

Insegnare con...

Aim Higher

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Scuola Secondaria di 2° Grado

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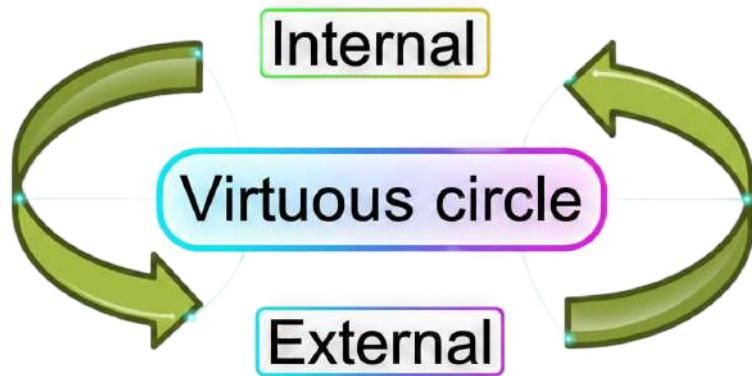
Scuola Secondaria di 2° Grado

Today's webinar:

- ① Student engagement: the challenge!
- ② What drives engagement and success
- ③ How *Aim Higher* supports students and teachers
- ④ *Aim Higher*'s digital offer



What is Engagement?



Research: Correlation between engagement and success

Internal factors:

- Willingness to learn
- Active involvement
- Enjoyment

External factors:

- Role of the teacher
- The classroom itself
- Materials
- Other influences

Challenges that students (and teachers) face

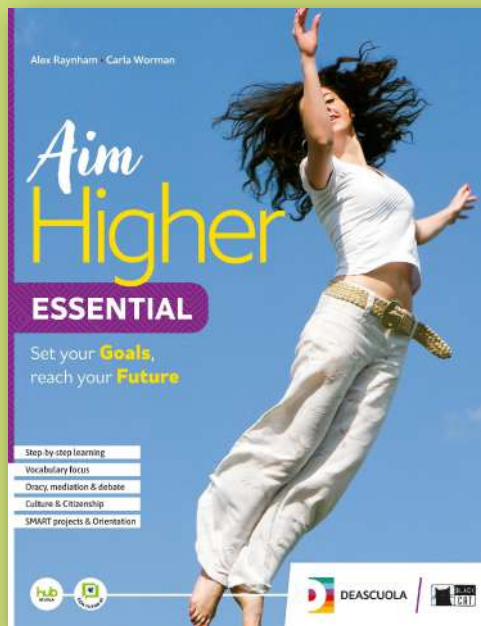
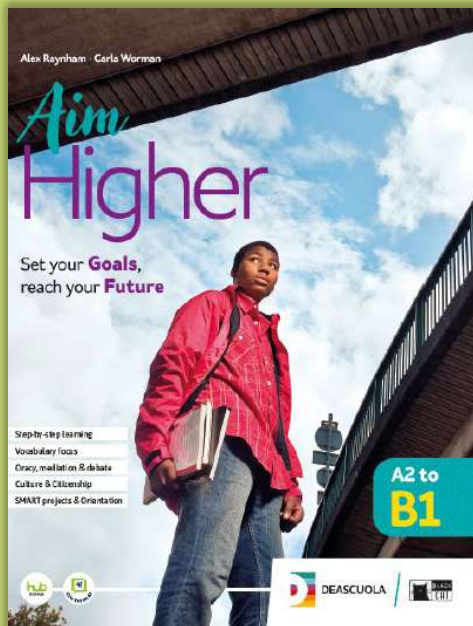


- Lack of motivation
- Attention span/concentration
- Low active involvement
- Mixed ability classes
- Overloaded curriculum
- Active citizenship challenges
- Difficult class management

What types of activities increase engagement?

- Relevant & interesting topics
- Scaffolding approach
- Right amount of challenge & adequate support
- Empowering activities
- See progress & provide reassurance
- Opportunities to put learning into practice
- Inclusive approach

So what aids does **Aim Higher** give?



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Relatrice:

Rachel Harraway

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Aim Higher: keys to student engagement



Relevance

Connecting English to their real teenage lives.



Scaffolding

Step-by-step support for every skill level.



Empowerment

Giving students the tools to lead their learning.

Relevant and interesting topics

What's on your plate?

3

Getting started

I already know...

1 Look at the photos. In one minute, list all the words that you know in English about food and drink. Then check with the class.



Watch & discover • Food and drink



SMART PROJECT
Make a cooking tutorial ➤ p. 66

Live your life!

9

Getting started

I already know...

1 Look at the photos. In one minute, list all the words that you know in English to describe experiences, feelings and emotions. Then check with the class.



Watch & discover • Life experiences



SMART PROJECT
Make an emotions playlist ➤ p. 150



A clear scaffolding approach

- Aim Higher guides students through 'Language Steps' to ensure nobody is left behind



Step 1

Context & Vocabulary

Engaging texts to present language naturally.



Step 2

Listening & Grammar

Integrated active listening with grammar reflection.



Step 3

Visual Learning

Infographics for easier memorization and clarity.

Step 1

- ## Context & Vocabulary

Engaging texts to present language naturally.



A clear scaffolding approach

- **Aim Higher guides students through 'Language Steps' to ensure nobody is left behind**

Step 2

Listening & Grammar

Integrated active listening with
grammar reflection.

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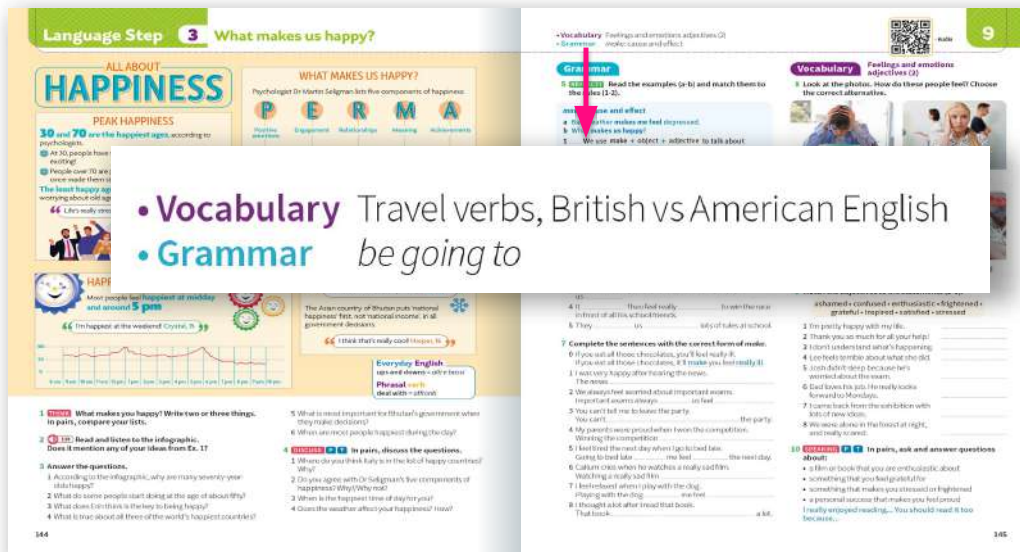
A clear scaffolding approach

- **Aim Higher guides students through 'Language Steps' to ensure nobody is left behind**

Step 3

Visual Learning

Infographics for easier memorization
and clarity.



Empowering activities



SMART Projects

Specific, Measurable,
Achievable, Relevant,
Time-bound collaborative
work.



Debate & Podcast

Activities that stimulate critical
thinking and creativity through
speech.



Digital Comp.

Developing responsible skills
for researching and sharing
info online.

Empowering activities



SMART Projects

Specific, Measurable,
Achievable, Relevant,
Time-bound collaborative
work.

SMART PROJECT 

Make a cooking tutorial 

STEP 1 Discuss and organise your work

1 In groups. Choose a recipe to make for your tutorial. What dish will you cook? minutes

2 Brainstorm ideas. Think about the ingredients you need, the steps of the recipe and the style of the video. minutes

STEP 2 Develop your work

3 Plan your tutorial. Think about:

- who will cook, film and do the other tasks
- how to introduce the recipe and ingredients clearly
- how to break the cooking process into easy-to-follow steps
- what visuals you can use to keep the audience engaged

4 Discuss and finalise your script. Make sure you know what to say for each step. minutes

STEP 3 Get ready to present

5 Prepare your ingredients and equipment and record your tutorial. Remember to speak clearly and demonstrate each step of the recipe. minutes

STEP 4 Present your work

6 Present your cooking tutorial to the class. The class votes for the dish they would like to try. minutes

Self-evaluation **ORIENTATION**

Reflect on and evaluate your work.

