iDentities

Available in two levels for students B2 – C1

BE YOURSELF IN ENGLISH

PAUL SELIGSON

Richmond
iDentities is a ground-breaking two-level English course for adults and young adults. Devised for upper intermediate and advanced students (B2-C1), it offers an ideal level of challenge for these higher levels, with original texts, motivating topics, varied activities and constant opportunities for personalisation.

Able to be used as a free-standing course, or as a natural follow-on from the popular English ID series, iDentities builds on the English ID philosophy of constructing an identity and learning to be yourself in English. Its focus is helping students to push, develop and polish their English-speaking selves, to feel ever more ‘at home’ in English.

**Level Up!**

iDentities offers many of the familiar features from English ID and adds new ones specifically designed for students at a higher level, allowing students to explore language in more depth and gain greater fluency and accuracy. With additional emphasis on precision, the subtleties of language and grammar, wider vocabulary, register contrasts, and formal and informal contexts, it offers creative and engaging ways for students to hone their abilities.

**All About Communication**

Continuing ID’s characteristic focus on speaking, iDentities has a centred and well-thought-out approach to facilitating communication. Pronunciation is fully integrated with speaking, and a new How to say it section presents conversation strategies, formulaic language, and more natural ways of communicating. iDentities also introduces Keep talking, which fully integrates speaking, listening and writing.

**All About Language**

Language-friendly and intuitive, iDentities gives students and teachers a natural way of working through new language, allowing them to study more advanced grammar inductively, centring on usage and meaning. With increased focus on writing and the intricacies of language, it highlights important concepts in language boxes and presents common mistakes tailored to students’ high level of English.

**All About Personality**

Through its innate combination of humour and practicality, iDentities makes English class enjoyable and injects it with personality, encouraging students to develop their own identity in English through fun and highly personalised activities and features such as song lines, Make it personal speaking activities, ‘search online’ tasks and the ‘cyber teacher’ (which provides clear definitions and examples of new vocabulary).
**Methodology**

**COMMUNICATION**

In the style of English, **iDentities** is in every sense a *communicative* course, teaching learners to speak in as short a time as possible and focusing on both fluency and accuracy. Throughout the course book, the large number of models and cues for speaking activities are immediately apparent, as are the *Common mistakes* boxes anticipating likely L1 transfer errors to be avoided.

**EVOLUTION**

English and **iDentities** progressively adapt as the series evolves to reflect the best learning practices at each of the learner’s advancing levels. At advanced levels, there is an increased focus on levels of formality, as a student’s need to master various registers gradually increases. Vocabulary and grammar exercises also evolve with students’ increasing level. For grammar, ‘spoon-feeding’ is reduced and inductive learning is increased, as learners’ confidence and foreign language learning experience grow.

**FLEXIBILITY**

**iDentities** provides the teacher with all the tools to incorporate their own pedagogical identity into the course and emphasise what they consider more relevant for their learners. This flexibility is also evident in **iDentities’ unique flexi-lesson structure**. As one lesson alone is never enough to practise and consolidate all of its content, **iDentities** gives students more opportunities to revisit, consolidate and extend what they first learned in previous lessons. **iDentities** builds bridges between lessons, creating connections that foster optimum learning.
Key Concepts

1. Language-friendly

iDentities is a language-friendly series which embraces students’ existing language knowledge through exploiting cognates, familiar structures, famous songlines, and local cultural background – to help them better understand how English works.

2. Learner-friendly

iDentities respects the learner’s need to be spoken to as an adult, with students exploring a full range of topics requiring critical thinking. iDentities also helps students to negotiate and build their own identity in English.

3. Teacher-friendly

iDentities respects each teacher’s need to teach as he or she wants to. Some wish to teach off the page with minimal preparation, others dip in and out, while others largely follow the Teacher’s Book. The flexi-lesson structure helps teachers to individualise, personalise and vary classes.

The Teacher’s Book has a teaching-friendly visual code, providing a straightforward “quick route” or a substantially longer one.
1. **A 60-question syllabus**

Every lesson begins with a question as the title, which serves as a natural warm-up activity to introduce and later review each lesson topic.

