

Aptis Advanced B2 Scope and Sequence





Listening

Unit	Aims	Vocabulary	Skill Focus
1. A Business Presentation	<ol style="list-style-type: none">To improve the skills of listening to business presentations.To learn some vocabulary and phrases for giving a presentation.	appealing, gadget, unveil, ergonomic, imitation, timeline, phase, marketing campaign	<ol style="list-style-type: none">To identify true or false questions.To match the tips with the phrases.
2. Business News Briefing	<ol style="list-style-type: none">To improve the skills of listening to business news briefing.To learn some vocabulary and phrases related to business news.	demographics, dividend, shareholder, turnout, revenue, register, forecast, ultimately, polling station	<ol style="list-style-type: none">1.To complete the sentences with correct words.To choose the correct answer.
3. The World's Longest Experiment	<ol style="list-style-type: none">To improve the skills of listening to film reviews.To learn some vocabulary and phrases related to films	laboratory, pitch, property, viscous, funnel, replacement, fateful, go viral ,spread	<ol style="list-style-type: none">To identify the truth or false questions.To choose the best answer
4. Talking About Films	<ol style="list-style-type: none">To improve the skills of listening to film reviews.To learn some vocabulary and phrases related to films.	sequel, expectation, plot ,gossip, sympathy , confess, pace, emotionally, recommend	<ol style="list-style-type: none">To match the definitions with the vocabulary.To identify true or false questions.
5. The Truth About Motivation	<ol style="list-style-type: none">To improve the skills of listening to a talk of motivation.To learn some vocabulary and phrases related to motivation.	motivate, promotion, incentive, reward, experiment, complex, opposite, automated, evidence	<ol style="list-style-type: none">To match the definitions with the vocabulary.To identify true or false questions.



Reading

Unit	Aims	Vocabulary	Skill Focus
1. How To Manage Millennials	<ol style="list-style-type: none">To develop reading skills by reading the survey of millennials in the workplace.To learn some vocabulary and phrases related to the millennials generation.	turnover rate, employee retention ,strive, threat, excessive, engagement, sacrifice, ethics ,monitor	<ol style="list-style-type: none">To fill in the gaps with the most suitable word.To choose the best answer.
2. Cultural Differences in the Workplace	<ol style="list-style-type: none">To develop reading skills by reading an article about different cultural expectations.To learn some vocabulary and phrases related to cultural differences.	transfer, collaborate, clash, democratic, hierarchy, resentment, perceived, initiative, carry out	<ol style="list-style-type: none">To identify true or false questions.To fill in the gaps.
3. Ocean Pollution	<ol style="list-style-type: none">To develop reading skills by reading a film review about ocean pollution.To learn vocabulary and phrases related to ocean pollution.	dependence, documentary, spoiler, devastating, float, premiere, reverse, convert, staggering	<ol style="list-style-type: none">To match the missing sentences.To complete the sentences with the correct words.
4. Writing to A Friend	<ol style="list-style-type: none">To develop reading skills by reading an informal email.To learn some vocabulary and phrases related to emails.	unpack , make excuses, whirlwind, regional, days on end, oversee, leave for, to be posted, fly by	<ol style="list-style-type: none">To match suitable words.To choose the best answers.
5. Talking About Work Situations	<ol style="list-style-type: none">To develop reading skills by reading the advantages and disadvantages of some people's working situations.To learn some vocabulary and phrases related to the working situations.	commute, maternity leave,juggle, concession, idle chitchat, flexibility, downside, freelancer, distraction	<ol style="list-style-type: none">To choose the best answers.To identify true or false questions.



