B1 to B1+

new identity

Teacher's Guide

Kelly Phillips

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	Competences	Vocabulary
Revision unit p.10	Talk about the present Talk about past experiences Talk about the future	Free-time activities Adjectives Time expressions **Vocabulary strategy** *make* and *do*

Unit	Competences	Vocabulary	Grammar
1 Our generation p.16	Talk about relationships Talk about duration of ongoing situations Give defining information	Relationships Life choices **Vlog**	Present perfect Defining relative clauses **Pronunciation** *have* **Grammar animations**
2 Our holidays p.26	Talk about a holiday Talk about responsible tourism Talk about holiday stories	Holidays and holiday activities Travel and tourism **Vocabulary strategy** Vocabulary in context **Vlog**	Verb + *-ing* vs verb + *infinitive* Past continuous Past continuous vs past simple **Pronunciation** Silent *w* **Grammar animations**
1–2 Summative revision p.36 **Towards INVALSI** p.37			
3 Our climate p.38	Talk about climate and weather Talk about probability Talk about obligation and prohibition	The climate and extreme weather The weather Climate action **Vlog**	*will, won't, may, might* *must* and *mustn't* *have to* and *don't have to* **Pronunciation** *mustn't* **Grammar animations**
4 Our screen heroes p.48	Talk about TV series Talk about watching films Talk about screen trivia	TV and film genres Describing films Screen time **Vlog**	Passive: present simple and past simple Passive: interrogative form Subject/object questions **Grammar animations**
3–4 Summative revision p.58 **Towards INVALSI** p.59			

Grammar

Present simple vs present continuous
Dynamic vs stative verbs
Reflexive pronouns
Past simple
Present perfect
Future forms
will: offers, promises and spontaneous decisions

Grammar animations

Culture Focus on **LISTENING** skills	Communication Focus on **SPEAKING** skills	Trending topics Focus on **READING, WRITING** & **ORACY** skills
Coming of age traditions **Listening strategy** Recognise exemplification **Digital citizenship** An e-invitation **Culture video**	Discussing choices **Communication video**	Decisions, decisions, decisions ... **Reading strategy** Dealing with unknown words **Citizenship** p.246 **Writing bank** An informal email p.236
Adventure with purpose **Listening strategy** Words that connect ideas **Digital citizenship** A leaflet **Culture video**	Asking for and giving directions **Communication video**	Brilliant Birmingham! **Reading strategy** Think of topic words you already know **Citizenship** p.247 **Writing bank** A travel review p.237
1–2 Exam trainer p.216 Focus on **OTE Listening Part 2**		**1–2 Life skills** p.226 Interpersonal relationships
Environmental laws from around the world **Listening strategy** Identify which part of a recording is relevant **Digital citizenship** New laws **Culture video**	Asking for, giving and refusing permission **Communication video**	How does climate change make you feel? **Reading strategy** Recognise use of intensifiers for emphasis **Citizenship** p.248 **Writing bank** A blog post p.238
Young film directors **Listening strategy** Identifying the main points **Digital citizenship** A presentation **Culture video**	Discussing films **Communication video**	Women in the cinema – then and now **Reading strategy** Identifying topic sentences **Citizenship** p.249 **Writing bank** A film review p.239
3–4 Exam trainer p.218 Focus on **B1 Preliminary Reading Part 2** and **OTE Speaking Part 1**		**3–4 Life skills** p.228 Decision making

Unit	Competences	Vocabulary	Grammar
5 Our future work p.60	Talk about jobs Talk about duration of ongoing situations Talk about ongoing actions and situations	Jobs Describing jobs Looking for work **Vlog**	Present perfect continuous Present perfect simple vs present perfect continuous **Pronunciation** The schwa **Grammar animations**
6 Our security p.70	Talk about crime Talk about cybercrime Talk about crime mysteries	Crimes and criminals Criminal investigations **Vocabulary strategy** Other forms of new words **Vlog**	Modals of deduction: present and past **Pronunciation** Silent *r* **Grammar animations**
5–6 Summative revision p.80		**Towards INVALSI** p.81	
7 Our stories p.82	Talk about stories Talk about hypothetical situations Tell stories	Stories Story words Adjectives with *-ed* and *-ing* **Vocabulary strategy** Antonyms **Vlog**	Second conditional *wish* + past simple Past perfect **Pronunciation** Content words **Grammar animations**
8 Our connections p.92	Talk about technology Talk about technology and innovation Talk about regrets and past mistakes	Technology: nouns Technology: verbs Social media **Vlog**	Passive: present perfect, present continuous, *will*/*may*/*might* Third conditional *wish* + past perfect **Pronunciation** *been* vs *being* **Grammar animations**
7–8 Summative revision p.102		**Towards INVALSI** p.103	
9 Our money p.104	Talk about money and spending Talk about past habits and regrets Check or confirm information	Money: nouns Spending money Money: verbs **Vlog**	*used to* *should* and *shouldn't have* Question tags **Pronunciation** Intonation in question tags **Grammar animations**
10 Our society p.114	Talk about society Talk about things people said Report things that people asked	Society: institutions Phrasal verbs Good citizenship **Vlog**	Reported statements Reported speech: other changes Reported questions Reported requests **Pronunciation** Stress patterns **Grammar animations**
9–10 Summative revision p.124		**Towards INVALSI** p.125	

