

Aptis Advanced C1 Scope and Sequence

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Listening

Unit	Aims	Vocabulary	Skill Focus
1. A Mock Job Interview	<ol style="list-style-type: none">To learn some vocabulary and expressions for job interviews.To have an idea on the flow of a real job interview.	good fit, stability, aligned, replicated, commendable, feedback, devise, scope, diploma	<ol style="list-style-type: none">To choose the correct answer.To complete the sentences with words
2. Project Planning	<ol style="list-style-type: none">To be familiar and learn some vocabulary and expressions for meetings.To have a realistic idea of how planning meetings go.	essential, survey questionnaire, overload, priority, reduction, capacity, expertise, settle, appreciate	<ol style="list-style-type: none">To choose the correct option to complete the sentences.To put the sentences in the correct order.
3. A Discussion About Novels	<ol style="list-style-type: none">To analyse and understand a story from different perspectives.To be able to relate to imaginary scenarios and differentiate them from reality.	clever, spoil, sympathise, reveal, hard-hitting, empathy, fascinating, sacred, miserable	<ol style="list-style-type: none">To learn to classify information.To practice putting phrases in correct groups.
4. Catching Up	<ol style="list-style-type: none">To understand the sequence of key details from a conversation based on how you heard them.To learn some vocabulary, expressions and questions to ask relevant to travelling.	fortune, long-lost, accommodation, pinch, vibrant, multiculturalism, skyscrapers, cottage, tranquil	<ol style="list-style-type: none">To put the conversation topics in the order .To choose the correct option to complete the sentence.
5. Renting Your Own Place	<ol style="list-style-type: none">To improve listening comprehension and take note of key details from testimonies.To get familiar with and learn some vocabulary and expressions used in renting houses.	cosy, greenhouse, undersell, over-deliver, fussy, landlord, fruition, precious, scorching	<ol style="list-style-type: none">To circle the letter of the best answer.To complete the sentences using the correct form of words.



Reading

Unit	Aims	Vocabulary	Skill Focus
2. Different Cultures in Business	<ol style="list-style-type: none">To gain knowledge about different cultures in business.To learn some useful tips and gain awareness of some cultures, their norms and practices when meeting people in the business.	misjudgement, etiquette, apprentice, petty, idiocy, insincere, suspicion, stereotype, detrimental	<ol style="list-style-type: none">To identify whether a statement is true or false.To learn to choose the correct answers.
2. Tips on Positive and Negative Feedback	<ol style="list-style-type: none">To gain knowledge about offering and receiving positive and negative feedback.To learn some helpful expressions and vocabulary when dealing with feedback.	obligatory, perceive, diminish, cushion, thrive, corridor, constructive, enrich, refrain	<ol style="list-style-type: none">To choose the correct answers.To identify true or false questions.
3. Book Summaries About the World	<ol style="list-style-type: none">To have an idea on how book summaries should look like.To learn some vocabulary and expressions when discussing current events.	eliminate, giving away, viable, rigorously, criticized, innovation, immoral, condemn, transparency	<ol style="list-style-type: none">To identify true or false questions.To complete the text.
4. A Viable Grocery Store	<ol style="list-style-type: none">To know and discuss the possibility of a cleaner environment.To learn in how to use words and phrases in the discussion.	eliminate, giving away, viable, rigorously, criticized, innovation, immoral, condemn, transparency	<ol style="list-style-type: none">To identify true or false questions.To complete the text.
5. Common Plots in Horror Films	<ol style="list-style-type: none">To have an idea of common plots in horror films.To learn some vocabulary and expressions when discussing films.	conventional, trope, psychopath, protagonist, desperation, suspense, uninhabited, abandoned, resourceful	<ol style="list-style-type: none">To match the subheadings with the paragraphs.To complete the sentences with the correct form of words.