	Specific	Measurable	Achievable	Relevant	Time-based
Specific	Our cooking tutorial presents the recipe and clear, step-by-step process for preparing the dish.				
Measurable	It includes information about:	• ingredients and quantities • cooking time and techniques	• cooking steps		
Achievable	We are familiar with the necessary vocabulary and grammar for this task:	• food • perfumes and containers • cooking verbs	• countable and uncountable nouns • a lot of, much, many, a little, less, too much, many, too little, few		
Relevant	We practised these skills:	• teamwork and collaboration • time management • organising content clearly			
Time-based	We completed the task in the correct time.				

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Empowering activities



Debate & Podcast

Activities that stimulate critical thinking and creativity through speech.

Debate

9 In groups, read the statement. Then discuss the questions. Take turns to present your arguments.

“ People should choose jobs that help others, not jobs that pay more. ”

- 1 Do you agree? Why?/Why not?
- 2 What kinds of jobs help people the most? Give examples.



Podcast

10 **DIGITAL COMPETENCES** Create a short podcast about one of the following:

- an epic moment in your life
- a day that turned into a nightmare



Empowering activities



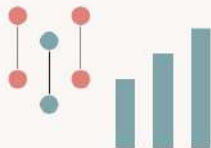
Digital Comp.

Developing responsible skills
for researching and sharing
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Presentation

10 DIGITAL COMPETENCES Prepare a short presentation about a local dish or speciality from your region or country. Include the following:

- the name and where it comes from
- the ingredients
- how to prepare it
- when people usually eat it (e.g. special occasions, seasons, daily meal)



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The right challenge and support

Dynamic Challenge

Reflect: Inductive grammar approach that makes students think.

Finished?: Extra tasks for fast finishers to keep them motivated and engaged.

Grammar

8 **REFLECT!** Read the examples with 'singular' or 'plural'.

each, every, all

Water eroded the rocks on the mountain.
Every tourist in Cuzco, Peru, was amazed.
The boat stopped and we **all** got out.
We forgot **all** our tiredness on Mount Everest.

- We use **each** and **every** + singular to indicate all the individuals.
- We use **each**, and not **every**, for two or things.
- We use **all** (of) + plural to indicate the complete group.

Common mistakes

I study **every day** (= ogni giorno).
I studied **all day**. (= tutto il giorno).

12 **SPEAKING P T** Think about a place that you visited recently. Then in pairs, ask and answer the questions.

- 1 Where did you go, and what was the weather like?
- 2 Why were you there, and who were you with?
- 3 How were you feeling?
- 4 Describe the scene. What were people doing? (e.g. walking, having a picnic, playing, etc.)
- 5 What did you do there?

A Where did you go?

B I went to the Dolomites.

A That sounds nice! What was the weather like?

13 **FINISHED?** Use your answers to Ex. 12 to write a short text about a place you visited.

The right challenge and support

Adequate Support

Grammar Reference: Clear explanations in the Workbook for reassurance.

Vocabulary Focus: Systematic word work to build a strong foundation.

Grammar map

1 Completa le mappe.

should, shouldn't

Form

Positive and negative

We **shouldn't** buy the new watch, but it's high-tech. You **shouldn't** miss upon later during the week.

MOD. + **should** (+/-) + V

Use

S consigli o sconsigliare qualcosa personale su ciò che avrebbe bene o guastare a non fare + **should** o **don't** consigli.

be going to

Form

Positive and negative

Dropping the bag in this weather. I've got lots of homework. I **am going to leave** my bike at the park.

MOD. + **be** + V-ing + (to) + V-inf. / MOD. + **going to** + V

Questions and short answers

Are you **going to go** to Jack's party? - Yes, I am.
 Yes, I **am**. / No, I **am not**.
 No, I **am not**. / Yes, I **am**.

Use

S usa per:
 • esprimere un'intenzione personale (a futuro) che si vuole mettere in pratica o realizzare.
 • fare previsioni basate su informazioni disponibili al presente.
 • dare il parere o esprimere un consiglio.

Vocabulary wordlist

1 Ascolta le parole. Poi completa con la traduzione.

A Shops and places in town (1)

bookshop	libreria
café	caffetteria
factory	fabbrica
church	chiesa
clothes shop	negozio di abbigliamento
cinemas	cinema
department store	grande magazzino
dentist's	dentista
hospital	ospedale
library	biblioteca
market	mercato
musician	musicista
newspaper's	edicolante di giornali
office building	palazzo d'uffici
park	parco
restaurant	ristorante
post office	ufficio postale
restaurant	ristorante
roundabout	rotonda
shoe shop	negozio di calzature
shopping centre	centro commerciale
sports shop	negozio di sport
square	piazza
station	stazione
supermarket	supermercato
townhall	palazzo municipale
traffic lights	semafori

B Shops and places in town (2)

arts centre	centro d'arte
bakery	panificio
bank	banca
beautician's	salotto di bellezza

C Transport

bus	autobus
car	macchina
coach	autobus
ferry	traghetto
lorry	camion
motorcycle	motocicletta
plane	aereo
van	furgoncino
steep	ripido
taxi	taxi
train	treno
tunnel	sotterraneo
underground	metropolitana
van	furgoncino

D Adjectives to describe places (1)

clean	pulito
dirty	sporco
modern	moderno
historic	storico
friendly	amichevole
multicultural	multiculturale
picturesque	pittoresco
spectacular	spettacolare
trendy	alla moda
vast	esteso

E British vs American English

car park	parking lot
lorry	truck
motorway	freeway
parliament	congress
period street	gas station
skip	bin
traffic lights	stop lights
train	streetcar / trolley
underground	subway

F Adjectives to describe places (2)

desert	deserto
mountain	montagna
valley	valle
plateau	altipiano
coastline	costa
beach	spiaggia
island	isola
peninsula	penisola
bay	baia
lake	lago
river	fiume
ocean	oceano
sea	mare
stream	fiumicello
valley	valle
mountain	montagna
plateau	altipiano
coastline	costa
beach	spiaggia
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bay	baia
lake	lago
river	fiume
ocean	oceano
sea	mare
stream	fiumicello
valley	valle
mountain	montagna
plateau	altipiano
coast	

See progress and provide reassurance

Summative Revision

Vocabulary

Unit 3 Food and drink; Portions and containers

1 Choose the word that does not belong in each group.

1. ice cream, cake, soup, chocolate
2. yoghurt, butter, cheese, beans
3. peach, onion, pineapple, cabbage
4. pasta, rice, bread, lemon
5. tea, fizzy drink, milk, fruit juice
6. disgusting, delicious, tasty, fresh

2 Complete the dialogue with the words. Put the plural where necessary.

Carol: egg - cup - slice - bowl - carton - piece - glass - juice - tin
Mays: I think Darren is really hungry today! For breakfast he had three ¹ of baked beans and two ² of salad.
Carol: And before that, she ate a ³ of ⁴ and two ⁵ of meat! Then she drank a ⁶ of apple juice.
Mays: And now she's having a snack - a ⁷ of yoghurt and a ⁸ of carrot cake!

Unit 4 Jobs; Life events

3 Read the sentences and write the jobs.

1. They help people choose clothes.
2. They tell jokes and make people laugh.
3. They take professional pictures.
4. The creator of images in books.
5. The designer of buildings.
6. They make creative decisions in films.

4 Put the sentences (a-h) in the correct order (1-8) to form a story about the events in Liam's life.

- a. He graduated from university in 2023.
- b. where he did a degree in Business Studies.
- c. He went to the local secondary school in Manchester.
- d. Liam Parker was born in 2002 in Dublin, Ireland.
- e. Now Liam is running his own marketing company.
- f. His family moved to Manchester when he was four.
- g. He left home and went to university in Birmingham.
- h. He finished school when he was 18.