Writing

Unit	Aims	Vocabulary	Skill Focus
1. Tips for a Cover Letter	<ol style="list-style-type: none">To learn some tips on how to write a cover letter.To learn some vocabulary and expressions when writing a cover letter.	Implement, marketing campaigns, the bulk of..., analytics, retail, seasonal, push sth forward, initial, attach	<ol style="list-style-type: none">To identify true or false questions.To put words in the correct order.
2. Describe a Line Graph	<ol style="list-style-type: none">To learn how to use a graph to describe trends.To become familiar with some expressions and vocabulary that are useful in describing graphs.	illustrate, decline, contrast, steadily , overtake ,dramatically, slightly, shrink, account for	<ol style="list-style-type: none">To put the words in correct order.To complete the sentences with the correct words.
3. An Email to Your Professor	<ol style="list-style-type: none">To learn how to write formal emails.To learn some vocabulary and expressions when writing a formal email.	inform, defer, approval, internship, take up, concerned, workload, assure, keep up	<ol style="list-style-type: none">To choose the best answer.To fill in the gaps with the correct words.
4. An Email to A Friend	<ol style="list-style-type: none">To learn how to write informal emails.To learn some vocabulary and expressions when writing an informal email.	be in touch, get together, catch up, look forward to, brilliantly, settle, get used to, used to, get back to	<ol style="list-style-type: none">To identify true or false questions.To match the sentences with the replies.
5. Giving Instructions Through Email	<ol style="list-style-type: none">To learn some tips on how to give clear instructions.To become familiar with some expressions and vocabulary that are useful in giving instructions.	turn off, under no circumstances, otherwise, would you mind, damp, help yourself, Feel free to, hand over, proper	<ol style="list-style-type: none">To identify true or false questions.To complete the sentences with the words.



Speaking

Unit	Aims	Vocabulary	Skill Focus
1. Dealing with a Problem	<ol style="list-style-type: none">To learn how to speak appropriately when dealing with a problem.To become familiar with some expressions and vocabulary that are useful in dealing with problems.	fatigue, happiness, anger, stress, embarrassment, sadness, hope, silliness	<ol style="list-style-type: none">To fill the gaps with the correct words.To complete the sentences with the words.
2. Encourage Creativity at Work	<ol style="list-style-type: none">To learn how to share creative ideas at work.To learn some useful vocabulary and expressions when providing ideas.	advantage, disadvantage, creative, vital, chaotic, What if... exactly, absolutely	<ol style="list-style-type: none">To put the words in the correct order.To complete the sentences with the words.
3. Question Someone's Ideas	<ol style="list-style-type: none">To learn how to challenge other's ideas at work.To learn some useful vocabulary and expressions when challenging someone's ideas.	figure out, social media, except, consider, imaginative, relevant, convinced, impact	<ol style="list-style-type: none">To identify true or false questions.To complete the dialogue with the words.
4. How to Give Advice	<ol style="list-style-type: none">To learn some tips on how to give advice.To learn some useful vocabulary and expressions when giving advice.	suggest, advice, ridiculous, sort, unrelated, respond, irrelevant, eventually	<ol style="list-style-type: none">To identify true or false questions.To complete the sentences.
5. How to Persuade Others	<ol style="list-style-type: none">To learn some tips on how to persuade others.To learn some useful vocabulary and expressions when persuading people.	persuade, favour, let alone, brilliant, reputation, credibility, ceremony, appreciate	<ol style="list-style-type: none">To put the words in correct order.To fill in the gaps.

Aptis for Advanced

B2 Listening

1

A Business Presentation



Introduction

When was the last time you had to give a presentation? What was it about? How did it go? Listen to the presentation about a new product design to practise and improve your listening skills.

Unit Aims

- To improve the skills of listening to business presentations.
- To learn some vocabulary and phrases for giving a presentation.

Skill Focus

- To identify true or false questions.
- To match the tips with the phrases.

2 Activities

A. Preparation Task : Match the definitions (A – F) with the vocabulary (1–6).

- | | |
|-----------------|---|
| 1. to unveil | A. interesting or attractive |
| 2. appealing | B. a small and useful machine or tool that does something specific |
| 3. a phase | C. to show people something or tell them about it for the first time |
| 4. a timeline | D. something that is designed to look like something else |
| 5. an imitation | E. a stage within a process or project |
| 6. a gadget | F. a line that shows the time and the order in which events have happened |

B. Listen and identify specific information.

- I. Listen to the first paragraph and identify each statement **True** or **False**.