Writing

Unit	Aims	Vocabulary	Skill Focus
1. A Formal Response to a Complaint	1. To learn some tips on how to write an objective formal response to a complaint. 2. To learn some useful vocabulary and expressions when writing a formal response to a complaint.	ensure, renewal, dissatisfied, in the pipeline, satisfactory, correspondence, insurance premium, behind the wheel, bring (smth.) to a close	1. To put the parts of the email in order. 2. To choose the best answer
2. A Proposal for an Online Newspaper	1. To learn how to write a short but substantial proposal. 2. To become familiar with some expressions and vocabulary that are useful in making basic proposals.	approximately, keen, minimal, impairment, invaluable, apparent, flick through, brainstorm, subheading	1. To identify true or false questions. 2. To put the words in the correct order to make sentences
3. Gender Imbalance in Science and Technology	1. To learn some tips on how to write an objective formal response to a complaint. 2. To learn some useful vocabulary and expressions when writing a formal response to a complaint.	ensure, renewal, dissatisfied, in the pipeline, satisfactory, correspondence, insurance premium, behind the wheel, bring (sth.) to a close	1. To put the parts of the email in order. 2. To choose the best answer.
4. Request Through Email	1. To be able to write a short but formal request through email. 2. To learn some useful vocabulary and expressions related to refunds and postponements.	circumstance, unforeseen, (to) be with sb., defer, enrolment, sincerely, apology, grateful, to update	1. To complete the sentences correctly. 2. To choose the correct answers.
5. An Opinion on a Topic	1. To learn how to write an essay expressing personal take on an issue. 2. To learn some vocabulary and phrases necessary in the introduction of one's personal opinions.	sentence, incarceration, justification, burglary, offender, heinous, deter, yield, community service	1. To identify tentative statements. 2. To identify true or false.



Speaking

Unit	Aims	Vocabulary	Skill Focus
1. Job interviews	<ol style="list-style-type: none">To learn some tips on how to speak appropriately in job interviews.To become familiar with some expressions and vocabulary that are useful in job interviews.	take on, responsibility, managee, temperament, difference, flexible, diversify, challenging	<ol style="list-style-type: none">To match the definitions with vocabulary.To identify true or false questions.
2. Contract Negotiations	<ol style="list-style-type: none">To learn some tips on how to negotiate a contract.To become familiar with some expressions and vocabulary that are useful in contract negotiations.	fire away, specific, take into account, investment, pay scale, provisionally, scheme, negotiator	<ol style="list-style-type: none">To identify true or false questions.To put the words in the correct order to make sentences.
3. Talking About Learning Languages	<ol style="list-style-type: none">To learn some tips on how to learn new languages.To become familiar with some expressions and vocabulary that are useful in language learning.	fascinating, attend, catchphrase, struggle, contestant, pick up, rehearse, sympathetic	<ol style="list-style-type: none">To choose the best answer.To compare two pictures.
4. Talking About Resilience	<ol style="list-style-type: none">To learn some tips on how to talk about building resilience.To become familiar with some expressions and vocabulary related to resilience.	resilience, stress, emotion, disappointment, meditation, awareness, interpretation, perspective	<ol style="list-style-type: none">To write the correct form of the word.To compare two pictures.
5. Talking About Social Media and Music	<ol style="list-style-type: none">To learn some tips on how to talk about the pros and cons of things.To become familiar with some expressions and vocabulary related to social media and music.	distribution, generation, go viral, prime slot, exponentially, accessible, gratification, detrimental	<ol style="list-style-type: none">To complete the sentences with correct words.To compare two pictures.

Aptis for Advanced

C1 Listening

1

A Mock Job Interview



Introduction

How do you prepare for a job interview? Listen to the interview to practise and improve your listening skills.

Unit Aims

- To learn some vocabulary and expressions for job interviews.
- To have an idea on the flow of a real job interview.

Skill Focus

- To choose the correct answer.
- To complete the sentences with words

2

Activities

- A. Preparation Task : Match the abbreviations (1–4) with the definitions (a–d).