Workbook p.132 **Vocabulary extension** p.264 **Irregular verbs list** p.269

Culture Focus on **LISTENING** skills	Communication Focus on **SPEAKING** skills	Trending topics Focus on **READING**, **WRITING** & **ORACY** skills
Decent work for young people **Listening strategy** Recognise and understand simple paraphrasing **Digital citizenship** A description **Culture video**	Having an interview **Communication video**	Should high-school students have a part-time job? **Reading strategy** Distinguish main point from subsidiary points **Citizenship** p.250 **Writing bank** A formal email p.240
The writer behind the character **Listening strategy** Recognising 'thinking' phrases **Digital citizenship** A synopsis **Culture video**	Describing a lost or stolen item **Communication video**	Punishment or rehabilitation? **Reading strategy** Multiple-choice questions **Citizenship** p.251 **Writing bank** A report on a meeting p.241
5–6 Exam trainer p.220 Focus on **B1 Preliminary Listening Part 2**		**5–6 Life skills** p.230 Critical thinking
What happens next? **Listening strategy** Content words **Digital citizenship** Research **Culture video**	Talking about a book **Communication video**	Diversity makes the world more interesting **Reading strategy** Expressing reasons **Citizenship** p.252 **Writing bank** A comment on a forum p.242
Great women in the tech world **Listening strategy** Anticipate likely content **Digital citizenship** A presentation slide **Culture video**	Apologising **Communication video**	How are you being affected by social media use? **Reading strategy** Identify genre, audience and purpose **Citizenship** p.253 **Writing bank** An opinion essay p.243
7–8 Exam trainer p.222 Focus on **B1 Preliminary Reading Part 3**		**7–8 Life skills** p.232 Creative thinking
Thanksgiving: truths and myths **Listening strategy** Recognising language for giving opinions **Digital citizenship** An infographic **Culture video**	Persuading and discussing issues **Communication video**	Should you give money to the homeless? **Reading strategy** Recognise language for giving opinions **Citizenship** p.254 **Writing bank** A factfile p.244
The birth of modern democracy **Listening strategy** Be careful about prefixes **Digital citizenship** Research **Culture video**	Expressing disbelief and annoyance **Communication video**	The United Nations Convention on the Rights of the Child **Reading strategy** Making notes **Citizenship** p.255 **Writing bank** A personal essay p.245
9–10 Exam trainer p.224 Focus on **OTE Reading Part 3**		**9–10 Life skills** p.234 Empathy

Pronunciation & punctuation p.270

Glossary p.271

Introducing *New Identity*

New Identity is a three-level course for teenagers working towards the INVALSI, Cambridge Preliminary and Oxford Test of English exams, and has been developed to give them the tools they need for exam success. But more than that, *New Identity* is a flexible course that is underpinned by insight into teenage psychology. It motivates students by offering 100% new content, including topics, texts and videos that reflect students' reality and experiences. *New Identity* prepares young people for their future by helping them develop the communication and global skills they need to achieve academic success and thrive in the workforce.

New Identity offers you and your students:

- new, real-world 'Trending topics' that take teenage interests seriously and use thought-provoking articles to develop reading, writing and oracy skills
- brand new videos that bring English to life, including Vlogs, Culture videos, Communication videos and Grammar animations
- grammar introduced in context to support students' understanding of natural English
- vocabulary from the Oxford 3000 and Oxford 5000 lists to ensure students learn the most important words in English
- extra lessons that support the *Educazione civica* curriculum and education for sustainable development (UN Agenda 2030) to prepare students for living and working in the world today
- extensive exam practice in each unit to prepare students for the INVALSI, Cambridge Preliminary and Oxford Test of English exams, and additional banks to provide extra exam support
- a Writing bank that provides full support and step-by-step guidance for the writing tasks in the Student Book with a focus on typical exam-style questions
- extra lessons on Life skills with engaging articles and collaborative real-world projects to develop critical thinking, learning and personal skills

New Identity also offers professional development through methodology support. This consists of a range of resources to maximize your teaching effectiveness; they can be found here: oxfordenglishhub.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 *New Identity* 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 recognising different parts of speech and collocations.