Grammar

Unit 3 Countable and uncountable nouns; some and any; Expressions of quantity

5 Put the words in the correct group. Write C (countable), U (uncountable) or B (both). Two words can go in both groups.

- | | | |
|------------|------------|-------------|
| ... carrot | ... seabed | ... salad |
| ... apple | ... soup | ... water |
| ... cake | ... pasta | ... egg |
| ... pea | ... orange | ... chicken |
| ... rice | ... beef | ... pepper |

6 Correct the mistake in each sentence.

1. The doctor said I eat too little vegetables.
2. I love cake, but I try not to eat enough of it.
3. Are there much tomatoes?
4. How many juice do you usually drink?
5. We only have a few homework today.
6. The fridge is empty. We haven't got some milk.
7. I only want a few butter on my toast, please.
8. My mum drinks many tea - about 8 cups a day!
9. How much students are in your class?
10. Many up the leaves I got many trees.

Unit 4 Past Simple; Subject and object questions

7 Complete the dialogue with the correct Past Simple form of the verbs in brackets.

Noah: Hey Anna! I ¹ (not see) you on the camping trip last weekend. Where ² you be?
Anna: I ³ (stay) home because my brother ⁴ (graduate) from university on Saturday and we ⁵ (party) to celebrate.
Noah: Cool! We ⁶ (have) a great time camping! Though on Saturday, we ⁷ (walk) around the lake and ⁸ (make) a campfire.
Anna: That sounds fun! What ⁹ (you) do on Sunday?
Noah: I ¹⁰ (wake) up early and ¹¹ (go) canoeing before we ¹² (leave).
Anna: ¹³ (How) did it go?
Noah: No, he ¹⁴ (not fall) in the water again!
Noah: ¹⁵ (not) Rose did!

Units 3-4

8 Reorder the words to form sentences or questions.

1. my/sister/has/had/the/weekend/work/last/weekend?
2. the/got/have/haven't/old/party/through/the/bottom/cake?
3. last/A/like/much/the/cake?
4. did/yesterday/how/Dad/much/party/have?
5. what/what/mean/they/you/did?
6. retired/my/on/worked/she/couldn't/you/before?

9 Write the questions for the answers. Use the words in brackets.

1. A: _____ (what/did/last night)
B: I went to the cinema with Max.
2. A: _____ (what/film/you see?)
B: We saw the new Marvel film.
3. A: _____ (like/it?)
B: Yes, we liked it a lot.
4. A: _____ (who/are/in the film?)
B: Chris Pratt starred in it.
5. A: _____ (who/direct/the film?)
B: The director was James Gunn.

10 Choose the correct answer a, b or c.

1. How many packets of pasta ... I brought you? a. many b. did you buy c. you buy
2. We ... any milk because the shop was shut. a. didn't get b. don't get c. got
3. What ... in the book? a. did happen b. happen c. happened
4. Did they have ... food for all the guests? a. much b. enough c. many
5. ... you at the park on Saturday? a. Were b. Did c. Was
6. There's ... coral left in the box. a. any b. a few c. no
7. What time ... today? a. did you get up b. you got up c. got up you
8. My grandad ... in 1956. a. was born b. born c. born
9. Would you like ... sugar in your tea? a. some b. any c. many
10. Who ... your best friend in primary school? a. was b. were c. are
11. How ... time do we have to finish the homework? a. much b. many c. enough
12. My mum and dad ... in 2015. a. got married b. give up c. got divorced

3-4

Starter - Unit 4

11 Choose the correct alternative.

- H: I'm sorry.
It's great to have a/an future - put I'll be / I'll be to learn more about you. Are you interested in the music?
I love to play / playing the guitar and I'm in a band / group. I met them when I played / played a concert in our local park. At first, I / I didn't / I didn't feel well because I was so nervous, but I / I were / I was great in the end!
I have / haven't got a big family - just my mum and me. My parents / got / got divorced when I / I had / I was five. My dad / lives / live in France, and I / I always go / go always and visit Mum / them during the holidays. What about you? Do you have / much / any brothers or sisters?
Luckily, I have / lots of / few friends. The / I hang out / hanging out after school together a lot. This Saturday we / are going / go to a music festival.

12 Complete the sentences with the correct preposition.

- between + to + after + on + at + to
1. I clean my teeth ... I have breakfast.
 2. The gym is ... the staff room and the canteen.
 3. Don't talk ... your brother like that - it's rude.
 4. We're leaving ... Friday at 6 o'clock.
 5. Are you going ... the beach this weekend?
 6. I'm not very good ... singing, but I love it!

13 Match the beginnings of the sentences (1-8) to the endings (a-h).

1. The train looks ...
 2. Kate is staying ...
 3. My uncle worked as a singer ...
 4. Let's leave Luca and ...
 5. Did you get ...
 6. We had a great time when ...
 7. ... Why don't we ...
 8. Our car is selling ...
- a. I'm sure this weekend.
 - b. ask Jacob about the homework?
 - c. we were on holiday in Spain.
 - d. invite him to the barbecue.
 - e. at home tonight.
 - f. a 10-day morning.
 - g. good marks in the test?
 - h. before he became a chef.

Put learning into practice!

Oracy

Reacting to good and bad news



1. **LISTEN** Watch and listen. Who is upset about something, and who has some good news?
2. **THINK** Complete the dialogue with the words.
Then watch again, listen and check.
gloated • practice • trip • important • ankle • project • month • soon

Ryan Hi Lisa, you look a bit down. What's wrong?
Lisa I've hurt my ankle.
Ryan Floor you? How did you do that?
Lisa I fell during basketball.
Ryan What a pity!
Lisa Yeah, it's really frustrating because it's an ankle, not a leg. I can't play in Saturday's match.
Ryan What a pity!
Lisa Yeah, it's really frustrating because it's an ankle, not a leg. I can't play in Saturday's match.
Ryan What a pity!
Lisa Yeah, it's really frustrating because it's an ankle, not a leg. I can't play in Saturday's match.

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Sam's Reel Slang: good vs bad



VIDEO

6 Watch the video.

7 Complete the mind map with the expressions.
epic • sick • grim • fire • a nightmare • lame • dope • a drag

good

→

Slang

→

bad

8 Choose the correct alternative.

- 1 The weather was a **nightmare** / **fire** so we had to cancel our plans.
- 2 Scoring the winning goal was an **epic** / a **grim** moment for the team.
- 3 The film was really **dope** / **lame**. We left halfway through.
- 4 This new video game is a **drag** / **sick** – I can't stop playing it!

9 **SPEAKING** In pairs, ask and answer the questions.

- 1 Can you think about an epic moment you've had recently? What made it so special?
- 2 Have you ever been to an event or activity that was really lame? Why didn't you enjoy it?
- 3 Was there a time when your day turned into a nightmare? What happened?

Sam's Reel Slang: good vs bad



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9 **EXTENSION** In pairs, ask and answer the questions.

- 1 Can you think about an epic moment you've had recently? What made it so special?
- 2 Have you ever been to an event or activity that was really lame? Why didn't you enjoy it?
- 3 Was there a time when your day turned into a nightmare? What happened?

Podcast

10 **EXTENSION** Create a short podcast about one of the following.

- an epic moment in your life
- a day that turned into a nightmare



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- Active Speaking
- Oracy Pages
- Sam's Reel

Inclusive approach

Vocabulary practice

Food and drink (1)

1 ●○○ Osserva le foto (1-12) e scrivi i nomi dei cibi.

1 _____ 2 _____ 3 _____
4 _____ 5 _____ 6 _____
7 _____ 8 _____ 9 _____
10 _____ 11 _____ 12 _____

Food and drink (2)

4 ●●● Leggi gli indizi e completa il cruciverba con i nomi dei cibi.

- 1 You eat this for a snack.
- 2 A large round green vegetable.
- 3 You eat this sweet in the summer when it's hot.
- 4 Everyone loves this. It's made from cocoa.
- 5 It's made from fermented milk and fruit.
- 6 A yellow citrus fruit.
- 7 A cold mixture of vegetables.
- 8 This is the UK's favourite drink.

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3 • Vocabulary

Food and drink (1)

●○○ Osserva le foto (1-8) e scrivi i nomi dei cibi.

water • apples • cheese • peaches • ham • cereal • peas • milk

1 _____ 2 _____ 3 _____ 4 _____
5 _____ 6 _____ 7 _____ 8 _____

Food and drink (2)

●●● Scegli l'alternativa corretta.

- 1 Would you like some biscuits / beans with your coffee?
- 2 In the summer when we're on holiday by the sea, we often eat grilled eggs / octopus.
- 3 I drink bread / fruit juice every morning with my breakfast.
- 4 My favourite Sunday lunch is roast rice / chicken.
- 5 How many tomatoes / eggs do we need for the 'frittata'?