Abbreviation

B2B

B2C

L&D

HR

Definition

a. learning and development

b. human resources

c. business to business

d. business to customer

B. Choose the correct answer.

1. Four years ago, Olivia worked for a small HR services provider ...
 - a. in the B2B sector.
 - b. in the B2C sector.
 - c. in both B2B and B2C sectors.

2. Olivia has been in her current job ...
 - a. for four years.
 - b. for three years.
 - c. for one year.

3. Olivia's current role is focused ...
 - a. only on learning and development.
 - b. on a number of HR topics.
 - c. only on payroll and she wants to do L&D.

4. Olivia ...

- a. did a diploma in L&D two years ago.
- b. is doing a diploma in psychology at the moment.
- c. Both options are true.

5. Olivia will need to ...

- a. identify and devise an L&D strategy.
- b. devise and implement an L&D strategy.
- c. implement an L&D strategy that has already been devised.

6. Olivia ...

- a. will hear back from them next week.
- b. has been invited to a second interview next week.
- c. needs to call them next week to find out the next steps.

C. Complete the sentences with words from the box.

personal good fit aligned replicated
stability measured responsible report

1. Olivia feels her skills and experience are a _____ for the company.
2. Olivia changed jobs because she was looking for more _____.
3. She was _____ for learning and development.
4. She feels _____ with the company's brand and values.
5. She's used to taking a _____ approach to L&D.
6. Her ideas can be _____ on a larger scale.
7. She would _____ to the HR manager.
8. Performance will be _____ in different ways.

D. Discussion.

How do you prepare for an interview?

What are some important questions to ask your interviewer?



Aptis for Advanced

C1 Reading

1

Different Cultures in Business



Introduction

What situations in the workplace or business setting have you encountered that seemed strange or even inappropriate to you? Read a text about doing business in different cultures to practise and improve your reading skills.

Unit Aims

- To gain knowledge about different cultures in business.
- To learn some useful tips and gain awareness of some cultures, their norms and practices when meeting people in the business.

Skill Focus

- To identify whether a statement is true or false.
- To learn to choose the correct answers.

2 Activities

A. **Preparation Task** : Match the vocabulary (1–8) with the definitions (a–h)

Vocabulary

1. stark
2. be conceived as
3. break the ice
4. nuances
5. to stand someone in good stead
6. pompous
7. to pigeonhole someone
8. mundane

Definition

- a. subtle differences in meaning
- b. to be useful to someone in the future
- c. arrogant and self-important
- d. extreme and obvious, often used with “difference” or “contrast”
- e. to be thought of as
- f. boring, uninteresting or ordinary
- g. to do something that helps relieve the tension and get conversation going, especially between people meeting for the first time
- h. to label someone and put them in a restrictive category

Reading text

Different Cultures in Business

A great proportion of today's business is conducted across international borders, and while most of the business community might agree with the use of English as a common language, the nuances and expectations of business communication might be greatly different depending on the cultures. If we don't understand the cultural norms and practices of our business acquaintances, it can result in misjudgement, miscommunication and even misunderstandings or disagreements. Here are three simple but important things to consider in business etiquette. They could help stand you in good stead if you find yourself working with someone from a different cultural background or nationality.

How to address a person

There was this topic in a training course where a German apprentice and another one from the UK got into a heated argument about whether it was right for someone with a doctorate degree to use the title on their business card. The British apprentice insisted that people who aren't medical doctors but want to be addressed as 'Dr' are disgustingly pompous and full of themselves. The German, however, argued that the hard work and years of education they put into earning that PhD should be enough reason for them to expect to be addressed as 'Dr'.

This stark difference in opinions over something that could be conceived as a petty issue but usually goes undiscussed shows that we often attach meaning to even the most mundane things.

When things that we are used to are done differently by other cultures, there's usually a tendency for us to react strongly. While many Europeans and South Americans like to be addressed with a title when meeting someone in a business scenario, for example Mr or Ms and their surname for the first time, Americans, and more and more British, now prefer using their first names. To be safe, you have to listen and observe how the other person addresses you, And if you still feel unsure or reluctant, It's better to ask them how they would like to be addressed.



