



## مادة دورة مناهج مطورة 2025 / منصة المعلمون / وزارة التربية والتعليم الأردنية

مجمع معلمي الأردن

المعلمة بيان الهواري

### • Introduction:

This session is designed to provide educators with a comprehensive understanding of the Jordan Team Together methodology and its components. Participants will gain insight into effectively utilizing and implementing the Teacher's Book to enhance classroom instruction. By delving into the structure of a Jordan Team together unit, trainees will develop an in-depth understanding of unit outcomes and lesson flow.

#### General outcomes:

- To be familiar with Jordan Team Together methodology & components.
- Understand how to use and implement the Teacher's Book.
- Will have an in-depth understanding of a Jordan Team Together unit.
- Will be familiar with unit outcomes and lesson flow.

#### Specific outcomes:

#### By the end of Day one training, teachers are expected to:

- Be familiar with Jordan Team Together components
  - Be acquainted with Jordan Team Together teacher components in deep
  - Be acknowledge Jordan Team Together components & the life skills presented in Team Together
  - Be discover Jordan Team Together cultural sections
  - Be acquainted with how Jordan Team Together deal with mixed ability classes.
  - To walkthrough Team Together Teacher's Book
  - To be familiar with assessment techniques Jordan Team Together employs.
- Be familiar with unit outcomes and lesson flow in Team Together.

### • Day 2 : Introduction to Jordan High Note

#### Introduction:

This session is designed to provide educators with a comprehensive understanding of the Jordan High Note methodology and its components. Participants will gain insight into effectively utilizing and implementing the Teacher's Book to enhance classroom instruction. By delving into the structure of a Jordan High Note unit, attendees will develop an in-depth understanding of unit outcomes and lesson flow. Furthermore, this session offers an opportunity to reflect on the material

presented, share valuable feedback, and engage in meaningful discussions to address questions and foster collaborative learning.

**General outcomes:**

- To be familiar with Jordan High Note methodology & components.
- To Understand how to use and implement the Teacher's Book.
- To have an in-depth understanding of a Jordan High Note unit.
- To be familiar with unit outcomes and lesson flow.
- To reflect on what you have seen so far and have the opportunity to share feedback and ask questions.

**Specific outcomes:**

- To identify different types of competencies that make up life skills.
- To understand Mediation and how it is done in the course.
- To understand independent learning and the opportunities presented by Jordan High Note.
- To understand how Jordan High Note helps prepare students for exam success.
- To become thoroughly familiar with the introduction section of the Teacher's Book, including the methodology and the sections of the TB.
- To get a deeper understanding of the exam preparation aspect.
- To familiarize with how Jordan High Note helps flip lessons for independent learning.
- To use the detailed lesson notes in the TB, and identify the lesson format.
- To know how and where to find anything in the TB.
- To be familiar with unit outcomes and lesson flow.
- To get a deeper understanding of how each unit is structured and why.
- To identify and use the extra lesson sections in the course. To learn about the individual methodologies for the language skills.
- To see the correlations between the components (SB – TB – WB)

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• **Day 3 Introduction:**

This comprehensive training day is designed to enhance teachers' expertise in English Language Teaching (ELT) by leveraging the Global Scale of English (GSE) framework and innovative teaching strategies. Over the course of this training, you will gain practical insights into integrating the GSE into lesson planning, explore creative approaches to foster student engagement, and develop strategies tailored to meet diverse learning needs.

This training course aims to empower teachers with the tools and techniques needed to make their English language lessons more effective and inspiring. By focusing on globally recognized frameworks and modern courseware, such as Team Together and High Note, you'll learn to deliver lessons that are both structured and adaptable to various learning contexts.

**General Outcomes:**

- o Understand Team Together and High Note in detail.
- o Acquire skills and knowledge related to the methodology in Team Together and High Note.
- o Acquire skills and knowledge related to Creativity using Team Together and High Note.
- o Acquire in-depth knowledge to deliver the course to teachers across Jordan.
- o Demonstrate knowledge through assessment activities.
- o Acquire and apply differentiated learning strategies with Team Together and High Note.

**Specific Outcomes:**

- o Understand the role of the Global Scale of English (GSE) framework in relation to the CEFR, Team Together and High Note.
- o Learn how to incorporate GSE into lesson planning effectively.
- o Explore creative strategies for enhancing English Language Learning (ELL).

- o Learn how to integrate Team Together and High Note courseware with creative activities.
- o Define differentiation
- o Identify features in Team Together and High Note to aid differentiation.
- o Acquire and apply differentiated learning strategies with Team Together and High Note such as tiered activities and choice boards.
- o Identify the different levels of Bloom's Taxonomy.
- o Apply Bloom's Taxonomy in lesson planning and use the Think-Tac-Toe strategy to cater to students' varied learning needs

## Glossary

No.	Term	Definition
1	TT	Team Together
2	HN	High Note
3	GSE	Global Scale of English
4	TB	Teacher's Book
5	SB	Student's Book
6	WB	Workbook
7	CLIL	Content Language Integrated Learning
8	PB	Pupil's Book
9	AB	Activity Book
10	CEFR	Common European Framework of Reference
11	T(s)	Teachers

### Introduction to Jordan Team Together

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- To walkthrough Team Together Teacher's Book
- To be familiar with assessment techniques Jordan Team Together employs.
- Be familiar with unit outcomes and lesson flow in Team Together.