Food and drink (2)

●○○ Leggi le descrizioni e completa con le parole date.

cabbage • chocolate • sandwich • lemon • tea • salad • yoghurt • ice cream

- 1 You eat this for a snack. sandwich
- 2 A large round green vegetable. _____
- 3 You eat this sweet in the summer when it's hot. _____
- 4 It's made from fermented milk and fruit. _____
- 5 A yellow fruit. _____
- 6 A cold mixture of vegetables. _____
- 7 This is the UK's favourite drink. _____
- 8 Everyone loves this. It's made from cocoa. _____

Food groups

●○○ Abbina i cibi (1-4) alle categorie alimentari (A-D).

1 rice, bread	A sweets and snacks
2 butter, cheese	B meat, fish and seafood
3 chocolate, ice cream	C carbohydrates
4 octopus, beef	D dairy products

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Insegnare con...

Aim Higher

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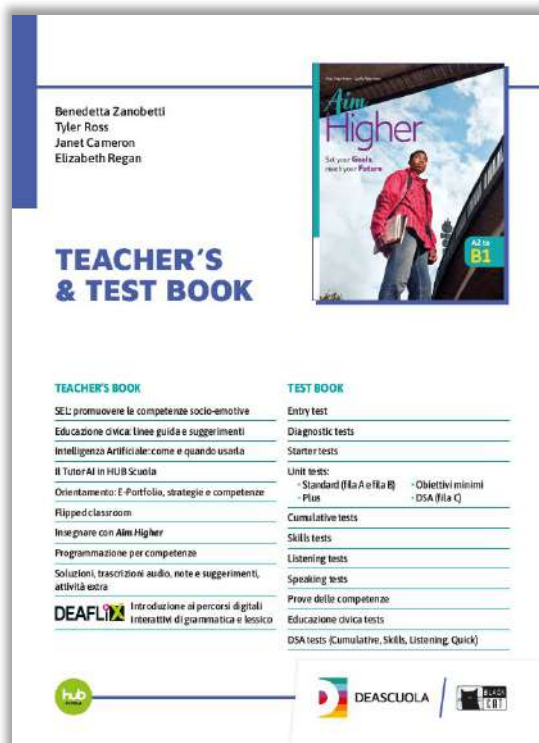
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The Teacher's & Test Book

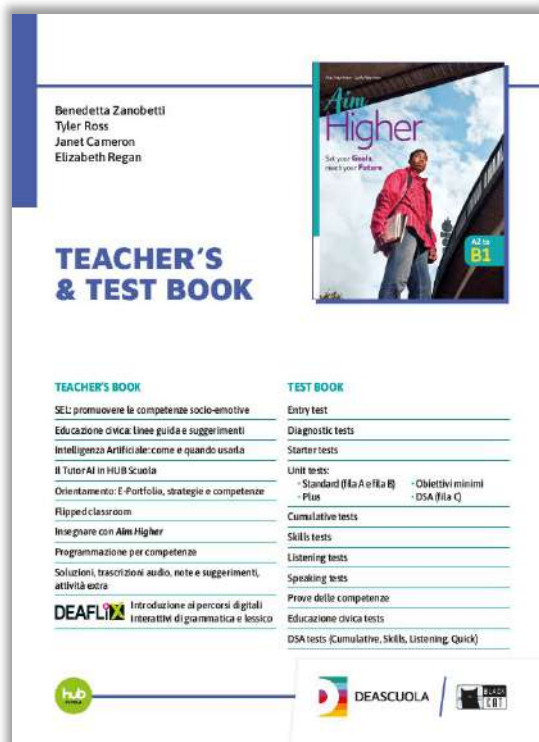


- As well as the standard notes and solutions

Suggestions and strategies for:

- Teaching SEL
- Using AI
- Orientation and the E-portfolio
- Flipped classroom
- Using the teacher AI of Hubscuola
- And of course your tests

The Teacher's & Test Book



- Entry test
- Diagnostic tests
- Starter tests
- 4 different types of unit test
- Cumulative tests
- Skills tests
- Listening tests
- Speaking tests
- Prove delle competenze
- Educazione civica tests
- DSA versions of the tests
- Available digitally

Insegnare con...

Aim Higher

Relatore:

Karl Matthews

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Scuola Secondaria di 2° Grado

Hub Scuola - Your Home Page

**hub**
SCUOLA



Mark Harmon
Docente di Inglese

 Il mio profilo

 Homepage

 I miei libri

 Aree docenti

 HUB Test e Invalsi

 Classi

 App di lettura

 Assistenza

Homepage

I miei libri Vedi tutti →

Tutti Adottati nella tua scuola



Aim Higher
Sito libro

Esplora



Aim Higher Essential
Sito libro

Esplora



Aim Higher

Sito libro

Esplora

**A new layout:
one card, all your volumes**

The 'Sito del Libro'

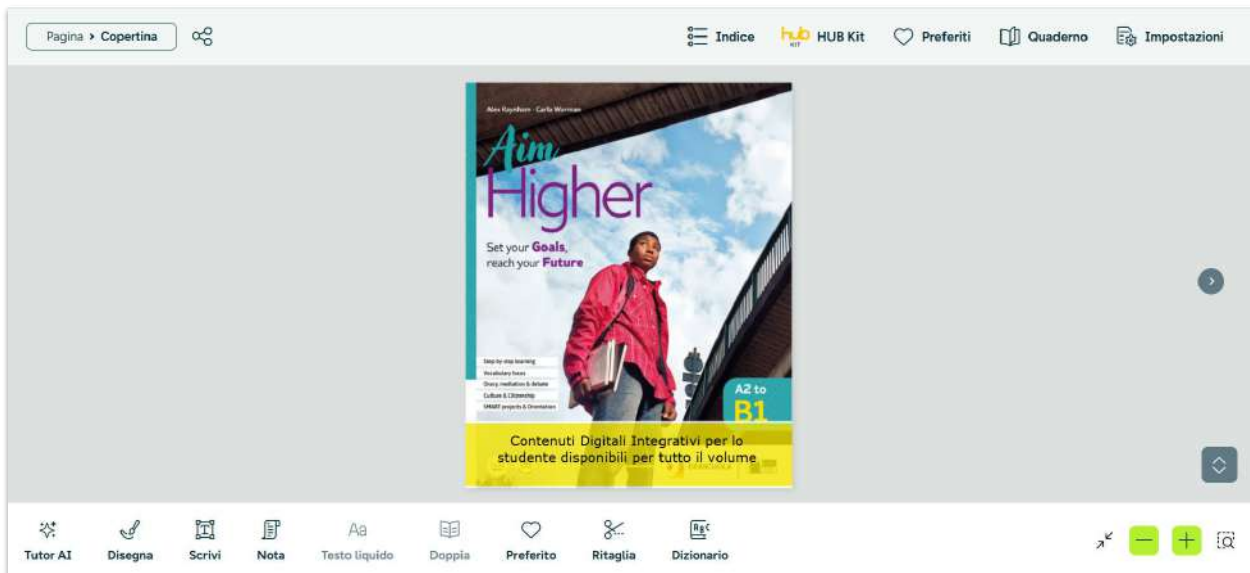
All your digital materials in one place

The screenshot displays the 'hub SCUOLA' website interface. On the left is a sidebar with a green header containing the 'hub SCUOLA' logo and a user profile for Mark Harmon, an English teacher. Below the profile is a button 'Il mio profilo'. The sidebar menu includes: Homepage, I miei libri, Aree docenti, HUB Test e Invalsi, Classi, App di lettura, Assistenza, and a Disconnetti button at the bottom.

The main content area is titled 'I tuoi volumi' and features a row of digital book covers for the 'Aim Higher' series. Below the covers are labels: 'CONTENUTI DI ESEMPIO', 'STUDENT'S BOOK A2 TO B1', 'STUDENT'S BOOK B1 TO B1+ + BUILD UP TO B1 + INVALSI PRACTICE B1', 'FOR EVERYONE A2 TO B1', and 'FOR EVERYONE B1 TO B1+'. A blue line highlights the 'STUDENT'S BOOK A2 TO B1' cover.