2. **A balanced approach to grammar**

The flexible grammar syllabus offers an approach to meet the needs of all students, with a combination of inductive and deductive grammar, contrastive grammar analysis via **Common mistakes** boxes, extra grammar practice and the **Grammar expansion** feature.

3. **It has to be personal**

Each phase of every lesson ends with Make it personal activities: real, extended personalisation. Successfully “making it personal” is what makes students believe they can be themselves in English.

4. **Avoid common mistakes to speak better, more quickly**

Many lessons include **Common mistakes** boxes, a flexible resource to foster accuracy which highlights what to avoid. These sections help reinforce language as it is taught, avoiding L1 transfer and fossilisation. They can be referred to at any time in the lesson.

5. **Integrated skills**

The fifth lesson in each unit is an integrated skills page, giving students the opportunity to immerse themselves and practise all four skills in real-world activities.

6. **Useful language boxes**

These boxes have specific names such as **Common uses of get** or **Types of noun modifiers**. This immediately focuses student and teacher attention on the point covered.

7. **Classic song lines to “hook” language**

Authentic song lines in every lesson empower teachers and students by offering useful language references and pronunciation models; and a source of student-friendly input to elicit, present, practise, personalise and “hook” almost anything. The song lines have a direct link to each lesson and are designed to provide an authentic hook to help students to remember.
1.1 What are your earliest memories of school?

What was so unusual about it?

I'll never forget my first driving lesson. I can still see it as if it were yesterday. I remember showing up early because I was so excited. And then just when...
What innovative businesses do you know?

Pronunciation: Final consonant clusters

In pairs, which start-up would be more successful where you live?

Reading

How many ways can you use a brick?

A wide range of reading skills encourage students to interact with the texts.

Vocabulary

Emphasis on inductive grammar and focus on the subtleties of language

Grammar: Subject-verb agreement

Interesting and useful language points

Word stress highlighted in pink in reading texts.
Well, it didn't go very well. I'll bet! How did it go? Then listen to a radio interview to check. Were your reasons the same?

C Make it personal

Have you ever had a dream come true? I'm not sure I agree. (neutral) You've got to be kidding! (informal) are neutral in register, while others can be very informal, for use with friends and family.

A 1.4 Language in use

The first user-created dictionary, the Oxford English Dictionary, was invented in 1888. Nelson Mandela was released from prison in 1994. The 2020 Olympics are set for Tokyo. In 2008, Nelson Mandela was the first non-European to win the Nobel Peace Prize.

Have you ever had a dream come true?

I was a little skeptical. Now I couldn't agree with them more! If I can do it, so can you! Nominations for the Academy Awards are announced in December. The first user-created dictionary, the Oxford English Dictionary, was invented in 1888. Nelson Mandela was released from prison in 1994. The 2020 Olympics are set for Tokyo. In 2008, Nelson Mandela was the first non-European to win the Nobel Peace Prize.

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A complete Grammar reference covering all the grammar in the units, and more, with exercises

Grammar reference 1-2

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>1 Subject-verb agreement with possessives</th>
<th>2 More on expressing opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Look at the sentence and say how many people live together. What does this tell you about their relationship? How many people live together in your family?</td>
<td>b) Look at the picture and say what is happening.</td>
<td>c) Look at the picture and say what is happening.</td>
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<tr>
<td>People own a building. House</td>
<td>I'm going to the school at the time.</td>
<td>My teacher is coming to class on time.</td>
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</table>
What are your earliest memories of school?
A. Sit down in the middle of the room.
B. Listen again. True (T) or false (F)?
C. Circle the correct options.
   1. New teacher.
   2. What day do you think these events might have happened?
   3. Circle the best advice.

How many ways can you use a brick?
A. Read the first paragraph. In the article, he is mentioning a good idea.
   1. The art of procrastination
   2. What do the 2000s make you think of?
   3. Complete the sentences with an appropriate form of the verbs in parentheses.