Pronunciation

Pronunciation is integrated into all areas of language learning and is aligned with CEFR competences. The key goal for learners is intelligibility, focusing on key pronunciation features, such as: consonant sounds, consonant clusters, vowel sounds, word stress, sentence stress, intonation and connected speech.

The four skills

OxELF categorises 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 recognising linking words in a reading text.

More information

To find out more about OxELF, visit: www.oup.com/elt/oxelf

Key features of this course

Grammar syllabus

New Identity is built on a robust grammar syllabus that satisfies several criteria. It is based on the CEFR-levelled OxELF grammar syllabus, whilst at the same time taking into account the grammar requirements of the INVALSI, Cambridge Preliminary and Oxford Test of English exams relevant to each level.

There are two grammar lessons in each Student Book unit, which are presented in context and integrated with the skills and supported by Grammar animation videos.

Further grammar practice can be found in the Workbook where there is a Grammar reference section with associated activities focusing on form, followed by activities focusing on usage. There is additional practice in the *New Identity* Online Practice.

Vocabulary syllabus

There are up to three vocabulary sets in each unit which introduce and practise the core vocabulary for the unit topic using visually impactful images. Brand new Vlogs recycle core vocabulary in context and introduce 'Keep it real' phrases (common everyday expressions). The Vocabulary extension at the back of the Student Book teaches extra vocabulary related to each unit topic. Vocabulary is recycled throughout the Student Book, Workbook and photocopiable teacher's resources. Vocabulary related to the unit topic can also be practised in the Workbook and the *New Identity* Online Practice.

Exam skills

New Identity provides thorough, targeted preparation for the INVALSI, Cambridge Preliminary and Oxford Test of English exams in order to equip students with the skills and experience they need to do well. Exam-style material is included in every unit, with listening, reading and writing tasks presented through authentic reading and listening texts, as well as speaking tasks based on presentations, debates and natural communication.

The Towards INVALSI pages (after every two Student Book units) provide more opportunities to practise Reading and Listening exam-style tasks. Additionally, the Exam trainer section at the back of the Student Book provides training for Cambridge Preliminary and Oxford Test of English exams.

All exam-style activities are clearly labelled as INV, P or OTE.

The four skills

Based on OxELF, the four language skills of reading, writing, listening and speaking are developed throughout the course with a strong focus on strategies. Every skills lesson in the course has a specific strategy, such as 'Recognising exemplification' or 'Dealing with unknown words', and an accompanying exercise. The intention with these strategies is to give students a useful takeaway that they can apply both in their exams and outside the classroom. The strategies are further practised in the *New Identity* Online Practice.

Stimulating topics

The selection of topics and real-world materials that appear in *New Identity* 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 quizzes and articles that help students learn new language items and language skills. The Trending topics section at the end of every unit uses thought-provoking articles related to the United Nations Sustainable Development Goals to develop critical thinking, reading, writing and oracy skills.

Video

There are up to eight videos in each unit of the course. The first lesson of each unit has a Vlog which shows two teenage friends talking about subjects which are important to them such as relationships and their favourite films. These Vlogs recycle key vocabulary from the lesson, and provide comprehension and speaking practice. They can be played at the end of the vocabulary lesson or used as a fun topic warmer before the lesson.

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 *New Identity* Online Practice.

There is a Culture video in every unit. These videos cover a variety of engaging topics including coming of age traditions around the world, environmental laws around the world and great women in the tech world. They are short documentary films that introduce the cultural topic of the lesson and provide comprehension practice.

The Communication lesson in every unit has a video that shows two friends in everyday situations such as discussing films and having an interview. These videos present real-world communicative speaking skills and phrases in an engaging way. The accompanying Phrasebook focuses on the key functional phrases from the dialogue, and the speaking tasks ask students to practise what they have seen in the video with plenty of support for personalised responses.

The *New Identity* Classroom Presentation Tool has additional Unit opener videos. These are attractive video collages with an exercise that asks students to recall and re-activate their prior knowledge of vocabulary related to the unit topic. They can be used as a fun and energising warm-up to the lesson and a way to assess students' level of knowledge, or they can be used as a stimulating recall exercise after the first vocabulary lesson.

Development of Global skills

What are global skills?

Global skills prepare students at all levels of education to become successful, fulfilled and responsible participants in the 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

These are closely linked: collaboration requires effective communication skills, and communication is enhanced when a person is aware of how they can contribute to the interaction for the benefit of others.

Creativity and critical thinking

Critical thinking involves being able to analyse information and use problem-solving skills. It is a natural partner to creativity, which relies on the ability to think flexibly and generate original ideas and solutions to problems.