Below the book covers, there are two sections: 'hub YOUNG VOLUME DIGITALI' and 'hub KIT CONTENUTI DIGITALI INTEGRATIVI'. The 'hub YOUNG' section contains a button for 'Student's Book A2 to B1'. The 'hub KIT' section contains two buttons: 'Contenuti per il docente' and 'Contenuti digitali integrativi'.

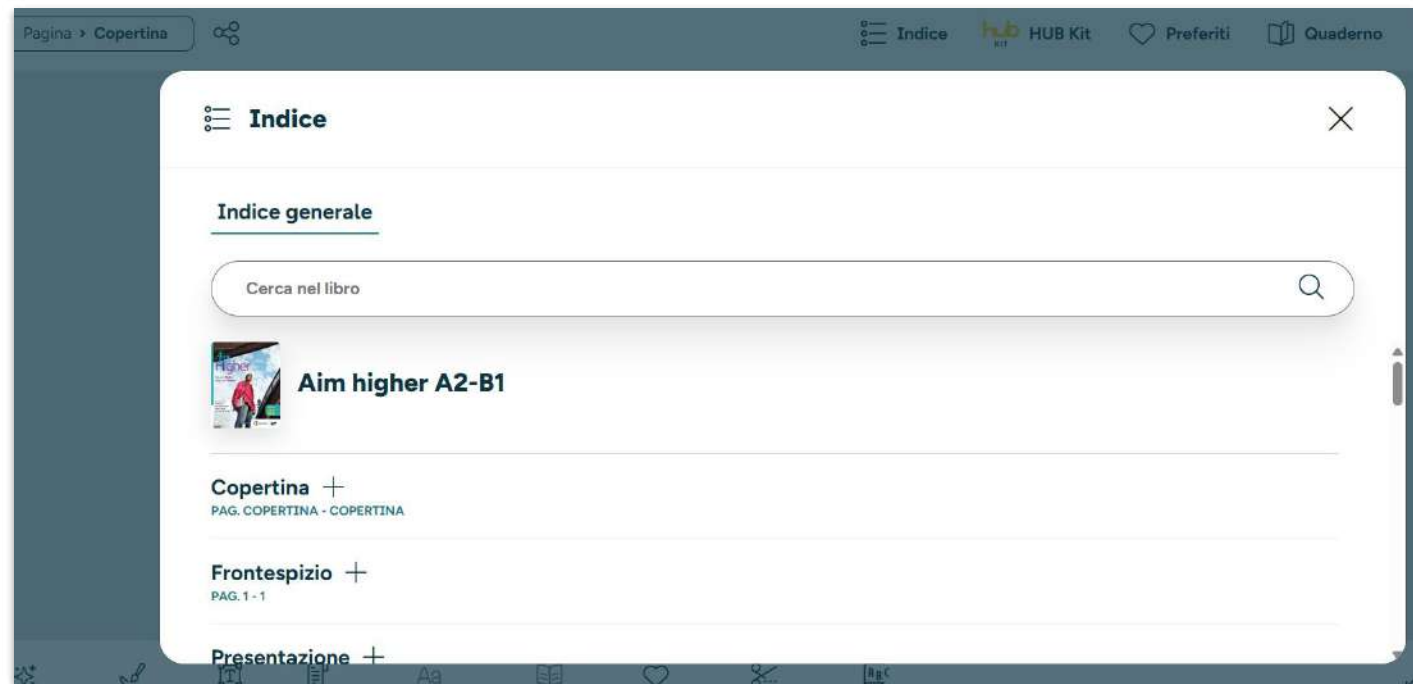
- This is what you should see on opening your **digital book** .
On future accesses you will be taken to the last page you visualised



NB: Avoid enlarging the page by using the PC zoom, as you will lose the icons and therefore interaction at a certain point

Flexibility and speed

Various ways to access your pages



Language Step 1 Talking about inspiring people

1 **LOOK** In pairs, look at the title of a film review and the photos. What do you think the film is about?

2 **READ** Read and listen to the film review and check your answers to Ex. 1.

3 **COMPLETE** Complete the sentences with a maximum of four words.

- Saroo _____ on a train, and then the train leaves.
- It takes him all the way to _____.
- The police can't find his family because they can't understand his real name or _____.
- Saroo stays at an orphanage until an Australian family _____ him.
- It seems impossible to find his real family, but Saroo isn't ready to _____.

4 **LISTEN** Now listen to the next part of Saroo's story and put the events (a-f) in order (1-6).

- Sharat comes to calculate how far his village was from Kolkata and where to search.
- He learns his real name at last.
- Sharat goes to a party in Australia.
- He visits his home village, but his mother's house isn't there anymore.
- He thinks of a way to find his home in India.
- He spends years looking at satellite photographs.

Vocabulary Jobs (1)

5 **MATCH** Match nine of the jobs to the pictures (1-9). Then listen and check.

actor/actress architect artist dancer director fashion designer inventor journalist photographer scientist singer sportsperson writer



Lion - A journey across continents

Last week's film, *Lion*, was amazing! Some great actors were in it, including Dev Patel and Nicole Kidman. Simona, Carmen Davis

based the film on the book *A Long Way Home*, by Indian-Australian writer Saroo Brierly. It was the true story of Saroo's early life. The film begins when Saroo is five years old. His family lives in a village in Andhra Pradesh, and his mother and big brother work at a train station. One night, Saroo goes with them, but he wanders off and falls asleep on a train. His mother and brother look for him, but the train leaves before they can find him. The train takes Saroo all the way to Kolkata, 1,600 kilometres away!

Phrasal verbs
wanders off = goes away
look for = search
give up = stop trying



Vocabulary Jobs (2), Jobs (2)
Grammar Past simple verb be

Suddenly, Saroo was alone, and far from home. It wasn't easy to communicate with people in Kolkata because his native language was different to theirs. He wasn't old enough to spell his name or home village, or even pronounce them clearly. So there was no way for the police to find his family. In the end, they decided to take him to an orphanage.

A year later, a young Australian couple adopted Saroo. Saroo's new life in Hobart, Australia, was very different. He was in a nice home and his new parents were very kind. But they weren't his real family. He wanted to find his home, but how? Was it impossible? Probably, but was he ready to give up? No, he wasn't.



Grammar

EXERCISE Read the examples and complete the rules.

Past simple verb be

I was amazed! Some great actors were in it. It was told enough to spell his name or home village. Was he ready to give up? No, he wasn't.

Positive I/he/she/it + **was**

you/we/they + **were**

Negative I/he/she/it + **wasn't**

you/we/they + **weren't**

Questions **Was/Were** + subject + **?**

Grammar reference p. 224

9 **COMPLETE** the dialogue with the correct Past simple form of be.

Indra Hi! How **was** your weekend?
Finn Great - there **was** a good concert on Saturday.
Indra I know - the photos **were** on Indra's **phone**.
Finn Yes, **they were**. Where **was** you?
Indra I **was** at the weekend. It **was** a good weekend for me!
Finn So that's why there **was** any concert photos on your social media!

10 **COMPLETE** the sentences and questions with the correct Past simple form of be.

- I **was** born in the UK because my parents language was English that year.
- Where **was** you on Friday, 14th?
- I **was** at school.
- A **was** you at a different school last year?
- Yes, **I was** at the party. I **wasn't** any people from school there?
- The test **was** difficult at all. Most of the questions **were** really easy.
- I **was** at the football match on Saturday because **it was** at York.

11 **WRITE** the questions.

- Where/you/at lower secondary school?
- What/your Italian teacher/at lower secondary school?
- What/your favourite subject/last year?
- What/the date/yesterday?
- Was/you at home or away/last weekend?
- When/the last school holiday?

12 **EXERCISE** 2 In pairs, ask and answer the questions in Ex. 11.

- Where were you at lower secondary school?
- I was...

Vocabulary Jobs (2)

• We can make nouns for some jobs with a verb or noun + a suffix (-er, -or, -ist and -an).
sing (v) → singer artist (n) → artist
invent (v) → inventor music (n) → musician
• Sometimes the spelling changes too.
science → scientist blog → blogger
politics → politician

13 **ADD** suffixes to the nouns or verbs to make jobs.

- web design → **web designer**
- code → **programmer**
- guitar → **guitarist**
- mathematics → **mathematician**
- style → **stylist**

14 **EXERCISE** In pairs. Do you know people with any of the jobs on pp. 68-69? Choose two jobs and tell your partner.
My grandad was a mathematician at Pisa University.



