OXFORD

FINISH FIRST B2

Teacher's Guide

with Digital Pack

- Answer keys
- Audio and video transcripts
- Exam tips and assessment guidance
- Teaching tips and classroom management

AMANDA BEGG

finish FIRST B2

Teacher's Guide

OXFORD
UNIVERSITY PRESS

Amanda Begg

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Via G. Ferrari 5/a
20900 Monza MB
Tel +39.039.283.271
Fax +39.039.833.264
Email: bic@bibciechi.it

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Print components

FOR STUDENTS

Student Book & Workbook Pack

Student Book

- 12 topic-based units
- 4 2-page **Review** lessons
- 4 2-page **Video** lessons
- QR codes which give access to audio and video
- An access code to Oxford English Hub
- Access to an eReader library of 15 graded readers

Workbook

The Workbook mirrors and reinforces the content of the Student Book. It offers:

- a **Grammar Reference** and **Active Vocabulary** section at the start of each unit
- further **Practice Exercises** for the language and skills taught in the Student Book
- a full *B2 First for Schools* Practice Test
- 8-page **Writing Bank**

- 3-page **Speaking Bank**
- **Pronunciation and Punctuation** guide
- **Phrasal verbs** and **Irregular verbs** lists
- an alphabetical **Glossary** with Oxford 3000 words marked with a key symbol and Italian translations
- lists of **Idioms** and **Affixes**

Exam Trainer

- Preparation for INVALSI and *Esame di Stato* (*Seconda Prova* and *Colloquio*) exams
- Support for *Orientamento*
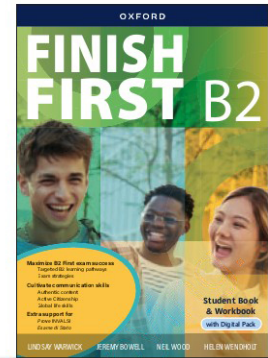
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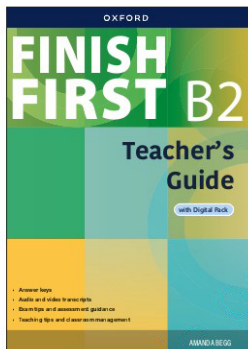
Teacher's Guide Pack

This pack provides everything you need to teach successful lessons with *Finish First*.

The pack includes:

- Teacher's Guide – answer keys and video and audio transcripts for the Student Book, the Workbook and the Practice Test, and useful teaching tips, exam task tips and teacher well-being tips throughout
- an access code to Oxford English Hub
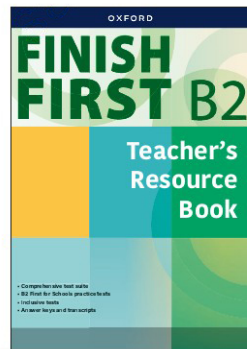
Teacher's Resource Book

The *Finish First* Teacher's Resource Book provides all the worksheets and tests required for your assessment needs through the year.

It includes:

- 12 *Recupero* Worksheets
- Entry Test
- 12 Unit Tests (dyslexia-friendly versions available)
- 12 Extension Tests
- 6 Summative Tests
- 2 B2 First for Schools Practice Tests
- 2 INVALSI Practice Tests
- *Prova delle Competenze Intermedio*
- *Prova delle Competenze alla Fine del Triennio*

Finish First Together

The *Finish First* Together book contains exercises linked to the content of the Student Book, created for students with special educational needs (SEN). The book focuses heavily on teaching grammar, vocabulary and reading and listening skills through visual learning supports such as mind maps, diagrams, tables, visual cues and anchors to help students with special educational needs.

Digital components
on Oxford English Hub

The digital materials and resources for this course can all be found at **englishhub.oup.com**

FOR STUDENTS

Student Book & Workbook eBook
- A digital version of the Student Book and Workbook with audio and video
- Built-in audio and video with access straight from the page
- Multispeed audio to hear every word clearly

Student Online Practice
- Extra interactive practice of all four skills, grammar and vocabulary from the unit
- Enables the teacher to assign work to students to help them improve in needed areas

Student's resources
- Course audio and video

FOR TEACHERS

Teacher's Guide
- PDF version

Classroom Presentation Tool

Student Book
- Student Book on screen with audio, videos (including documentary videos for video lessons, speaking videos and grammar animations) and answer keys
- Navigate function to the Workbook