What innovative businesses do you know?
A. Complete the conversations with the correct form of the words.
   1. Have you heard (jackets) business start?
   2. She said (hang) with her friends.
   3. What do you think (be) the most important movies of the decade so far?
   4. What do you think (be) the latest album by your favorite artist?
   5. Have you heard (be) the most successful company in the world?
   6. Have you heard (be) the most popular song in the world?
   7. Have you heard (be) the most popular movie of the decade so far?

Workbook to practice and consolidate lessons, including regular listening exercises and Make it personal tasks.
Richmond Learning Platform

Richmond Learning Platform for Identities, includes:

- **Interactive activities** to cover all language points in Identities Student’s Books
- **Skills Boost**: extra reading and listening practice available in both interactive and PDF format
- **Tests**: Unit Tests and Review Tests
- **Resources** for teachers
- **Downloadable audio**
- **Access to video**

- **Interactive grammar activities**
- **Interactive vocabulary activities**
- **Feedback on scores for students**
- **Skills Boost: Interactive reading and listening activities**
- **Scores visible for teachers in Markbook**

**UNIT 1: GRAMMAR**

Using *-ing forms*

Correct the sentences. Select the incorrect word(s) and write the correct word(s).

1. You should tell your teacher if you are having trouble. (lesson)
2. I have a stressful job can damage your health. (stressful)
3. You should get off the bus when it should have been time. (should)
4. He wants to go to finish the work early. (finish)
5. I found that I had won the competition was a surprise. (won)
6. I decided to give up play the piano because I didn’t have the time. (play)

**UNIT 3: VOCABULARY**

Physical actions

Match the definitions to the words:

- shiver
-caa
- weep
- calm
- pain
- yawn
- wrig

Correct: 6 of 6
Score: 100%
Attempts: 1
Attempts remaining: 1
Your score has been sent to the markbook. You have 1 attempt left. Please click Try again.

**Markbook**

<table>
<thead>
<tr>
<th>TITLE</th>
<th>PROGRESS</th>
<th>FIRST SCORE</th>
<th>LAST SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2: Vocabulary 1</td>
<td>33%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Unit 2: Vocabulary 2</td>
<td>50%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Unit 3: Vocabulary 1</td>
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iDentities

Is an innovative two-level young adult series that quickly teaches high-intermediate and advanced students to express themselves both accurately and fluently, thus building their own identity in English. iDentities can be used as a stand-alone course or as the continuation of the best-selling English ID course.

A range of innovative features

**A question syllabus:** Every lesson begins with a question which serves as a natural warmer to introduce and later revise each lesson topic.

**Song lines:** Unique to iDentities, these have a direct link to each lesson, providing an authentic hook to help students remember its language or theme.

**Make it Personal:** Each phase of every lesson ends with extensive personalisation.

**Common Mistakes:** Highlight what to avoid in order to maximise opportunities for accuracy.

**Speaking:** iDentities offers fluency, accuracy and pronunciation practice at every opportunity. How to say it activities introduce you to more advanced conversational strategies and expressions and Keep talking sections consolidate and use the language learned.

**Reading:** iDentities helps students develop higher level reading skills through high-interest articles, blog posts, and interviews on many new topics.

**Writing:** A rich variety of writing activities and skills work, focusing on more advanced and both informal and more formal written English, prepares students for real-life writing tasks.

**Grammar:** More advanced language points are taught through contextualised usage in natural spoken and written English, and consolidated and extended in the Grammar expansion section.

**Vocabulary:** iDentities focuses on high-frequency words, expressions, and phrasal verbs in context and provides a variety of word-building tools, including a useful Phrasal verb list.

Components

- Student’s Book
- Workbook
- Teacher’s Book
- Class CD
- Digital Book for Teachers
- Richmond Learning Platform

**Paul Seligson**

With over 30 years of global teaching and teacher-training experience, lead author Paul strongly believes we can accelerate our students’ learning by acknowledging and embracing their existing linguistic backgrounds and knowledge. This is exactly what our groundbreaking series does.

www.richmondidentities.com