Intercultural competence and citizenship

Intercultural competence is concerned with the skills needed to interact appropriately and sensitively with people from diverse cultural backgrounds. The notion of citizenship is concerned with both the local and the global, focusing on social responsibility.

Emotional self-regulation and wellbeing

Learner-centred approaches in education focus on aspects of wellbeing, such as ways of promoting learner autonomy, enhancing learners' self-belief and attending to positive learner attitudes. Other aspects of learner wellbeing include boosting learner motivation, developing growth mindsets and making learners aware of effective self-regulatory strategies.

Digital literacies

Digital literacies include the ability not only to use a diverse range of digital technologies, but to employ them in socially appropriate ways across a range of cultural contexts (see section on digital literacy below).

Global skills in *New Identity*

In *New Identity*, global skills training has been developed in line with the World Health Organization (WHO)'s core life skills: self-awareness, empathy, critical thinking, creative thinking, decision-making, problem-solving, effective communication, interpersonal relationship skills, coping with stress and coping with emotions. Throughout the course there is coverage of: the skills described in the previous section. This may consist of: Life skills lessons at the end of the Student Book (more information below); Compare cultures! activities, which encourage a personalised response to develop intercultural awareness; or Digital citizenship activities, which are individual or collaborative tasks using digital media to achieve a creative output.

At the back of the Student Book, there is a Life skills lesson for every two units focusing on one of the global skills described above. The lesson normally contains the following elements:

- engaging articles that introduce key issues in a real-life context
- speaking activities that enable students to discuss aspects of the topic and a phrasebook that provides useful language to support the activities
- Reflect activities: introspective questions which help students to develop their self-awareness and self-regulation to become more independent learners
- Real-world tasks: collaborative projects, like 'creating a cultural guide for visitors to your country' or 'designing an advert for volunteering', that develop critical thinking and communication skills

Many features of communicative English language teaching are suitable for the development of life skills or 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

Speaking

New Identity places a strong emphasis on developing a range of active communication skills to equip students to respond confidently in different situations. Throughout the course, and in every lesson, students have varied opportunities for speaking practice. Speaking is built into each lesson through spoken output tasks that build on what students have learned in the lesson, and allow them to personalise and activate it.

Dedicated Communication lessons in each unit provide structured tasks and Phrasebooks so that students have a clear framework for expressing their ideas. The focus of the Communication lessons is on real-world communicative skills and phrases. These are presented by a brand new video which leads to a speaking task with plenty of support for personalised responses so students can genuinely develop their speaking competences. The Communication lessons set achievable goals and give students the tools and strategies to achieve them, whilst also providing the language and skills that they need for their exams.

In the Trending topics lesson of each unit, students' oracy skills are further developed through a collaborative task involving discussion, debate or presentation about thought-provoking topics.

Critical thinking

What is 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 the Trending topics lesson of every unit, there are Think critically tasks, which support and develop students' critical thinking. They encourage students to think analytically, justify their answers and challenge other opinions. These activities run throughout the course and allow students to personalise 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 helps them to navigate with confidence through the information overload that is characteristic of today's world.

Digital literacy

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.

New Identity is a course for today's teenagers – digital natives with a strong interest in the possibilities of technology. The use of digital content throughout the course appeals to both teachers and students in its variety and flexibility of learning.

The importance of digital literacy in *New Identity* is reflected in the Digital citizenship task in the Culture lesson of each unit, in which there is a focus on using digital media to achieve a creative output. For example, a project may require students to do research online – such as finding out about festivities from another country – 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

Support for mixed-ability classes

Through its appropriate CEFR-levelling, *New Identity* ensures that content is manageable for all students. All activities in the Student Book are carefully staged. Additionally, the Challenge feature provides fun, optional tasks at two levels for fast finishers.

In the Workbook, exercises are graded for difficulty from one star (less challenging) to three stars (most challenging). There are varied exercises, including mind maps, which appeal to different learning styles. The Cumulative revision section provides further support for less confident students.

The Teacher's Resource Pack offers *Recupero* and *Potenziamento* worksheets for each unit to provide extra support or extra challenge as required. Mixed-ability notes in the Teacher's Guide provide tips on topics like assessment, classroom management, etc. and suggestions on how the course materials can be used effectively for different abilities in the classroom. Additionally, all the tests have a dyslexia-friendly version.

Mediation

What is mediation?

Mediation normally means negotiating in order to resolve an argument or conflict. In the English language classroom, mediation has a different meaning. In a basic sense, it is someone telling someone else about something. In a fuller sense, mediation is an aspect of communication that involves clarifying or enhancing understanding between people, for example when reporting or interpreting ideas in different ways, or when presenting information or concepts.