Workbook
- Workbook on screen with audio and answer keys
- Navigate function to the Student Book

Course assessment
- Downloadable tests: Entry Test, Unit Tests (dyslexia-friendly versions included), Extension Tests, Summative Tests, *B2 First for Schools* Practice Tests, INVALSI Practice Tests, *Prova delle Competenze Intermedio* and *Prova delle Competenze alla Fine del Triennio*

Teacher's resources
- Photocopiable *Recupero* worksheets, with answer keys
- *Programmazione*
- Exam Trainer PDF
- *Finish First* Together PDF
- Exam Trainer audio and answer key
- *Finish First* Together audio and answer key

Teacher Online Practice
- Extra interactive practice of all four skills, grammar and vocabulary
- Tools to assign and track students' homework and progress, and manage classes

Professional Development
- Methodology support, bite-sized training and more to maximize your teaching

Introducing *Finish First*

Finish First is a *B2 First* and *First for Schools* preparation course which has been meticulously crafted to give students the tools they need for exam success. But more than that, *Finish First* builds students' confidence to communicate in English in real-world situations. It motivates students by offering 100% new content which goes beyond the language classroom, broadening their perspectives while creating links between their world and the wider cultural landscape. *Finish First* fully prepares students both to reach their full potential in the B2 exam and to navigate the challenges of communicating in today's digital world.

Finish First offers you and your students:

- a comprehensive *B2 First* exam pathway, with tips and practice activities to develop skills and strategies for every part of the exam
- captivating, information-rich texts on diverse topics with inclusive narratives to develop reading, writing and oral presentation skills
- grammar introduced in context to support students' understanding of natural English, as well as grammar animations to support understanding before, during or after lessons
- vocabulary from the Oxford 3000 and Oxford 5000 lists to ensure students learn the most important words in English
- video lessons based on brand new documentary videos that bring English to life in authentic contexts and develop video viewing skills
- a Writing Bank with step-by-step guidance and model answers for each writing task type in the *B2 First* exam
- discussions and debates to develop the communication and critical thinking skills students need in today's interconnected world
- collaborative tasks that develop Active Citizenship and help students to understand different viewpoints and develop decision-making skills
- Exam Trainer with additional material to provide exam support for the *Prove INVALSI* and *Esame di Stato* (*Seconda Prova* and *Colloquio*), as well as support for *Orientamento*

Finish First also offers professional development through methodology support. This consists of a range of resources to maximize your teaching effectiveness; they can be found here: **https://englishhub.oup.com**

The Oxford English Learning Framework

What is the Oxford English Learning Framework?

The Oxford English Learning Framework (OxELF) is a set of tools aligned to the CEFR, which inform our course and assessment materials. Our authors and editors use these tools to create learning materials that lay the right foundations for every classroom, enabling you to maximize each student's potential. OxELF was developed in consultation with our expert panel and it represents OUP's view of the best way to learn the English language. OxELF is composed of a range of tools that are designed to ensure that OUP's English language courses:

- are consistently levelled to the CEFR
- are informed by evidence-based theories of language learning
- support learners in meeting CEFR learning objectives in the most effective way possible

The framework is flexible, allowing course materials to be developed that meet a variety of teacher and learner needs, cater to mixed abilities and take local contexts into account. The resources are used by course developers to develop and produce material at the right level of challenge for learners. They focus on the essential elements of language acquisition: grammar, vocabulary, pronunciation and the four skills – reading, writing, listening and speaking. They can be used as they are or adapted to conform with requirements from external sources (e.g. ministry syllabus criteria or international and national exam specifications).

The OxELF resources

Grammar

The approach to grammar in *Finish First* is based on the OxELF grammar syllabus which recommends at which level to teach a grammar point for the first time, ensuring that grammar acquisition is accessible to learners.

Vocabulary

The OxELF vocabulary syllabus is based on the Oxford 3000 and Oxford 5000. This enables learners to focus on the most useful words to know at each CEFR level and acquire strategies for using them. Learning objectives relating to vocabulary development are aligned to CEFR competences, such as recognizing different parts of speech and collocations.

The four skills

OxELF categorizes reading, writing, listening and speaking by key competences, such as understanding text structure in a reading text. These break down into specific micro-skills that are needed for learners to improve in that skill, such as recognizing linking words in a reading text.