- A typical page will carry various icons indicating video, audio and interactive exercises as well as the mysterious 'yellow cross' icon linking you to Deaflix. More about that in a minute!

Interactive exercises Teacher options

Unit 4, Oracy, exercise 2

UNIT 4, ORACY, EXERCISE 2

Read the dialogue and choose the correct alternative. Then watch again, listen and check.

Leia How was your weekend, Ryan?

Ryan OK. I went ¹ on Saturday morning and later, in the afternoon, I met my mates and we just hung out. What did you get up to?

Leia We went into the centre of London.

Ryan We? Who went with you?

Leia My cousin Tessa.

Ryan What did you do?

Leia Well, ² we went to Camden Market...

Ryan Did you buy anything?

Leia No, it was too expensive. Then we went to the theatre to see Motown.

Ryan The new musical? How was it?

Leia Great! The ³ and dancers were brilliant. But afterwards, we had a problem when we got the ⁴ back home. At the exit, Tessa couldn't find her travel card and the inspector wanted to give her a fine.

Ryan So what happened?

Leia Well, a guy who was behind us came over. He had Tessa's card – he found it on the ⁵ .

Ryan That was lucky!

Leia Yeah, thank goodness! We had no money left!

Conferma Vedi le soluzioni Soluzioni a step Riprova



Deaflix: 80 grammar and 25 vocab pathways



Grammar



6 **REFLECT!** Look at the examples and choose the correct alternative in the rule.



Subject and object questions

How many hours of sleep **do** you get each night?

What snacks **were** there at the party?

Who **wore** blue? / Who **wants** to remember a toothache?

- When a question word (**what, who, which, how much/ many**) refers to the ¹**subject / object** of the question, we don't use the auxiliary verb.

Remember: in questions, the preposition goes after the verb or at the end.

What do we forget things **for**?

► Grammar reference p. 215



[Clicca qui e scopri di
più](#)

Inglese Grammatica

Condividi materia

Cerca

Inglese grammatica
Articles

Argomento
Articles, nouns and pronouns

Inglese grammatica
Plural nouns

Argomento
Articles, nouns and pronouns

Inglese grammatica
**Possessive
pronouns and
Whose...?**

Argomento
Articles, nouns and pronouns

Inglese grammatica
**some, any, every,
no compounds**

Argomento
Articles, nouns and pronouns

Inglese Lessico

Condividi materia

Cerca

Inglese Lessico
**Countries &
nationalities**

Argomento
Vocabulary

Inglese Lessico
**Personal
possessions**

Argomento
Vocabulary

Inglese Lessico
Sports

Argomento
Vocabulary

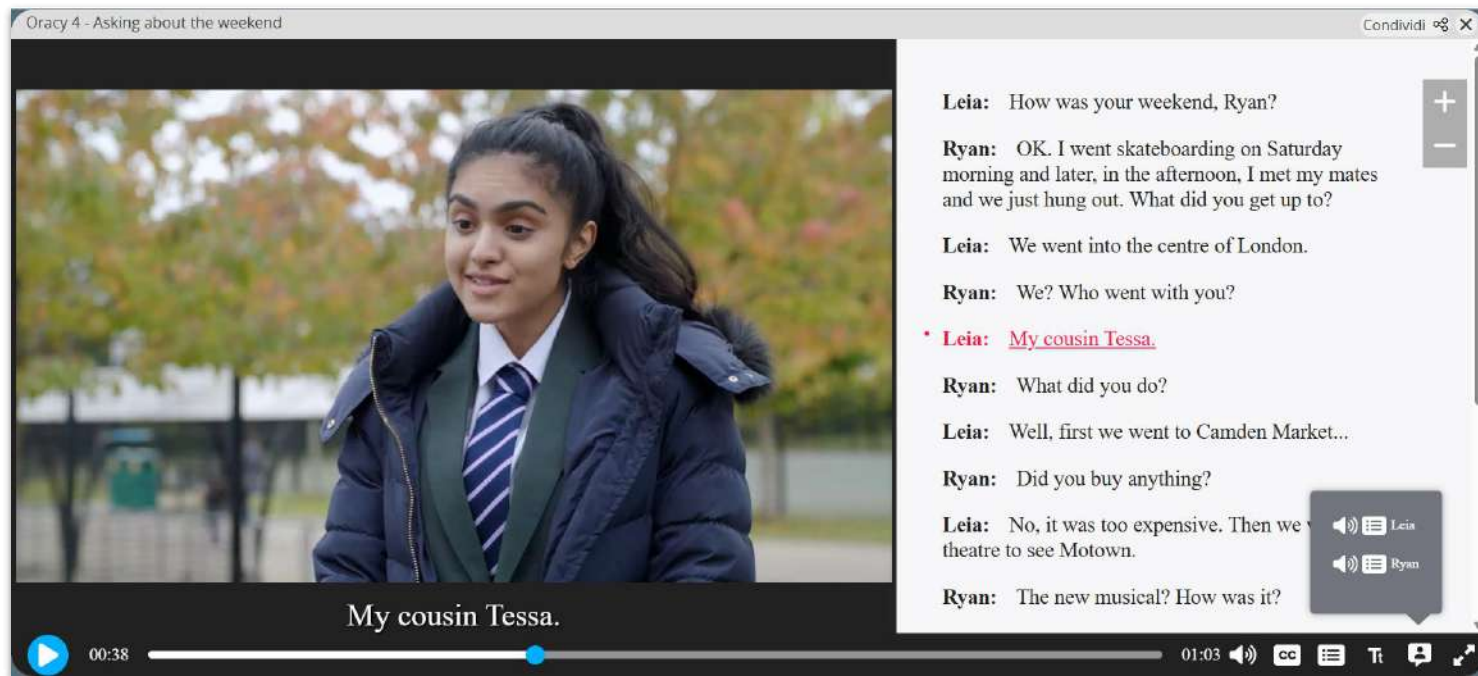
Inglese Lessico
Clothes

Argomento
Vocabulary

Clicca qui e scopri di
più

Oracy Videos

- Extras, Subtitles, Text, and Karaoke options available to teachers and students



The screenshot displays the Oracy video player interface. The video frame on the left shows a young woman with dark hair in a ponytail, wearing a dark blue puffer jacket over a green school uniform and a striped tie. She is outdoors with trees in the background. Below the video frame, a subtitle reads "My cousin Tessa." and a progress bar shows the video is at 00:38.

The right panel contains a transcript of the conversation:

Leia: How was your weekend, Ryan?

Ryan: OK. I went skateboarding on Saturday morning and later, in the afternoon, I met my mates and we just hung out. What did you get up to?

Leia: We went into the centre of London.

Ryan: We? Who went with you?

Leia: My cousin Tessa.

Ryan: What did you do?

Leia: Well, first we went to Camden Market...

Ryan: Did you buy anything?

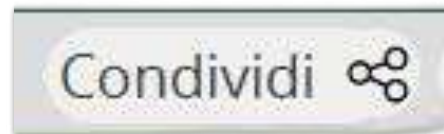
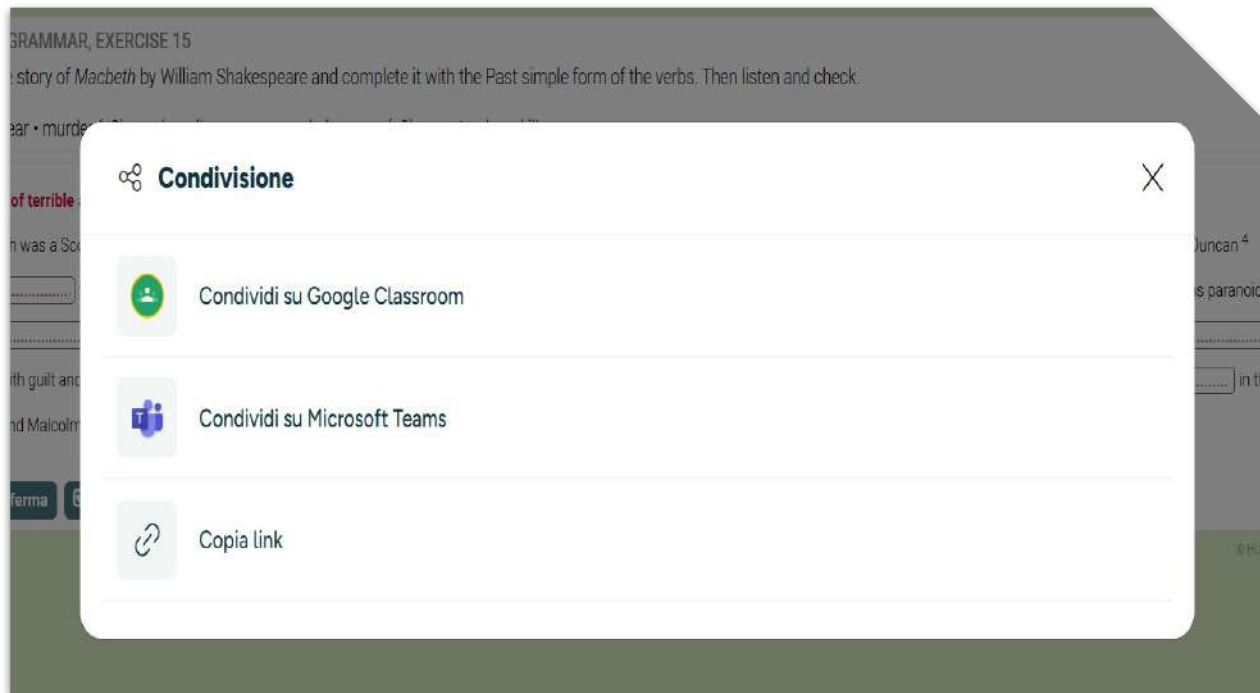
Leia: No, it was too expensive. Then we went to the theatre to see Motown.