Are the statements true or false?

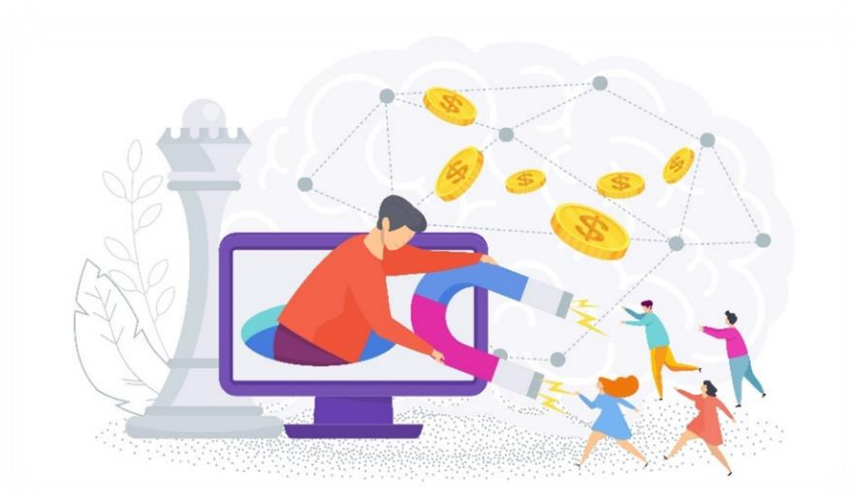
True

False

1. They have redesigned an old product.

☐☐

2. The product is aimed at men and women aged 18–40.

☐☐

C. Match the tips(A-G) with the useful phrases (1-7).

- | | | |
|--|---------|---|
| 1. As you know, ... | () | A. Tell them when you're moving on |
| 2. As you can see ..., /
You'll notice that ... | () | B. Open up the discussion |
| 3. I'd now like to tell you
about ... | () | C. Refer to the audience's knowledge |
| 4. Firstly, ... / Next, ... | () | D. Show them when you're near the end |
| 5. Finally, I'm going to
talk to you about ... | () | E. Refer to what images you are showing |
| 6. In summary, ... | () | F. Use signal words to help them follow you |
| 7. Do you have any
questions? | () | G. Tell them the main points one last time |

D. Use these phrases to make a sentence.

1. As you know, ...

→

2. As you can see ..., / You'll notice that ...

→

3. I'd now like to tell you about ...

→

4. Firstly, ... / Next, ...

→

5. Finally, I'm going to talk to you about ...

→

6. In summary, ...

→

E. Discussion

- When was the last time you had to give a presentation?
- What was it about?
- How did it go?



Aptis for Advanced

B2 Reading

1

How To Manage Millennials



Introduction

What's most important for you to be happy at work?

Read a report on millennials in the workplace to practice and improve your reading skills.

Unit Aims

- To develop reading skills by reading the survey of millennials in the workplace.
- To learn some vocabulary and phrases related to the millennials generation.

Skill Focus

- To fill in the gaps with the most suitable word .
- To choose the best answer.

2

Activities

A. Preparation task: Match the definitions (A – E) with the vocabulary (1–5).

- | | |
|-----------------|--|
| 1. a threat | A. a job or period of employment |
| 2. ethics | B. more than necessary or normal |
| 3. to strive to | C. to try hard to |
| 4. excessive | D. something that can cause damage or danger |
| 5. engagement | E. moral principles defining what's good for society and its individuals |

Reading text: How To Manage Millennials

Background

Millennials (those born between the early 1980s and the early 1990s) make up a huge part of our workforce but they seem to lack loyalty to the companies and the leaders they work for. Multinational companies are noticing larger turnover rates of millennials as employee retention rates fall. This report looks at the findings of two large-scale surveys on the mindset of the millennial generation and explores how organisations can strive to address these needs, increase employee engagement and encourage retention.