Key features of this course

Exam skills

Finish First provides thorough, targeted preparation for the *Cambridge B2 First* exam in order to equip students with the skills and experience they need to do well. Exam-style Reading and Use of English, Listening, Writing and Speaking tasks are included in every unit with a comprehensive range of exam tips and practice activities.

There is a complete *B2 First for Schools* practice test in the Workbook, and two further complete practice tests in the Teacher's Resource Book.

Additionally, the Exam trainer provides training for *INVALSI* and the *Esame di Stato* (*Seconda Prova* and *Colloquio*).

Stimulating topics

The selection of topics and real-world materials that appear in *Finish First* is based on the belief that students learn best when they feel that they can relate to the topics, issues and ideas in the course. In each unit, there are attention-grabbing, information-rich articles that help students learn new language items and language skills. The main reading text in each unit is a thought-provoking article related to the United Nations Sustainable Development Goals, and offers a base from which to develop critical thinking, digital literacy and presentation skills, as well as reading skills.

Grammar syllabus

Finish First is built on a robust grammar syllabus that satisfies several criteria. It is based on the CEFR-levelled OxELF grammar syllabus, while at the same time taking into account the grammar requirements of the *Cambridge B2 First*, as well as the *INVALSI* and Oxford Test of English exams.

There are two grammar lessons in each Student Book unit, where grammar is presented in context and integrated with skills work. Students are prompted to infer the rules for themselves through an inductive method. The grammar presentation is supported by Grammar animation videos.

Further grammar practice can be found in the Workbook, where there is a detailed Grammar reference section at the start of each unit, followed by practice activities. There is additional practice in the *Finish First* Online Practice.

Vocabulary syllabus

There are two Vocabulary lessons in each Student Book unit, where up to four vocabulary sets are introduced in context. The second lesson focuses on vocabulary development in the context of the *B2 First* Use of English exam.

Activities on finding the meaning of words from context are included in every reading lesson, and also in the video lessons. The brand-new documentary-style videos also include authentic real-world language, highlighted in the Real English sections of the video lessons.

Vocabulary is recycled throughout the Student Book and Workbook. Vocabulary related to the unit topic can also be practised in the Workbook and the *Finish First* Online Practice.

The four skills

Listening, reading and writing tasks are presented through authentic reading and listening texts, with speaking tasks based on presentations, debates and natural communication. The skills are developed throughout the course with a strong focus on strategies which can be applied both in exams and outside the classroom.

Speaking

The Speaking lesson in each unit of *Finish First* provides structured tasks building up to a *Cambridge B2 First*-style Speaking task, and includes a bank of key phrases so that students have a clear framework for expressing their ideas.

In addition, throughout the course there is a strong emphasis on developing a range of active communication skills to equip students to respond confidently in different situations. In every lesson, students have varied opportunities for speaking practice. Initial discussion questions give students the opportunity to personalize the topic and develop critical thinking skills. Spoken output tasks build on what students have learned in the lesson, and allow them to activate it. A speaking debate in every unit, as well as opportunities to work collaboratively, give students further opportunities to develop their presentation skills and speaking competences.

Video

There are three types of video in *Finish First*.

The grammar lessons in each unit are supported by **grammar animation videos**. They can be used as part of a 'flipped classroom' approach, to be viewed either before, during or after the lesson. The animations and explanations provide a relatable context for the new grammar, making it clear and accessible for self-study, classroom presentation or revision. These animations are also part of the *Finish First* Online Practice.

There is a **documentary video** after every three units. These are short films which expand on the general themes of the preceding lessons, using authentic documentary footage and offering plentiful examples of 'real-world' language. There are activities to develop students' viewing skills **Before watching**, **While watching** and **After watching**. A **Real English** section looks specifically at some of the phrases speakers in the video use, and there are **Follow-up** speaking and writing activities to further develop students' competences.

There is also a set of 15 **B2 First speaking videos**, to help students prepare for *Cambridge B2 First* Speaking Parts 1–4. These videos are found on Oxford English Hub. There are videos introducing the Speaking paper, an example of students doing the complete Speaking exam and three videos for each Part of it:

- Examiner's overview and tips
- Example of students doing the exam
- Examiner's commentary and analysis of students doing the exam

Critical thinking

Critical thinking has been identified as an essential 21st-century skill. It is one of the 'Four Cs', the others being creativity, collaboration and communication. Developing critical thinking skills means helping students move beyond simple comprehension of information. They learn to use logic and evidence to make deductions, analyse and classify information, and solve problems.

