabulary about moving</li> <li>To learn the structure of present continuous</li> </ol>	kick, walk, jump, swim, run, dive, throw, catch, skate, cycle, ride	Present continuous
6	Let's Have Some Pizza!	<ol style="list-style-type: none"> <li>To learn vocabulary related to food</li> <li>To learn rules about countable and uncountable nouns</li> </ol>	vegetables, sugar, chocolate, bread, egg, rice, pizza, fish, ice cream, meat, cheese, biscuit	Countable and uncountable nouns
7	There Is a Bowl on the Table	<ol style="list-style-type: none"> <li>To learn words for different containers.</li> <li>To learn the difference between there is and there are, and how to use them.</li> </ol>	bowl, box, tube, can, jar, tin, jug, bottle, carton, packet, tub	There is / There are and It
8	He Takes a Bus Everyday	<ol style="list-style-type: none"> <li>To learn different types of transport</li> <li>To learn the use of present simple</li> </ol>	plane, boat, bike, taxi, ship, scooter, bus, car, lorry, train, van, motorbike	Present simple

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## Scope and Sequence

Unit	Title	Aims	Vocabulary	Grammar
9	I was Searching Some Images Online	1. To learn vocabulary about computer 2. To learn the use of past continuous	keyboard, touchscreen, click, copy, paste, log in, search, save, delete, back up, insert, print	Past continuous
10	She Folded and Cut the Paper	1. To learn vocabulary about crafts 2. To learn the form and the use of past simple	craft, fold, bend, stick, cut, tie, glue, scissors, ribbon, tape, marker, string	Past simple – regular and irregular verbs
11	I Opened the Present Quickly	1. To learn vocabulary about birthday celebration 2. To learn the form and the use of adverbs of manners	celebrate, present, feast, candle, dress up, come over, balloon, guest, quickly, happily, well, early	Adverbs of manner
12	He Hardly Ever Goes to a Bank	1. To learn vocabulary about places in a city 2. To learn how to express frequency with adverbs or numbers	post office, supermarket, bank, bakery, café, gym, florist's, stationery shop, train station, clinic, bookstore, shopping center	Frequency expressions

# Aptis for Teens Listening (A1)

## Scope and Sequence

Unit	Title	Aims	Vocabulary	Skill Focus
1	Nice to Meet You	1. To listen to people introducing themselves 2. To practice listening for key words	welcome, new, classmate, house, also, too	To listen for key words
2	Have Family Dinner	1. To listen to conversation talking about family activities 2. To practice predicting answers from conversations	every day, take a walk, housework, finish, with, together	To predict answers
3	How's the Weather	1. To listen to conversations talking about weather 2. To practice listening for the gist to find out the answers	Weather, clear, wet, warm, cool, season	To listen for the gist
4	How Do I Get to the Gym	1. To listen to conversations talking about directions 2. To practice listening for the gist to find out the answers	Go straight on, turn left/right, on one's left/right, across, corner, way	To listen for the gist

# Aptis for Teens Listening (A1)

## Scope and Sequence

Unit	Title	Aims	Vocabulary	Skill Focus
5	Things to Do	<ol style="list-style-type: none"><li>1. To learn things to do in your free time</li><li>2. To practice asking and answering questions about different activities</li></ol>	music, film, sport, show, come with	To listen for gist
6	Ordering Food	<ol style="list-style-type: none"><li>1. To learn the expression of ordering food</li><li>2. To listen to a conversation about ordering a meal in a restaurant.</li></ol>	how much, restaurant, ready, order, table number, take away	To listen for gist
7	Getting an ID Card	<ol style="list-style-type: none"><li>1. To learn how to give personal information</li><li>2. To listen to a conversation on telling personal information</li></ol>	ID card, spell, first name, surname, date of birth, photo	To listen for gist
8	What Time Is It?	<ol style="list-style-type: none"><li>1. To learn the expression of times</li><li>2. To listen to the time and choose the time you hear</li></ol>	half, quarter, past, o'clock, minute, plan	To listen for gist

# Aptis for Teens Listening (A1)

## Scope and Sequence

Unit	Title	Aims	Vocabulary	Skill Focus
9	Measuring	<ol style="list-style-type: none"> <li>To learn numbers</li> <li>To listen to the conversations about size and distance</li> </ol>	hundred, thousand, meter, weigh, height, How far...	To listen for key words
10	Stay Cool in Summer	<ol style="list-style-type: none"> <li>To learn to express tips for staying cool</li> <li>To listen to conversations about dealing with heat</li> </ol>	ceiling fan, a lot of, shade, ice lolly, chill, block	To listen for gist
11	Behave on a Bus	<ol style="list-style-type: none"> <li>To learn public transportation manners</li> <li>To listen to a conversation on bus</li> </ol>	get on, get off, hold, priority seat, lean, empty	To listen for gist
12	My Classmates	<ol style="list-style-type: none"> <li>To learn to describe personality</li> <li>To listen to conversations related to personalities</li> </ol>	lazy, funny, brave, clever, friendly, rude	To listen for key words