B. Circle the letter of the correct answer.

1. The British apprentice felt that people who want to be addressed as 'Dr' must be ...
 - a. hard-working.
 - b. conceited and self-important.
 - c. doing a medical degree.
 - d. from Germany.

2. If you are not sure how to address someone, you should ...
 - a. use the title you see on their business card.
 - b. make your decision based on cultural stereotypes about their country.
 - c. address them the way you'd like to be addressed.
 - d. ask them what they would like you to call them.

3. There might be a misunderstanding if an American smiles at a Russian business associate because the Russian might think that the American is ...
 - a. being fake.
 - b. challenging their authority.
 - c. trying to break the ice.
 - d. disrespectful.

C. State whether the sentences are TRUE or FALSE. Write your answer on the space provided before each number.

- _____ 1. When doing business internationally, there is a possibility that we might misinterpret what each other is saying even though we are speaking the same language.
- _____ 2. To the German trainee, having a PhD is equivalent to being a medical doctor.
- _____ 3. Sometimes, the smallest things can trigger a huge emotional response in us, especially when they are things we are not used to.
- _____ 4. In the research done to the perceptions of smiles, people from different countries were asked to rate photos of smiling faces and nonsmiling faces.
- _____ 5. Making eye contact can be interpreted in different ways in different cultures but is almost always a positive thing.
- _____ 6. The writer recommends keeping possible cultural differences in the forefront of our minds when doing business with people with different cultures.

D. Answer the following questions based on your own experience or opinion.

1. In your own culture, which is more common when you meet a someone for business, to bow or to shake hands?
2. Explain the most awkward situation you have been in while travelling for business.
3. What are some dos and don'ts when people meet for business for the first time in your country?

E. Discussion

What practices have you encountered that seemed strange or even inappropriate to you?



Aptis for Advanced

C1 Writing

1

A Formal Response to a Complaint



Introduction

Do you have any tips for dealing with customer complaints? Learn how to write a formal response to a complaint.

Unit Aims

- To learn some tips on how to write an objective formal response to a complaint.
- To learn some useful vocabulary and expressions when writing a formal response to a complaint.

Skill Focus

- To put the parts of the email in order.
- To choose the best answer.

2

Activities

A. **Preparation task:** Match the words (numbers 1–5) with their meanings (letters a–e).

Vocabulary

1. assure
2. a quote
3. take something on board
4. policy
5. to state

Definition

- a. to say something formally
- b. to tell someone something confidently so they don't worry
- c. a statement of how much something will cost
- d. to listen to and accept a suggestion
- e. a document that shows your agreement with an insurance company

Reading text : Responding to a Complaint

To: peter_gasley@te.com

From: Customer Service Team – LC Insurance

Subject: Your policy renewal

Dear Mr Gasley,

We appreciate your recent renewal of your insurance policy with Legacy Car Insurance.

We have been notified that at the end of your renewal call you registered a complaint and stated that you were dissatisfied with the service you had received.

We value all our customers and I assure you that no matter how minor feedback appears to be, we take it seriously. On behalf of the company I would like to apologise for it took a long time for you to receive your final quote for this renewal. I also regret the inconvenience caused when the discounts you were given were not automatically applied.

Tips

1. Use a formal register.
2. Choose vocabulary that is more objective and reduces negative emotions where possible, e.g. dissatisfied rather than unhappy / upset, inconvenience rather than trouble/problem.
3. Acknowledge the complaint and show you understand the problem. Focus on the facts and avoid making excuses or placing blame on individual people.
4. Apologise and explain what steps will be taken to ensure it doesn't happen again.
5. Emphasise the positive relationship with the customer: We value your custom ... / feedback ... In appreciation of the many years you have been a customer ... We are happy to ... We trust that you will ...
6. Offer some kind of solution or compensation if appropriate.