In every unit of *Finish First*, there are multiple **Critical thinking** tasks which support and develop students' critical thinking skills. They encourage students to think analytically, justify their answers and challenge other opinions. These activities run throughout the course and allow students to personalize and engage with a range of current topics. The critical thinking skills they foster allow students to approach real-world problems with a useful toolkit of skills and help them to navigate with confidence through the information overload that is characteristic of today's world.

Digital literacy

Finish First is a course for today's teenagers – digital natives with a strong interest in the possibilities of technology. Digital literacy covers a very broad spectrum of skills, but it can be defined in general terms as the ability to access, use, create and share information and content, using a range of digital devices and applications in ways that show critical awareness and an understanding of what is safe and legal.

Digital literacy plays a fundamental role in almost all areas of life and work in the 21st century. In a learning environment it enables and enhances a large number of activities that involve:

- communication
- presenting ideas
- finding, modifying and creating information
- problem-solving

Social engagement also plays an important part in digital literacy; collaboration and communication skills go naturally with using digital tools in a socially engaged way.

The importance of digital literacy in *Finish First* is reflected in the choice of unit topics, texts and discussion questions. There are also opportunities for students to develop digital literacy skills through individual or collaborative tasks using digital media to achieve a creative output. For example, a project may require students to do research online then produce an infographic, individually or in groups. This helps develop students' digital literacy by encouraging them to:

- critically evaluate the reliability of the information on the websites that they use for their research
- work together to decide on the best way to structure and edit the information that they find online
- apply and extend their knowledge of digital tools for presenting their work

Global skills

In *Finish First*, there is coverage of global skills throughout the course. Global skills prepare students at all levels of education to become successful, fulfilled and responsible participants in 21st-century society. Transferable across subjects in school and across work and social settings, global skills are both desirable outcomes of learning and an enriching part of the learning process.

Global skills can be grouped into five interdependent skills clusters which are all applicable to ELT settings:

- Communication and collaboration
- Creativity and critical thinking
- Intercultural competence and citizenship
- Emotional self-regulation and well-being
- Digital literacies

Many features of communicative English language teaching are suitable for the development of life skills / global skills alongside language skills. To find out more, read our position paper *Global Skills: Creating Empowered 21st Century Citizens* at: **www.oup.com/elt/expert**

Support for mixed-ability classes and students with SEN

Finish First recognizes that every class is made up of individuals with unique and differing needs, and provides the teacher with tools to ensure that content is manageable for as many students as possible. Varied exercise types, including mind maps, appeal to different learning styles. The Review sections provide further support for less confident students. The Teacher's Guide offers ideas for optional extra activities to provide additional support or challenge.

The Teacher's Resource Book offers *Recupero* worksheets for each unit to provide extra support, while the Extension Tests are designed to stretch higher-achieving students. In addition, all the Unit Tests have a dyslexia-friendly version.

The *Finish First* Together book, created for learners with special educational needs (SEN), focuses on teaching grammar, vocabulary, reading and listening skills content from the Student Book through visual supports. These include mind maps, diagrams, tables, visual clues and anchors, to make the material more accessible and inclusive.

Cambridge B2 First exam preparation

Finish First prepares learners thoroughly and systematically for the *Cambridge B2 First* exam. The topics, language content and activity types have been chosen specifically with this in mind.

Each Student Book unit opens with a **Reading** lesson. After some brief warm-up questions, which give students a chance to discuss and personalize the topic and sometimes to practise their critical thinking skills, the reading skills work begins. In each unit, the focus is on one of **Parts 5, 6 and 7** of the **Reading and Use of English** paper. Each part is covered four times across the twelve units. An **Exam tip** focuses on an aspect of reading skills relevant to that part of the exam, helping students to understand the best approach to take. Each tip is followed by a specific **practice activity**, before students then tackle a **full exam-type task**. This is followed by activities to focus on understanding vocabulary from the text in context. Finally, students are encouraged to discuss their ideas and link the reading topics to broader themes, relating to cultural awareness and Active Citizenship.