Research

In a global survey conducted by PricewaterhouseCoopers (PwC), more than 40,000 millennial (born between 1983 and 1993) and non-millennial responses were collected on the topics of workplace culture, communication and working styles, pay structure, career development, work–life balance, etc. In a separate global survey conducted by Deloitte, more than 10,000 millennials participated in a study about their perceptions of the **threats** and opportunities in the complex world of work.



B. Fill in the gaps with the most suitable word or phrases from the list below. There are 2 extra words/phrases you will not need to use.

engagement monitor give up productivity strive to
employee turnover measured flexibility excessive
retention rates

Multinational companies are noticing larger _____ (01) of millennials as _____ (02) rates fall. This report looks at the findings of two large-scale surveys on the mindset of the millennial generation and explores how organisations can _____ (03) address these needs, increase employee _____ (04) and encourage retention.

Millennials want _____ (05) in their working hours and are willing to _____ (06) pay increases and promotions for a flexible working schedule. They believe that success should be _____ (07) by _____ (08) and not by the number of hours they are seen in an office.

C. Choose the best answer.

- 1. This report was done for organisations that want to ...**
 - a. get rid of millennial employees.
 - b. have higher turnover rates.
 - c. prove that millennials are more difficult than non-millennials.
 - d. increase the job satisfaction of the millennials who are working for them.
- 2. According to the report, millennials believe that it is important to ...**
 - a. be appreciated for the work you do.
 - b. measure your productivity.
 - c. show your bosses how long you are working in the office.
 - d. work for a company that is bringing in a lot of money
- 3. If managers want to keep their millennial employees happy, they should ...**
 - a. avoid giving them feedback on the work they're doing.
 - b. give them options to work from home.
 - c. have them develop the technological skills of the non-millennials.
 - d. promote the importance of remaining loyal to the company.

E. Discussion

What's most important for you to be happy at work?



Aptis for Advanced

B2 Writing

1

Tips for a Cover Letter



Introduction

Do you have any tips for writing a good covering email? Learn how to write a covering email to accompany a job application.

Unit Aims

- To learn some tips on how to write a cover letter.
- To learn some vocabulary and expressions when writing a cover letter.

Skill Focus

- To identify true or false questions.
- To put words in the correct order.

2

Activities

A. Preparation task : Match the definitions (A–F) with the vocabulary (1–6).

Vocabulary

1. analytics
2. to fill a role
3. marketing channels
4. initial
5. the bulk of something
6. a campaign

Definition

- A. to find someone to do a specific job
- B. the main or largest portion of something
- C. a series of activities aimed at achieving a specific result
- D. ways to communicate with potential customers
- E. using data to examine or assess something, such as the success of a marketing activity
- F. happening at the beginning

Reading text: A cover letter.

To: recruit@neo-company.com

From: Kate Wilson

Subject: Digital Marketing Executive application

Dear Ms. Watson,

I'm writing **in response to** your advertisement for a Digital Marketing Executive. My name is Kate Wilson and I'm a Social Media Marketing Assistant. I have had this job for the past two years and I believe I am the person you need for your new role.

The bulk of my work involves designing and **implementing** online **marketing campaigns** across **a range of** channels. I am very comfortable using **analytics** to assess campaign success and drive future initiatives. I work with a range of social media platforms and tools for digital marketing.

I have always worked in the **retail** industry and am familiar with the **seasonal** nature of business such as yours and have the skills to **push** your business **forward** through creativity and innovation. I would very much like the opportunity to both bring my experience and enthusiasm to this role while continuing to develop professionally and personally.

Following **initial** research into your company I very much feel we would be a good fit for each other and I would welcome the opportunity to discuss this position with you in person.

Please find **attached** my CV.
I look forward to hearing from you.

Yours sincerely,

Kate Wilson



Tips

1. Try to find out the name of the person hiring and address your cover letter to them.
2. Start with a clear statement about who you are and the role you are applying for.
3. Then give information about your current work (or studies if you are still a student).
4. Mention how and why this experience is suited to the new company and role, including any transferable skills (= things you have learned that you will take with you to future jobs).
5. End with a closing statement that suggests further contact. I look forward to hearing from you.

B. True or false questions

Are the statements true or false?