Developing mediation skills has acquired more importance in recent years; the CEFR now defines these skills in detail for different levels of language ability and provides can-do statements that can be adapted as learning aims for communicative activities in the classroom.

How do mediation activities work in the classroom?

A mediation task normally involves two texts, which may be either spoken or written. Students read or listen to the first text (often called the source text) and then have to change it in some way in order to explain or tell it to another person or group of people who have not had access to this information. The changed version that students speak or write is the second text (often called the mediated text).

Mediation can happen in various ways, such as changing the medium (e.g. from written to oral/aural), or the register (e.g. from formal to informal) or the purpose of the text (e.g. from information to advice).

The examples below show how these different kinds of mediation work as classroom tasks:

- Students read a text and change the information in it to a visual format (e.g. a diagram or an illustrated poster).
- Students read a text written in a formal style and write about it to a friend in informal style.
- Students listen to a presentation and write a summary of the key points for their work colleagues.

How do mediation activities enhance learning?

A shift of emphasis

While mediation activities may help students practise grammar and vocabulary from the unit, their main purpose is to help students develop their communication skills. For this reason, the emphasis is often on effective communication rather than focused practice of grammar and vocabulary in the unit.

Personalisation

When students mediate texts, they communicate in their own words ideas or information they have read or listened to. In this way, they adapt and personalise the message, making it more relevant to the person they are communicating with.

Integrated skills

Mediation activities focus on integrating receptive skills (listening and reading in the source texts) and productive skills (speaking and writing in the mediated versions).

Assessment for Learning

What is 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 recognised 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.

In an AfL approach, it does not need to be only you who gathers and interpret evidence about what students know and can do. Students are also encouraged to do this for themselves and for each other through self-assessment and peer assessment. This helps deepen their understanding of what they are learning, why they are learning it and what successful performance looks like.

The evidence you gather for AfL does not always need to be in the form of grades or scores. Often, you will collect quick insights from a warm-up activity that will then inform the rest of your lesson, or you will offer a brief comment about a student's performance on a particular task. It should not only focus on aspects that students need to improve. It is just as important to highlight what students have achieved and are already doing well. It can therefore be useful to focus feedback on 'medals' and 'missions' – what they have done successfully and how they can move their learning forward.

Once students have received feedback, they need time and opportunities to act on it. It is by putting feedback into action that students can 'close the gap' between their current performance and their desired performance. So, for example, after students have received feedback on an essay, you could set aside lesson time for students to redraft their work and/or set specific goals for their next essay.

Why is AfL useful?

For students:

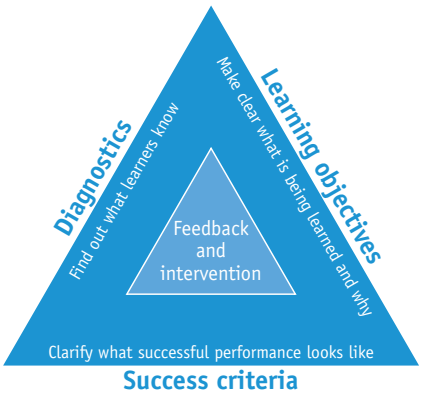
- **It improves attainment.** Receiving quality feedback has a positive impact on students' achievement.
- **It deepens learning.** Students understand not only what they are learning, but also why they are learning it and what success looks like.
- **It is motivating.** AfL emphasises progress rather than failure, encouraging students to set goals, recognise their achievements and develop positive attitudes to learning.
- **It prepares students for lifelong learning.** By making students more responsible and self-aware, it equips them to learn independently and proactively in the future.

For teachers:

- **It informs teaching decisions.** AfL provides valuable information about students' needs, allowing you to decide what to prioritise in your teaching.
- **It develops skills and confidence.** AfL can encourage more flexible and creative approaches to teaching and give you a clear sense that you are helping your students succeed.
- **It allows you to teach more inclusively.** By providing more tailored support to individual students, you can feel more confident that no one is being left behind.
- **It enables colleagues to support each other.** AfL offers a consistent approach which you and your colleagues can implement collaboratively.

How can I implement AfL in my teaching?

Effective implementation of AfL is grounded in three key classroom practices: diagnostics (where the learner is), learning objectives (what the learner needs to learn next) and success criteria (what success looks like).



As this diagram illustrates, these practices are interrelated and together they lay the foundations for effective feedback. The next section explains the three key practices in more detail and shows how they can be put into practice in the classroom with examples from *New Identity*.

Diagnostics

To be able to provide effective feedback, you need to find out what students already know and can do. You can gather this evidence in a variety of ways – not just through the tests that come with this course, but also through classwork and homework activities, including those that incorporate peer and self-assessment.