The **Language Focus** lesson introduces the main grammar and vocabulary of the unit, with controlled practice for accuracy and freer practice for fluency. Often this freer practice comes in the form of a **debate**, or a collaborative task to develop **digital literacy skills** or **presentation skills**.

The **Listening** lesson, like the Reading lesson, opens with brief warm-up questions for discussion and personalization. In each unit, the focus is on one of **Parts 1, 2, 3 and 4** of the **Listening** paper. Each part is covered three times across the twelve units. Again, help and advice on exam strategy comes from an **Exam tip**, followed by an activity to practise the specific strategy. After working through a **full exam-type task**, students are encouraged to share their opinions and ideas on issues raised by the listening text, often developing their critical-thinking skills in the process.

Following on from the Listening lesson, the **Speaking** lesson starts with a brief warm-up task to get students thinking about the main ideas and purpose of the exam task. Students then listen to **recorded models** of candidates performing the exam task before doing the **exam tasks** themselves. **All four parts of the Speaking exam** are covered three times, allowing students to become familiar with the format. **Exam tips** with **specific practice activities** guide students on how best to approach each task type, and **Key phrases** are extracted from the models to give students the language they need.

Each unit includes a **Pronunciation** section, usually in the Listening or Speaking lesson, but sometimes in the Language Focus lesson – wherever it is most effective in the unit.

The **Use of English** lesson gives students the opportunity to focus on aspects of vocabulary and grammar that are essential to exam success in **Reading and Use of English Parts 1–4**. This includes aspects of vocabulary such as phrasal verbs, collocations, prefixes and suffixes. Grammar points tend to focus on usage and function, such as articles, time expressions and quantifiers. Two **exam tips** and **exam tasks** are also included in this lesson.

Each unit ends with a **Writing** lesson, closely related to the unit topic. After brief warm-up discussion questions, students analyse a **model text**. This not only gives them a clear idea of what they should try to achieve, but also provides a base for language work relevant to the genre – summarized in the **Key phrases** box, to help students produce accurate and natural-sounding texts. **All genres** from **Writing Parts 1 and 2** of the *B2 First for Schools* exam are covered – some more than once – as well as the report from the *B2 First* exam. **Exam tips** in the Writing lesson often focus on planning, and the lesson always includes a checklist to encourage students to review their work and become autonomous learners. Peer review can be used here, too.

The essay sections should also help students prepare for any writing tasks in the *Esame di Stato*. The report, letter and email tasks have an additional real-world appeal and help students develop their employability skills for the future.

There are further exam-type tasks for **Reading and Use of English**, **Listening** and **Writing** in the **Workbook**, practising the same part of the exam as in the corresponding Student Book unit and section.

Course assessment

Assessment for Learning

Assessment for Learning (AfL) is an approach that builds formal and informal assessment practices into everyday classroom activities to directly encourage learning. It is recognized by educators around the world as a way of improving students' performance and motivation, and promoting high-quality teaching.

AfL relies on a constant flow of information between you and your students. Students provide evidence of their knowledge, understanding and skills as they engage in learning activities. Meanwhile, they receive specific and constructive feedback on their performance and progress, which helps them to move forward in their learning. This creates an ongoing cycle of gathering information, identifying next steps and supporting learners to achieve the set objectives.

Finish First is built on the principles of AfL. With regular assessment check-ins, the course provides you with the information you need to make the right decisions for your students to support better learning. All test items are written to the specific learning objectives covered in the course, informed by OxELF. This principled approach gives you the information you need to guide learning progress forward and not leave students behind.

A number of *Finish First* tests are available in two slightly different versions (A and B) and are fully editable so that you can adapt them to match your students' needs.

Where can I find the course tests?

The print tests and worksheets can be found in the *Finish First* Teacher's Resource Book. Both online and printable tests can be accessed via Oxford English Hub, together with dyslexia-friendly versions of the Unit Tests.

Recupero Worksheets

These worksheets provide support for weaker students who may need another opportunity to review the language from the unit.

Entry Test

This is a test to help you establish the level of your students at the beginning of the course.

Unit Tests

The Unit Tests enable you to identify where learning has been successful in a specific unit and where remedial work is needed. The content in each test reflects the language objectives within that particular unit.

Extension Tests

These are reading and writing skills tests which appear after each unit, and can be used to give further practice of exam-type tasks to stronger students.