Ryan: The new musical? How was it?

At the bottom right of the transcript panel, there are speaker icons for "Leia" and "Ryan".

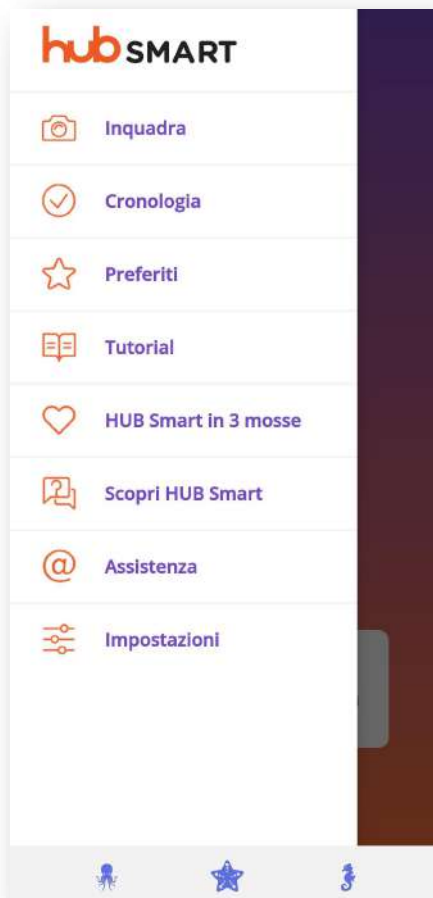
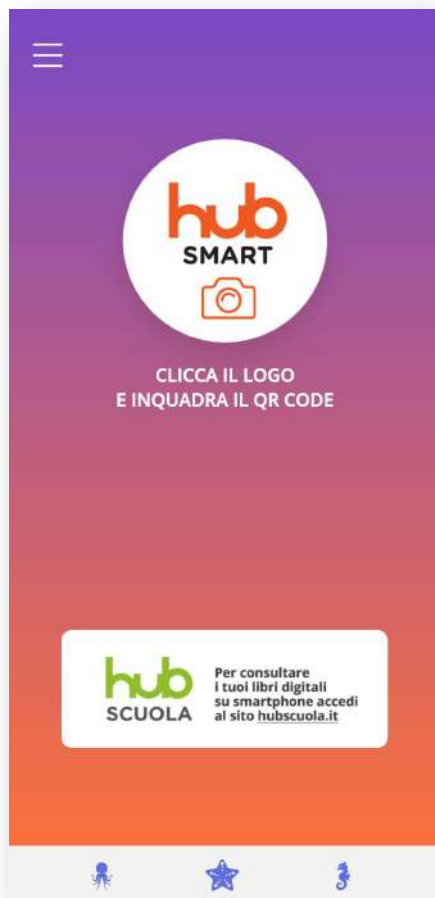
The video player controls at the bottom include a play button, a progress bar (00:38 / 01:03), and icons for subtitles, closed captions, and other settings.

- All videos, audio tracks and interactive exercises are shareable



- Access audio, video and Deaflix pathways from your smartphone
- Dual option: QR code reader / Hubsmart app





- Hub Smart replaces Dealink for the 2026 courses

Back to the ' **Sito del libro** '

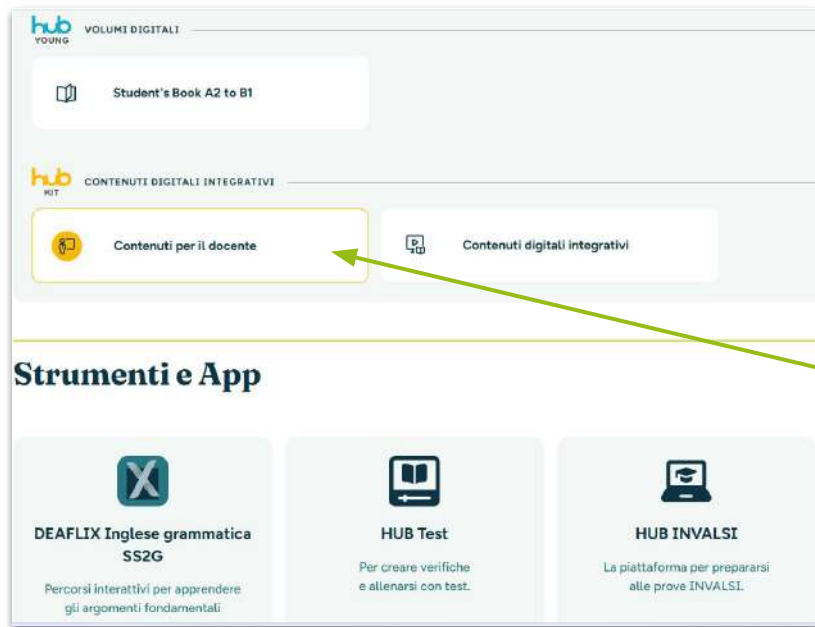
All your digital materials in one place.

Access to your teacher materials - 2 options

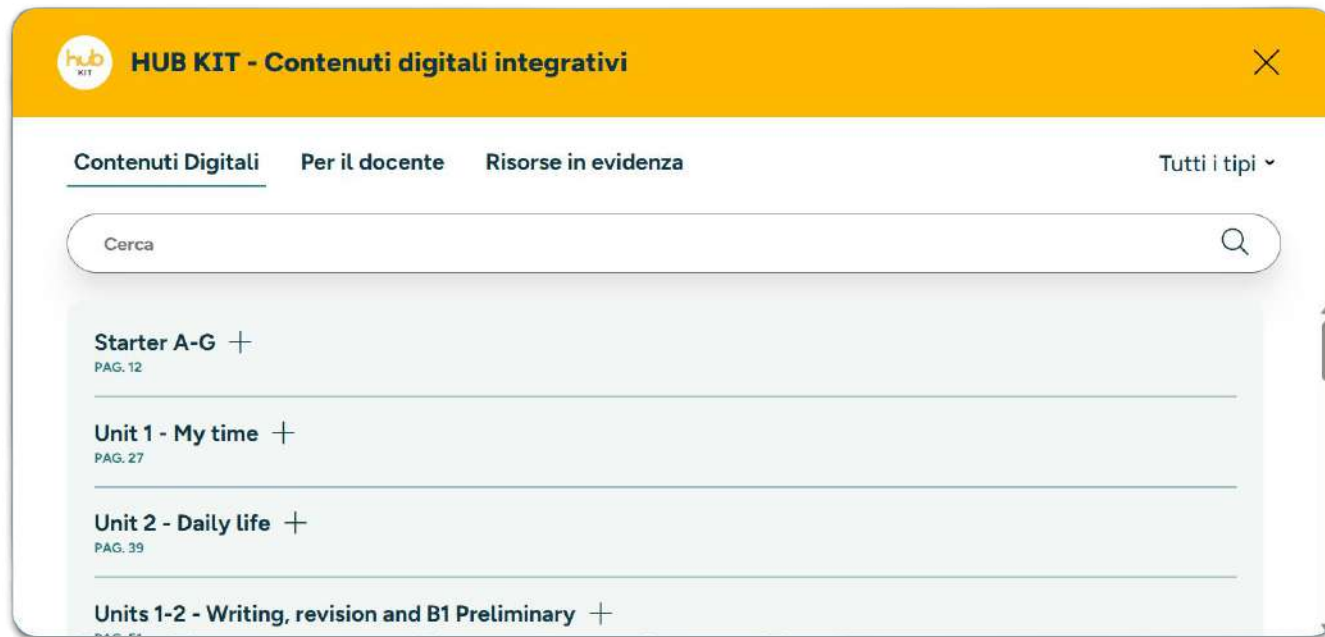
The screenshot displays the Hub Scuola website interface. On the left is a sidebar with a green header containing the 'hub SCUOLA' logo. Below the logo is a profile picture of Mark Harmon, identified as 'Mark Harmon, Docente di Inglese'. A button labeled 'Il mio profilo' is below the profile. The sidebar menu includes: 'Homepage', 'I miei libri', 'Aree docenti', 'HUB Test e Invalsi', 'Classi', 'App di lettura', 'Assistenza', and a 'Disconnetti' button at the bottom.