For instance, after a speaking activity, students could assess their own and each other's performance using a set of can-do statements. This, combined with your assessment, can reveal what students are already doing well and highlight specific areas for improvement.

Classroom dialogue can also provide valuable insights into students' understanding and there are a number of ways to maximise its potential as a diagnostic tool. These include:

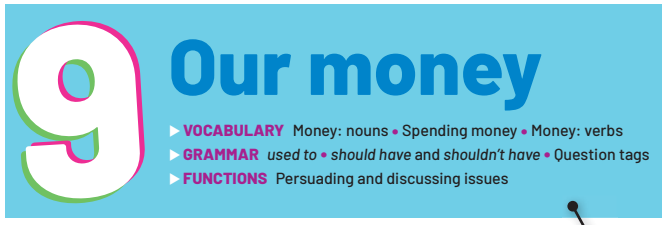
- short warmer activities
- asking students open questions that require deeper reflection
- allowing plenty of thinking time
- exploring their answers through follow-up questions
- providing opportunities for them to ask questions themselves

From New Identity Student Book B1–B1+ page 67

Warmer activities help you understand what your students already know, as well as what to focus on next in your lesson.

Learning objectives

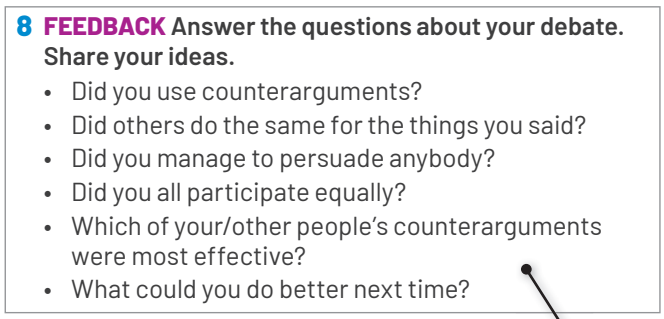
Determining what students already know through diagnostics will enable you to identify appropriate learning objectives. Learning objectives tell students what they are learning in a lesson and why. This helps them understand the rationale and value of particular activities, making learning relevant.



From New Identity Student Book B1–B1+ page 104

The learning objective for every unit is clearly identified.

You may choose to present learning objectives at the beginning of a lesson. Similarly, it can also be effective to wait until after an activity and then ask students to infer for themselves what skills the activity was aiming to develop, why these might be useful and how they might be applied.



From New Identity Student Book B1–B1+ page 113

Student Book feedback activity: students self-assess against the learning objectives.

Success criteria

In order for students to make sense of learning objectives, these need to be linked to clear success criteria. If students understand and recognise what successful performance looks like, they will be better able to set clear goals, make use of feedback and measure their own progress. This Teacher's Guide contains many useful tips on how to focus on success criteria, as well as learning objectives and diagnostics.

TEACHING TIP

Success criteria: Peer correction and feedback

Peer correction helps students to identify strengths and weaknesses in their own writing. It also gives them confidence to voice their opinions.

Exercise 9: Ask students to check their partner's work and give feedback for each bullet point in Ex.8. Remind students to be considerate and highlight positive points as well as what needs work.

Tips for success

From New Identity
Teacher's Guide B1–B1+ Unit 1 page 38

When your students have become more familiar with this approach, it is a good idea to have them negotiate their own success criteria. This encourages them to feel responsible for the quality of their work and to take charge of their own learning.

Giving and analysing examples of what good writing looks like is another way of establishing success criteria. The Writing bank at the end of the Student Book includes model answers and step-by-step guidance for writing activities to facilitate this conversation.

1 Read the writing task on p.35, then the model answer below. Match the objectives (A–D) to paragraphs 1–4.

A Say what you liked about it
B Say what kind of person would like this place
C Introduce the place that you visited
D Say what you didn't like about it

The Roman Forum

A four-star rating ★★★★☆

Luca Pellegrini

1 ..... Last weekend, I decided to go **to** Rome by train. First of all, I visited the Roman Forum; a collection of ancient monuments built **in** 500 BC.

2 ..... I really enjoyed the excursion **to** the forum. **At** the top of Palatine Hill, I saw incredible views **of** the city. While I was standing **on** the hill, I took amazing photos! You should try to go **in** the evening, like I did. If you visit the forum, don't miss it!

3 ..... Unfortunately, I couldn't go **on** a guided tour, because it was full **at** 5 p.m.! Make sure you book **in** advance **on** Sundays! Also, avoid visiting **in** the summer – it was extremely hot **in** July!

4 ..... Even if you aren't interested in history, I'd recommend a visit to anyone who likes sightseeing on foot and wants a taste of life **in** ancient times.