Summative Tests

The Summative Tests enable you to assess the progress made by students over two units. The content in each test reflects the language areas covered in those two units. They are used to measure the learning that has taken place in the course of study so far.

Cambridge B2 First for Schools Practice Tests

Two complete practice tests provide students with further practice for the *Cambridge B2 First for Schools* exam.

INVALSI Practice Tests

There are two INVALSI Practice Tests, offering practice in INVALSI-style Reading and Listening tasks.

Unit Tests for Students with Dyslexia

A version of each Unit Test (Fila C) is also available for learners with dyslexia.

Prova delle Competenze

The two *Prova delle Competenze* tests are used to evaluate what students have learned by the middle and end of the year. Content in the *Intermedio* test comes from the first six units of the course, whilst it may come from anywhere in all 12 units of the course in the *Alla Fine del Triennio* test.

The Oxford Test of English

The Oxford Test of English is a general English language proficiency test certified by the University of Oxford. Available online through a network of approved test centres, it assesses understanding and communication in speaking, listening, reading and writing across four CEFR levels: A2, B1, B2 and C1. The Reading and Listening modules are computer adaptive, which means that the test adjusts the difficulty of questions based on the test-taker's responses. This makes the test more motivating, shorter, and gives a more precise measurement than traditional proficiency tests. The Speaking and Writing modules use task randomization, making each test an individualized experience. Further information and free practice materials are available at: **oxfordtestofenglish.com**

Methodology support on Oxford English Hub

Finish First is informed by Oxford's research and best practice from leading experts and practitioners in English language teaching and learning.

Relevant to the course methodology, the *Finish First* team have selected the following topics to help you teach with confidence:

- Teaching Mixed-Ability Classes
- Digital Literacies
- Assessment for Learning and Exam Preparation

Position papers

This course-specific selection includes some of our influential papers. Built on research and classroom practice, our position papers offer practical guidance on the major issues shaping language education today. Our shorter focus papers offer insights and tips on specific topics for the classroom.

Professional development modules

The modules consist of short introductions to topics relevant to *Finish First*, as well as practical ideas on how to implement them in your daily practice. Each module is no more than 30 minutes long. To access these resources, visit: **https://englishhub.oup.com**

Explore further

If you would like to develop your skills and knowledge beyond the professional development content offered with this course, you can visit:
www.oup.com/elt/professionaldevelopmentonline
This includes a range of materials from further reading to live professional development events.

Professional Development books

Keep up with the latest insights into English Language Teaching with our Professional Development books.

Topics include:

- mixed-ability teaching
- motivational teaching
- teacher well-being

For further information, visit: **www.oup.com/elt**

Guide to *Finish First*

Reading

Each unit opens with a Reading lesson which includes a text on a motivating topic and scaffolded skills practice.

QR code at the start of each unit enables students to play video and audio on mobile phone or tablet.

Each lesson focuses on the exam task for Reading and Use of English Part 5, 6 or 7.

Exam tips give advice for each task type, with an activity to practise every tip.

Activities focus on developing vocabulary in context.

Thought-provoking questions generate discussion and develop critical thinking skills.

Language Focus

Practises and expands language from the Reading lesson.

Discussion questions offer opportunities for personalization.

Grammar is presented inductively, with rules for students to complete or match to examples.

Grammar animation video offers engaging step-by-step explanations to recap key grammar points.

Vocabulary is organized by topic, with two sets presented.

Vocabulary presentation and practice includes whole-text exercises on authentic topics.

Listening and Speaking

Structured skills practice builds oral competences.

Every unit includes a pronunciation activity.

Exam tips give advice for each task type, with an activity to practise every tip.

Each lesson focuses on the exam task for Listening Part 1, 2, 3 or 4.

Each lesson focuses on the exam task for Speaking Part 1, 2, 3 or 4.

Opportunities for collaborative learning occur throughout the book.

Key phrases improve speaking accuracy.

Use of English

Engaging texts and 'real-world' topics are contexts for exam-based language input.

Vocabulary is developed through activities focusing on word formation, collocations and phrasal verbs.

Exam tips and practice activities focus on Reading and Use of English Part 1, 2 or 3.

Exam tips and practice activities focus on Reading and Use of English Part 1, 2 or 4.

A debate in every unit helps students develop their speaking skills.

Further focus on grammar helps build B2 language competence.