# Aptis for Teens Reading (A1)

## Scope and Sequence

Unit	Title	Aims	Vocabulary	Skill Focus
1	Let Me Introduce Myself	1. To read conversation or passages describing oneself 2. To practice predicting the answers	introduce, like, everyone, junior high school, how old, years old	To predict answers
2	The Jones Family	1. To read conversation or passages talking about family 2. To practice putting the sentences in order	grandparent, parent, tell, elder brother, younger sister, Mr./Mrs.	To predict answers
3	Times of the Day	1. To read conversation or passages talking about time and routines 2. To practice searching key information in text	midnight, noon, dawn, early morning, now, have a good time	To read for gist
4	The Language School	1. To read flyers providing information of a language school 2. To practice searching key information in a flyer	price, weekdays, hour, information, contact, dollar/pound	To search for information



# Aptis for Teens Reading (A1)

## Scope and Sequence

Unit	Title	Aims	Vocabulary	Skill Focus
5	Having Fun	<ol style="list-style-type: none"><li>1. To learn funactivities</li><li>2. To reorder sentences to make a text</li></ol>	go skateboarding, go camping, picnic, go shopping, hobby, computer game	To reorder sentences
6	Restaurant Menu	<ol style="list-style-type: none"><li>1. To practice reading a restaurant menu</li><li>2. To complete an introduction of meals</li></ol>	menu, main course, starter, dessert, free, sell	To complete a passage
7	Exam Help Messages	<ol style="list-style-type: none"><li>1. To read messages talking about exams</li><li>2. To read how people prepare for exams</li></ol>	timetable, quiet, focus, energy, sound, feel	To read different people's opinions
8	The Museum	<ol style="list-style-type: none"><li>1. To read a museum notice and answer related questions</li><li>2. To read paragraphs talking about a museum</li></ol>	smoke, notice, enter, opening hours, close, chew	To match headings to paragraphs

# Aptis for Teens Reading (A1)

## Scope and Sequence

Unit	Title	Aims	Vocabulary	Skill Focus
9	Shapes	<ol style="list-style-type: none"><li>1. To learn shapes</li><li>2. To read descriptions about shapes</li></ol>	square, oval, cross, diamond, cube, cone	To choose words to complete sentences
10	Accidents and Safety	<ol style="list-style-type: none"><li>1. To learn household accidents</li><li>2. To read a poster about safety</li></ol>	safe, injure, slip, avoid, happen, medical room	To put sentences into the correct order
11	Curfew	<ol style="list-style-type: none"><li>1. To read people's experiences about having curfew</li><li>2. To read a dialogue involved with curfew</li></ol>	curfew, strict, trouble, control, manage, grow up	To read different people's opinions
12	My Bedroom	<ol style="list-style-type: none"><li>1. To read activities done in a bedroom</li><li>2. To read descriptions of the rooms</li></ol>	mirror, blanket, soft, lamp, painting, plant	To match headings to paragraphs

# Aptis for Teens Writing (A1)

## Scope and Sequence

Unit	Title	Aims	Vocabulary	Skill Focus
1	Hi! My Name Is Lily	1. To practice giving a self introduction 2. To learn vocabulary related to self introduction	name, birthday, favorite, from student, speak	To write complete sentence
2	About My Family	1. To practice describing family members 2. To learn vocabulary about appearance	slim, fat, tall, short, long hair, family	To write complete sentence
3	Invite a Friend	1. To practice writing a message to invite friends 2. To learn vocabulary related to invitation	call, message, join, party, would like, invite	To write a message
4	Rules at School	1. To learn common school rules 2. To answer questions about rules	line up, raise, fight, polite, rule, on time	To write complete sentence

# Aptis for Teens Writing (A1)

## Scope and Sequence

Unit	Title	Aims	Vocabulary	Skill Focus
5	My Hobbies	1. To learn how to talk about your hobbies 2. To answer questions about hobbies.	hobby, art, be good at, band, cook, be interested in	To write a short response
6	My Favorite Meals	1. To learn how to talk about meals 2. To write a short paragraph about meals	delicious, and, so, but, because, help	To learn the use of linking words
7	Study Diary	1. To read a study diary and answer related questions 2. To make your own study diary	diary, math, AM/am/a.m., PM/pm/p.m., week, be going to	To make your schedule or diary
8	Study date email	1. To read a sample email and do the exercises 2. To write an email	email, date, Would you like to...? , revise, See you soon., could	To write an e-mail