Model texts help students know what success looks like.

From New Identity
Student Book B1–B1+ page 237

Peer and self-assessment are also powerful ways of engaging students with success criteria. For example, if students have written a formal email, they can send it to a classmate, who then gives feedback based on the agreed success criteria.

How is AfL different from other kinds of assessment?

AfL is often contrasted with assessment *of* learning (also called summative assessment), which measures the outcomes of learning by showing where students are at a given moment in time. In reality, however, the two kinds of assessment can overlap. For example, you might give your students a summative end-of-term test to measure their achievement. If you then use their results as feedback on how they can improve, the same test can then become a tool for AfL.

Is AfL a new approach?

In many ways, AfL reflects what most teachers have always done in the classroom. Finding out what students can do and giving them feedback are, of course, fundamental and natural aspects of good teaching. However, in an AfL approach, feedback is viewed as part of a continuous cycle of goal-setting and reflection, with each learning activity feeding into the next. The AfL framework also supports you in providing feedback in a way that is systematic and inclusive.

In what contexts can I use AfL?

AfL can be used with students of all ages and it is compatible with different approaches to language teaching, from grammar-based to more communicative methodologies. Research indicates that AfL can also be beneficial in exam-oriented contexts. Students are likely to perform better on exam tasks if they understand what skills that task is assessing, why those skills are being assessed and what a successful task response looks like.

More information

Download our position paper *Effective Feedback: The Key to Successful Assessment for Learning* from: www.oup.com/elt/expert

Course Assessment

New Identity offers a seamless learning and assessment experience, 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 and mapped to the CEFR. This principled approach gives you the information you need to guide learning progress forward and not leave students behind.

Most *New Identity* 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 can be found in the *New Identity* Teacher's Resource Pack. Both online and printable tests can be accessed via Oxford English Hub (see section on Oxford English Hub). The course also offers dyslexia-friendly tests, which are available on the Hub.

Entry test

This is a diagnostic 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 the test reflects the language objectives within that particular unit. You and your learners will get feedback on performance in the form of explanatory answer keys. You can also download the marking criteria for speaking and writing activities, as well as supplementary exercises to support and stretch your learners.

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.

Skills tests

The skills tests enable you to assess students' competence in different topics under the four skills – reading, writing, listening and speaking – covered over two units.

Prova delle competenze

The *Prova delle competenze* test is used to summarise what students have learned during the year, and the content in the test can come from any material covered during the year. The test reports on the students' overall progress of a course level.

Exam practice

Throughout the Student Book and in the Exam trainer at the end of the Student Book, there are regular exam practice opportunities with top exam tips for students to help them achieve their goals and to prepare for external exams.

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 three CEFR levels: A2, B1 and B2. 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 randomisation, making each test an individualised experience. Further information and free practice materials are available at: www.oxfordtestofenglish.com

Exercises in the Student Book labelled as Oxford Test of English, Cambridge Preliminary or INVALSI (OTE, P or INV) may vary slightly from the tasks in the actual tests but provide familiarity with the general task types.

Methodology support on Oxford English Hub

New Identity 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 *New Identity* team have selected the following topics to help you teach with confidence:

- teaching mixed-ability classes
- global skills for the language classroom
- student wellbeing

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 *New Identity*, 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: oxfordenglishhub.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:

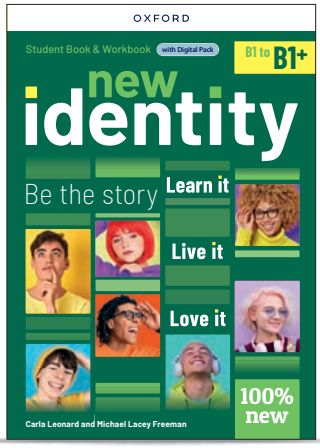
- mixed-ability teaching
- motivational teaching
- teacher wellbeing

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

Print components

FOR STUDENTS

Student Book & Workbook Pack



Student Book

- 1 Revision unit and 10 topic-based units
- 5 Summative revision pages
- 5 Towards INVALSI pages providing practice of INVALSI exam tasks
- QR codes which give access to audio and video
- An access code to the Oxford English Hub
- Access to an e-library of eight graded readers

Workbook

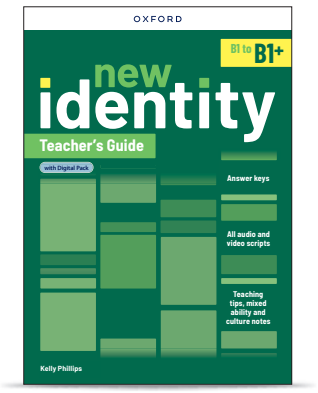
The Workbook mirrors and reinforces the content of the Student Book. It offers:

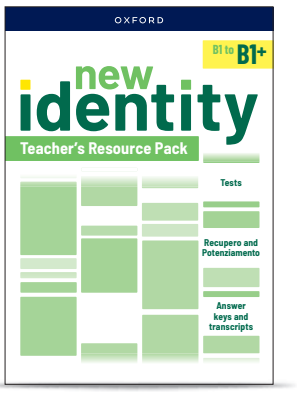
- further practice of the language and skills taught in the Student Book
- a cumulative review lesson at the end of each unit
- a grammar reference section, accompanied by grammar practice pages

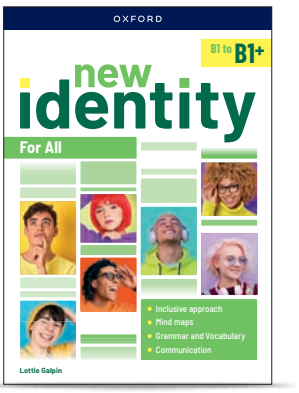
Extra lessons

- 5 Exam trainer lessons providing further practice of Cambridge Preliminary and Oxford Test of English exam papers
- 5 Life skills lessons
- 10 Writing banks
- 10 Citizenship lessons
- Vocabulary extension sections for all 10 main units
- Irregular verbs list
- Pronunciation and punctuation guide
- An alphabetical glossary with Oxford 3000 words marked with a key symbol and Italian translations

FOR TEACHERS







Teacher's Guide Pack

This pack provides everything you need to teach successful lessons with *New Identity*.

The pack includes:

- Teacher's Guide – answer keys and video and audio scripts for the Student Book, the Workbook and the Extra lessons, and useful teaching tips, exam tips, mixed-ability tips and culture notes throughout
- an access code to the Oxford English Hub

Teacher's Resource Pack

The *New Identity* Teacher's Resource Pack provides all the worksheets and tests required for your assessment needs through the year.

This pack includes:

- 11 *Recupero* worksheets
- 10 *Potenziamento* worksheets
- Entry test
- 11 Unit tests (dyslexia-friendly versions available)
- 5 Summative tests
- 5 Skills tests
- *Prova delle competenze*

New Identity For All

The *New Identity* For All 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 functions 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 **oxfordenglishhub.com**

FOR STUDENTS

Student Book & Workbook e-book
- A digital version of the Student Book and Workbook with audio and video

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

Student 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 Unit openers, Vlogs, Culture videos, Communication 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), Summative tests, Skills tests and *Prova delle competenze*

Teacher's resources
- Photocopiable *Educazione Civica* and *Recupero* and *Potenziamento* worksheets, with answer keys
- *Programmazione*
- Photocopiable *New Identity* For All PDF
- Downloadable unit-by-unit wordlists

Teacher's 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 maximise your teaching

Digital components

Continued ...

Student Book and Workbook e-books

The *New Identity* e-book provides all the content from the Student Book and Workbook, with extra features to support your students' learning:

- Built-in audio allows students to access the course audio straight from the page.
- Students can slow down the audio to hear every word clearly.
- Built-in video in the Student Book e-book gives you the option of setting video homework for your students.

Online Practice

There is also an opportunity for further practice of the unit's grammar, vocabulary, reading, listening, writing and speaking through the bank of skills-focused *New Identity* Online Practice materials. These enable you to assign students work that helps them improve in areas where they are weak.

E-library

The Oxford English Hub includes access to an e-library of eight graded readers.

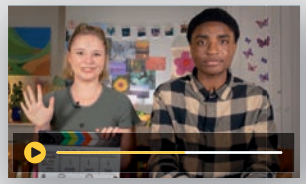
Course tests

All tests are fully editable, so you can adapt them to match your students' needs.

- 1 Entry test
- 11 Unit tests – A and B versions
- 5 Summative tests, after every two units – A and B versions
- 5 Skills tests – A and B versions
- 1 *Prova delle competenze*
- Dyslexia-friendly versions of Unit tests

Course video resources

Each level of the course provides you and your students with numerous educational and informative video clips.


VLOG

CULTURE

COMMUNICATION

- 1 opener video per unit to activate students' background vocabulary knowledge
- 1 Vlog per unit to recycle key vocabulary, and provide comprehension and speaking practice
- up to 4 Grammar animations per unit to support the grammar lessons of that unit
- 1 Culture video per unit
- 1 Communication video per unit

Classroom Presentation Tool

The Classroom Presentation Tool enables you to deliver motivating digital material that is in tune with 21st century content and approaches to learning. Class audio, video and answer keys are available online or offline, and updated across your devices.