B. Write a number (1–5) on the space provided to put the parts of the email in order.

_____ Acknowledge the validity of the complaint and say what you'll do internally.

_____ Close the issue.

_____ Start by thanking the customer for their custom or for their feedback.

_____ Reiterate the complaint and apologise on behalf of the company.

_____ Offer some compensation or benefit.



C. Circle the letter of the best option for a formal response to a complaint.

1. Which option is best?

- a. I heard you were not happy with the service you received.
- b. It has been brought to my attention that you were dissatisfied with the service you received.

2. Which option is best?

- a. We value your custom.
- b. We're really pleased you shop with us.

3. Which option is best?

- a. I promise you that we take a lot of notice of our customers.
- b. I assure you that we take all customer feedback seriously.

D. Discussion

Do you have any tips for dealing with customer complaints?



Aptis for Advanced

C1 Speaking

1

Job Interviews



Introduction

Do you have any experience with job interviews? Learn how to use phrases for job interviews and learn the art of answering questions.

Unit Aims

- To learn some tips on how to speak appropriately in job interviews.
- To become familiar with some expressions and vocabulary that are useful in job interviews.

Skill Focus

- To match the definitions with vocabulary.
- To identify true or false questions.

2 Activities

A. Preparation Task : Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary

1 to diversify

2 picky

3 voluntary work

4 technicalities

5 to pull something off

6 to move on

7 carbon footprint

8 temperament

Definition

a. work that is unpaid, often for charity organisations

b. to leave a job

c. a prevailing or dominant quality of mind that characterises somebody

d. to become more varied or make something more varied

e. precise or technical details in a contract

f. hard to please or satisfy; knowing what you want or like and not accepting anything else

g. to do something successfully

h. the amount of carbon dioxide produced by somebody or something

Role play with your teacher to read aloud the dialogue.

Martha: Hi, Alice. I'm Martha Cooper. We spoke on the phone ...

Alice: Oh yes, I remember.

Martha: ... and, erm, this is Martin Grant, our CEO.

Martin: Hello!

Alice: Hello, it's very nice to meet you both.

Martin: It says on your CV that you do voluntary work.

Alice: Well, when I have time, yes! I do work at a centre for children with difficulties.

Martin: That must be very interesting.

Alice: It's rewarding and challenging.

Martha: Alice, **can you tell us a little bit about your current position?**

Alice: I'm assistant sales director for a chain of language schools.

Martin: So this post would be quite a change then.

Alice: I don't think so, honestly, because the skills are the same, despite the product.

Talk to your teacher

What were Alice's good and bad points?



Tips for Do and Don't

Do	Don't
<ul style="list-style-type: none">- give examples of things you've done in your career- highlight your strengths- develop your answers with details and explanations- show your interest in the company and the job- ask questions	<ul style="list-style-type: none">- mention plans to quit this company- criticise your current job or colleagues strongly- give short answers that lack details- show negative qualities (e.g. carelessness or arrogance)- say things that are untrue

B. True or false questions

Are the statements true or false?	True	False
1. Alice has some experience of doing voluntary work.	<input type="checkbox"/>	<input type="checkbox"/>
2. Alice's role at the moment is assistant sales director.	<input type="checkbox"/>	<input type="checkbox"/>
3. Alice thinks that the new job would involve very different skills from her current job.	<input type="checkbox"/>	<input type="checkbox"/>
4. Alice wants a new job because she has too much responsibility in her current job.	<input type="checkbox"/>	<input type="checkbox"/>
5. When two of her current staff had problems with each other, Alice helped improve the situation.	<input type="checkbox"/>	<input type="checkbox"/>
6. Alice thinks it's useful to diversify business strategies.	<input type="checkbox"/>	<input type="checkbox"/>
7. Alice is interested in environmental issues.	<input type="checkbox"/>	<input type="checkbox"/>

C. Discussion

Your teacher is an interviewer, and you are an interviewee.
Now do a fake interview using the questions provided.

Can you tell us a little bit about your current position?

Why are you thinking of moving on?

How would you deal with a rapidly changing and uncertain global market?