# Aptis for Teens Writing (A1)

## Scope and Sequence

Unit	Title	Aims	Vocabulary	Skill Focus
9	Tastes	<ol style="list-style-type: none"><li>1. To learn to describe taste of food</li><li>2. To practice describing food</li></ol>	taste, flavor, sour, spicy, sweet, bitter	To describe pictures
10	A Beautiful Place	<ol style="list-style-type: none"><li>1. To learn to describe views</li><li>2. To practice expressing feelings about views</li></ol>	hill, field, sunset, calm, bloom, pleasant	To describe pictures
11	Sports Matches	<ol style="list-style-type: none"><li>1. To report a match</li><li>2. To read a poster about sports</li></ol>	fall behind, lead, win, lose, match, sign up	To write a message
12	Reading	<ol style="list-style-type: none"><li>1. To read people's reading habits</li><li>2. To learn to review books</li></ol>	novel, buy, rent, cover, author, magazine	To write a short paragraph

# Aptis for Teens Speaking (A1)

## Scope and Sequence

Unit	Title	Aims	Vocabulary	Skill Focus
1	How's Everything	<ol style="list-style-type: none"><li>1. To learn expressions to greet someone</li><li>2. To be able to say appropriate greetings in a conversation</li></ol>	visit, cellphone number, meet, live, give, by the way	Greeting expressions
2	Where's Mom	<ol style="list-style-type: none"><li>1. To learn how to ask and express position</li><li>2. To understand how to pronounce contractions in spoken English</li></ol>	over there, near, next to, outside, look for, maybe	Contractions
3	Please Clean Your Room	<ol style="list-style-type: none"><li>1. To learn common housework</li><li>2. To familiarize yourself with the intonation in the oral expression</li></ol>	sweep, mop, wash, tidy, do the laundry, dirty	Intonation: command and exclamation
4	My School Day	<ol style="list-style-type: none"><li>1. To learn common school activities</li><li>2. To practice speaking with proper pauses</li></ol>	leave, break time, lesson, exam, late, early	Pause in spoken English

# Aptis for Teens Speaking (A1)

## Scope and Sequence

Unit	Title	Aims	Vocabulary	Skill Focus
5	On Weekends	<ol style="list-style-type: none"><li>1. To learn common weekend activities</li><li>2. To describe a picture about weekend activities</li></ol>	weekend, stay, different, travel, study, go out	To talk about weekends
6	Buying New Clothes	<ol style="list-style-type: none"><li>1. To read conversations at a clothes shop</li><li>2. To understand how to answer questions when shopping at a clothes shop</li></ol>	try on, shop assistant, size, pay, clothes shop, on sale	Expressions at a shop
7	Sports	<ol style="list-style-type: none"><li>1. To talk about sports</li><li>2. To describe pictures about sports</li></ol>	hate, dislike, sport, team, be good at, boring	Expressions to talk about likes and dislikes
8	Habits	<ol style="list-style-type: none"><li>1. To learn everyday activities</li><li>2. To give a presentation on a poster about routine</li></ol>	sometimes, brush, busy, have a shower, homework, snack,	To talk about daily routine

# Aptis for Teens Speaking (A1)

## Scope and Sequence

Unit	Title	Aims	Vocabulary	Skill Focus
9	Feelings	<ol style="list-style-type: none"> <li>To learn words of feelings</li> <li>To describe the feelings</li> </ol>	tired, joyful, surprised, worried, confused, silly	To answer simple questions about yourself
10	Where is it?	<ol style="list-style-type: none"> <li>To learn prepositions of places</li> <li>To describe the place of the objects</li> </ol>	hide, in front of, behind, between, above, one...and the other	To describe a picture
11	A School Day	<ol style="list-style-type: none"> <li>To talk about your school day</li> <li>To talk about places at school</li> </ol>	chalk, test, office, bulletin board, canteen, headteacher	To compare pictures
12	Not Feeling Well	<ol style="list-style-type: none"> <li>To learn words about illness</li> <li>To describe situations about not feeling well</li> </ol>	ill, terrible, headache, pill, rest, get well	To present a poster



**1**

# My Nose Is Big



## Introduction

In this lesson, let's find out how to say body parts in English and understand the differences between *I*, *me*, *my*, and *mine*.