The main content area has a header 'EDITORE Deascuola MARCHIO Black Cat'. Below this is the section 'I tuoi volumi'. It features a 'CONTENUTI DI ESEMPIO' icon (a blue folder with a white star) and four book covers for 'Aim Higher' series. The books are: 'STUDENT'S BOOK A2 TO B1', 'STUDENT'S BOOK B1 TO B1+ - BUILD UP TO B1 + INVALSI PRACTICE B1', 'FOR EVERYONE A2 TO B1', and 'FOR EVERYONE B1 TO B1+'. Below the books is a section titled 'hub YOUNG VOLUMI DIGITALI' which contains a button for 'Student's Book A2 to B1'. At the bottom is a section titled 'hub KIT CONTENUTI DIGITALI INTEGRATIVI' which contains two buttons: 'Contenuti per il docente' and 'Contenuti digitali integrativi'.

Route 1: Contenuti per il docente - Risorse digitali



1. All the digital contents of the ebook, page by page



2. Per il docente contains the Teacher & Test Book in pdf as well as all the test materials in word, the audio tracks for the course and for the tests and more besides



3. Risorse in evidenza offers the materials divided by type, as well as links to the Deaflix material and Google forms

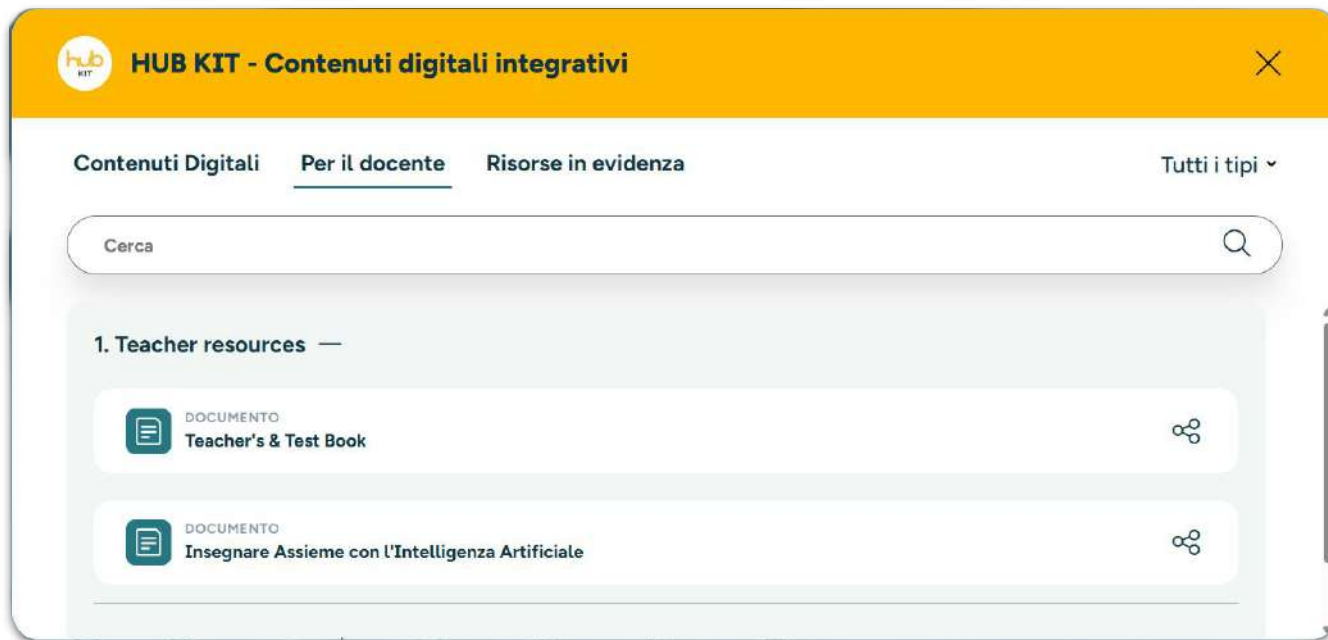


Route 2: from any page of your ebook, click on the icon **Hub Kit** next to the Indice to access your teacher materials

The screenshot displays the DEASCUOLA ebook interface. At the top, a navigation bar includes a 'Pagina 72' indicator, a menu icon, and several navigation options: 'Indice', 'hub KIT', 'Preferiti', 'Quaderno', and 'Impostazioni'. An arrow points from the 'hub KIT' icon to a separate window on the right that displays the 'hub KIT' logo. The main content area shows a lesson page titled 'Language Step 3 Talking about memory' with various interactive elements and exercises. At the bottom, a toolbar contains icons for 'Tutor AI', 'Disegna', 'Scrivi', 'Nota', 'Testo liquido', 'Singola', 'Preferito', 'Ritaglia', and 'Dizionario', along with zoom controls.



- You will then be taken directly to the webpage offering you the three options we saw above

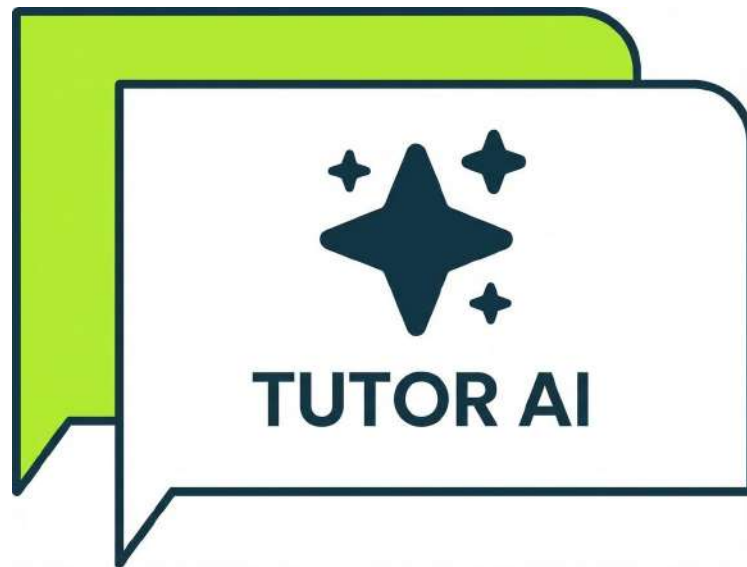


Chiavetta USB

- How does it work and what does it contain?



Last but not least... From september 2026



Thank you for joining us today

- We're here to help at:

<https://deascuola.it/d-scuola-educational-consultants-elt/>



Spazio alle domande!



DEASCUOLA

Scopri **Aim Higher**

Consulta la [scheda sul sito](#)

Richiedi copia digitale:

<https://deascuola.it/work/evaluate/aim-higher-23220/>



I prossimi appuntamenti

<https://formazione.deascuola.it/insegnare-inglese/>

Webinar

INSEGNARE INGLESE

Insegnare con... Aim Higher

05 Marzo 2026, 15:00
con: Michael Flynn



Webinar

INSEGNARE INGLESE

Insegnare con... It's my time

24 Marzo 2026, 15:00
con: Michael Flynn



Webinar

INSEGNARE INGLESE

Bending Time to Teach English

08 Aprile 2026, 15:00
con: Samuel Williams