	True	False
1. Kate's current role is the same level of responsibility as the job she's applying for.	<input type="checkbox"/>	<input type="checkbox"/>
2. She sounds confident about her ability to do the Digital Marketing Executive job.	<input type="checkbox"/>	<input type="checkbox"/>
3. She explains what she does in her current role.	<input type="checkbox"/>	<input type="checkbox"/>
4. Kate emphasizes the transferable skills she would bring to the new role.	<input type="checkbox"/>	<input type="checkbox"/>
5. Kate suggests that email is the best way to continue the conversation.	<input type="checkbox"/>	<input type="checkbox"/>
6. She is sending more detail about her work history in a separate document.	<input type="checkbox"/>	<input type="checkbox"/>

C. Put the words and phrases in order to make sentences.

1. a digital marketing executive. / response to / in / your advertisement / for / I'm writing

→

-
2. this job / had / six years. / I / for / have

→

-
3. person / are / am the / I believe I / you / looking for.

→

-
4. I would / bring / to this role. /very much like / my experience and enthusiasm / the opportunity to

→

-
5. with you / welcome / to discuss this position / in person. / the opportunity / I would

→

D. Discussion

Do you have any tips for writing a good covering email?



Aptis for Advanced

B2 Speaking

1

Dealing with a Problem



Introduction

Do you know what to say when you need to deal with a problem? Learn how to use phrases for dealing with a problem and practise saying them.

Unit Aims

- To learn how to speak appropriately when dealing with a problem.
- To become familiar with some expressions and vocabulary that are useful in dealing with problems.

Skill Focus

- To fill the gaps with the correct words.
- To complete the sentences with the words.

2

Activities

A. Preparation Task: Put the phrases (a–h) in the correct groups (1–2).

1. Telling someone about a problem	2. Helping someone who has a problem

- a. Don't worry, these things happen.
- b. I've made a mistake
- c. What's the matter?
- d. I've got a bit of a problem.
- e. I'm sure we can work it out.
- f. Thanks for letting me know.
- g. Oh, it was such a silly thing to do!
- h. I feel so much better now I've told you.

Role play with your teacher to read aloud the dialogue.

Gina: Lina!

Lina: Oh, morning!

Gina: I've got a bit of a problem.

Lina: What's wrong?

Gina: Can we talk in private?

Lina: Of course.

Lina: Right, so, **what's the matter?**

Gina: Well, I've made a mistake. A big mistake.

Lina: OK. I'm sure we can work it out.

Gina: It was such a silly thing to do!

Lina: I'm getting worried now. **What's going on here?**

Gina: OK. I worked late last night and I was tired. I wasn't concentrating and I accidentally deleted a very important file on the computer.

Lina : Oh dear! What file did you delete?

Gina: It's the file for the presentation at the board meeting.

Lina: Don't worry, **these things happen.** There's a procedure to deal with this.

Gina: Ah! I feel so much better now I've told you.

Lina: Thanks for letting me know.



B. Write one word to fill the gaps.

A: Are you OK? What's wrong?

B: I've got a (1) _____ of a problem.

A: Oh. What's (2) _____ matter?

B: Can we talk (3) _____ private?

A: (4) _____ course. Are you OK?

B: Well, I've (5) _____ a mistake. A big mistake.

A: OK. I'm sure we can work it (6) _____.

B: I emailed the financial report to Mark Chen instead (7)
_____ Mark Chang.

A: Don't worry, (8) _____ things happen. It could be worse!
Just recall the email.

B: Ah! Thanks. I feel so (9) _____ better now I've told you.

A: Thanks for (10) _____ me know.

C. Speaking practice

Your friend, Johnny, has got fired from his job recently. Talk to your teacher about how you could offer him support.

1. What phrases could you use to ask him how he is feeling, or if he would like to talk about it?
2. What are some things you could do to keep the conversation going and keep your friend feel better?
3. Offer Johnny some support or advice that you think will make him feel better.

D. Discussion

1. Who helps you out the most when you have a problem at work?
2. When was the last time you helped someone with a problem at work?