## Unit Aims

- To learn words about body parts
- To understand different personal pronouns and possessives

## 1 Focus on Vocabulary

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



**leg** (n.)

You use **legs** to walk.



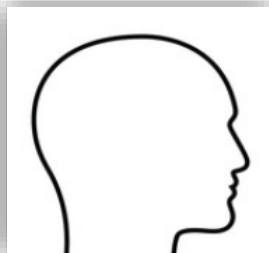
**back** (n.)

You have a **back** that is opposite to the front, from your shoulders to your bottom.



**arm** (n.)

You have two **arms**. They have your hands at the end.











**head** (n.)

Your **head** has hair, eyes, a mouth, a nose and ears.

## 2 Vocabulary Task

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

- a. back                      b. eye                      c. ear                      d. mouth  
 e. legs                      f. foot                      g. nose                      h. finger

			
(1)	(2)	(3)	(4)
			
(5)	(6)	(7)	(8)

### 3 Focus on Grammar

#### A. Personal Pronouns

##### a. Definition



We use **personal pronouns (I, me, he, him)** to replace **names or nouns** when it is clear what they refer to.

- Read aloud the examples:

1. **I** am a student.

2. **Mandy** is my sister. **She** is ten years old.

3. There's a **chair**. **It** is blue.

4. **Hailey and I** are sisters. **We** are tall and slim.

5. Nice to meet **you**.

6. **Ben** is my best friend. I like **him** so much.

7. Do you see **Sarah**? I'm looking for **her**.

8. **Betty and Sam** are busy now. Can you help **them**?

## 4 Grammar Task

**A. Multiple choice:** Circle the correct word to complete the sentences.

(1) Could ( you / her / your ) speak up, please?

(2) They showed us all ( they / their / ours ) video games last night.

(3) I'm sorry but these books are ( my / their / ours ).

(4) Chelsea and ( I / me / her ) are going to the library.

(5) Do you want ( I / me / my ) to turn this on?

# 1

## Nice to Meet You



### Introduction

In this lesson, we will listen to how people introduce themselves, and you will do some exercises to practice your listening skills.

### Unit Aims

- To listen to people introducing themselves
- To practice listening for key words

### Skill Focus

- To listen for key words

# 1 Focus on Vocabulary

A. Read aloud the vocabulary and example sentences below.



**welcome** (interj.)

**Welcome** home.



**new** (adj.)

Mandy is in her **new** car.



**classmate** (n.)

Annie and I are **classmates**.



**house** (n.)

We live in a big **house**.



**also** (adv.)

My dad is a doctor. My mom is **also** a doctor.



**too** (adv.)

I am happy. My brothers are happy, **too**.

**B.** Exercise: Choose the best words to complete the sentences.

(1) Nina is our \_\_\_\_\_ classmate.

- a. new                      b. welcome

(2) My \_\_\_\_\_ are happy now.

- a. houses                      b. classmates

(3) Elsa \_\_\_\_\_ likes cake.

- a. also                      b. too



## 2 Activities

### Activity 1 Short Conversation

A. Listen to the conversation below. 

**Rita:** Hi! My name is Rita. What's your name?

**Vivian:** Hello. My name is Vivian.

**Rita:** Nice to meet you, Vivian. I'm in Class 1A. How about you?

**Vivian:** Me too. I'm also in Class 1A.

**Rita:** Wonderful! And where's the classroom?

**Vivian:** This way. Let's go to the classroom together.

**Rita:** Great. Let's go.

B. True or false.

(1) Rita and Vivian are new classmates.

True       False

(2) They are in Class 1B.

True       False



# 1

# Let Me Introduce Myself



## Introduction

In this lesson, we will read some examples of self introduction and you will know how people talk about themselves!

## Unit Aims

- To read conversations or passages describing oneself
- To practice predicting the answers

## Skill Focus

- To predict answers

## 1 Focus on Vocabulary

A. Read aloud the vocabulary and example sentences below.



**introduce** (v.)

Let me **introduce** my friend. His name is John.



**like** (v.)

I **like** coffee.



**everyone** (n.)

**Everyone** is happy now.



**junior high school** (phr.)

Aiko is thirteen. She is a **junior high school** student.



**how old** (phr.)

**How old** is your brother?

**year(s) old** (phr.)

He's twenty-five **years old**.

**B.** Exercise: Choose the best words to complete the sentences.

(1) My sister \_\_\_\_\_ apple juice very much.

- a. likes                      b. introduces

(2) Hello \_\_\_\_\_, this is Phoebe.

- a. junior high school      b. everyone

(3) \_\_\_\_\_ is Mr. Smith? He is fifty.

- a. How much              b. How old

## 2 Activities

### Activity 1 Word Gaps

A. Choose the best word for each gap.

Hello everyone, let me **welcome / introduce** myself. My name is Tina. I am thirteen **year old / years old** . I am a junior high school student. I **live / from** in New York now. There are six people in my family. My favorite **color / animal** is pink. By the way, I love singing. One day, I hope I can be a singer!

B. Answer the question.

**Question:** What do you know about Tina?



# 1

## Hi! My Name Is Lily



### Introduction

When you meet new friends, you introduce yourself to have them get to know you better. In this lesson, you will learn how to give a self introduction.

### Unit Aims

- To practice giving a self introduction
- To learn vocabulary related to self introduction

### Skill Focus

- To write complete sentences

# 1 Focus on Vocabulary

A. Read aloud the vocabulary and example sentences below.



**name** (n.)

My **name** is Rita.



**birthday** (n.)

My **birthday** is on June seventeenth.



**favorite** (adj.)

My **favorite** food is pizza.



**from** (prep.)

I'm **from** America.



**speak (v.)**

I  **speak** Chinese.



**student (n.)**

My brother is a high school  **student**.

**B.** Exercise: Choose the best words to complete the sentences.

(1) Q: What's your \_\_\_\_\_? A: I'm Phillip.

- a. name                      b. birthday

(2) Gary is \_\_\_\_\_ the UK.

- a. speak                      b. from

(3) Do you \_\_\_\_\_ English?

- a. from                      b. speak



## 2 Activities

### Activity 1 Short Passage

A. Read the following introduction written by Yuki.

Hello everyone, my name is Yuki. I'm fifteen years old. My birthday is on July thirteenth. I'm from Japan. I'm a junior high school student. There are five people in my family. My favorite food is ramen. I like to play basketball on weekends.

B. True or False.

(1) Yuki is fifteen years old.

True

False

(2) There are four people in Yuki's family.

True

False

(3) Yuki's favorite food is ice cream.

True

False



# 1

# How's Everything



## Introduction

Do you know how to greet your friends? Do you know what to say when meeting someone new? We'll learn about the most common ways to greet someone in this lesson.

## Unit Aims

- To learn expressions to greet someone
- To be able to say appropriate greetings in a conversation

## Skill Focus

- Greeting expressions

## 1 Focus on Vocabulary

A. Read aloud the vocabulary and example sentences below.



**visit** (v.)

We **visit** grandparents' house every Sunday.



**cellphone number** (phr.)

My **cellphone number** is zero-nine-eight-eight, eight-one-one, nine-five-four.



**meet** (v.)

We can **meet** at the park.



**live** (v.)

I **live** in New York now.



**give** (v.)

Please **give** me the key.



**by the way** (phr.)

The weather is good today. **By the way**, how's your dad?

**B.** Exercise: Choose the best words to complete the sentences.

(1) My name is Billy. \_\_\_\_\_, this is my pet dog, Yoyo.

- a. By the way      b. Good morning

(2) Do you \_\_\_\_\_ in the UK?

- a. live      b. give

(3) Please tell me your \_\_\_\_\_. I will call you soon.

- a. birthday      b. cellphone number

## 2 Activities

### Activity 1 Conversation

A. Read the conversation below

**Sam:** Good morning, Ariel!

**Ariel:** Hi! Sam. Good to see you. How are you?

**Sam:** Pretty good, thank you, and you?

**Ariel :** Me too. Do you still live on Green Street?

**Sam:** No, I live on Lake Street now.

**Ariel :** I see. By the way, can you give me your cellphone number?

**Sam:** Sure. It's zero-nine-eight-six, seven-one-three, six-eight-eight.

**Ariel :** Thanks. Well, I have to go now.

**Sam:** Goodbye. Have a nice day!



**B.** Complete the conversation with the sentences in the box.

- a. can you give me your cellphone number?
- b. No, I live on Lake Street now.
- c. Have a nice day!
- d. Good to see you.
- e. Pretty good,

**Sam:** Good morning, Ariel!

**Ariel :** Hi! Sam. (1) How are you?

**Sam:** (2) thank you, and you?

**Ariel :** Me too. Do you still live on Green Street?

**Sam:** (3)

**Ariel :** I see. By the way, (4)

**Sam:** Sure. It's zero-nine-eight-six, seven-one-three, six-eight-eight.

**Ariel :** Thanks. Well, I have to go now.

**Sam:** Goodbye. (5)