## Teacher components

1

### Teacher's Book

- Methodology & approach explained
- Scope & sequence
- Detailed lesson plans
- Games Bank

2

### Resources

- Class Audio
- Flashcards
- Word Cards
- Story Cards
- Posters
- Tests
- Photocopiable resources

3

### Digital

- York-E platform
- York-E offers a complete suite of tools to transform the classroom and support learning both in the classroom and at home



## Student components

Spark learning in the classroom and at home

1

### Pupil's Book

- Starter + 9 core units
- Bo's Learning Club: Language Boosters & CLIL



2

### Activity Book

- Reinforce key concepts from the Pupil Book
- Picture dictionaries



3

### Digital

- Complete homework on any device
- View and use resources

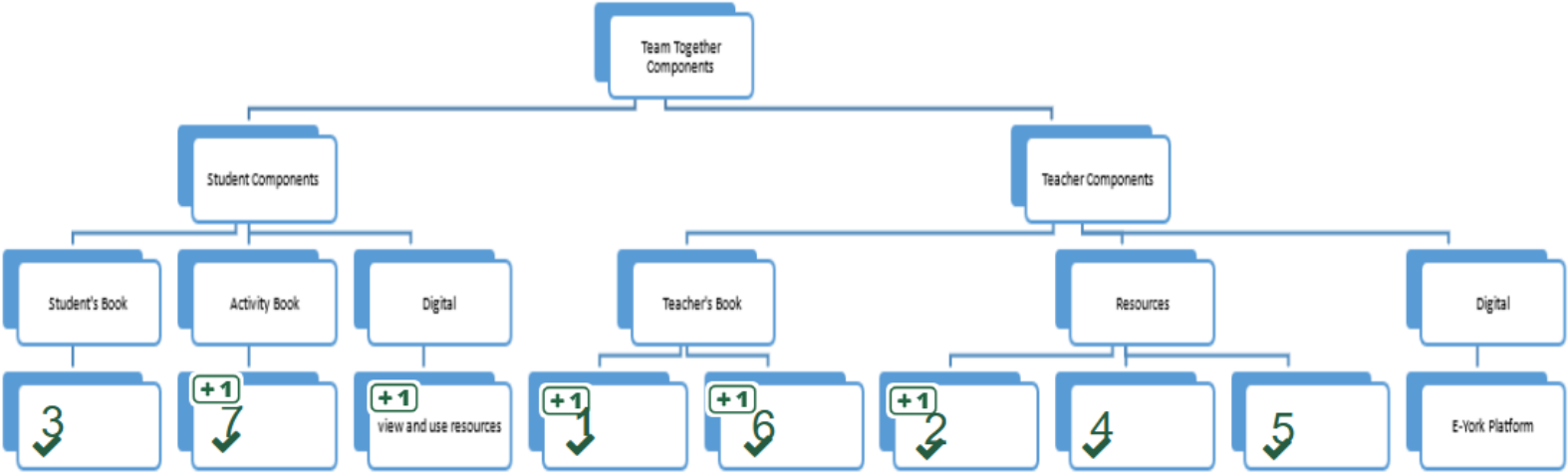




## Worksheet 1.1

Drag and drop the components provided in the box below into the correct categories in the diagram.

1. Games Bank
2. Story Cards
3. Bo's Learning Club: Language Boosters & CLIL
4. Tests
5. Posters
6. Detailed lesson Plans
7. Picture dictionaries

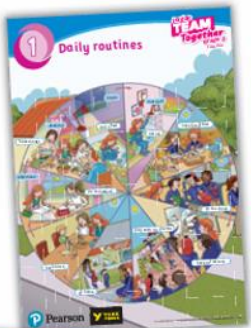


6.00 6.00 من (100%)

## Activity 1-2: Teacher Components

### Instructions:

- Guess what kind of resources do these pictures might symbolize.
- Read leaflet no. 1 about some of teacher components carefully.
- Match the component with its function correctly



**Leaflet no. 1** Course Components Walkthrough Additional ideas for Extension, TPR and 21st century skills activities as well as suggestions on how to support or challenge mixed-ability pupils are an excellent tool for busy teachers who may lack time for planning. The Teacher's Book introduction includes recommended procedures for effective use of games, posters and stories and also contains tips on working with mixed-ability groups. The mapping to the English Language Standards and Performance Indicators Framework for Jordanian learners can be found at the beginning of each unit.

**The Class Audio MP3s** contain all the recordings for the Pupil's Book and Activity Book. They also contain karaoke versions of songs and chants, immediately after each main song or chant. In order to facilitate using the audio materials, all recordings are appropriately numbered on the pages of the Pupil's Book and the Activity Book. All audio for the series can be found online.

**The Flashcards and Word Cards** present vocabulary from each unit. They help learn, remember, practise and revise vocabulary. Ideas for their use can be the Teacher's Book lesson notes and in Games Bank, which contains extra and activities.

**The Story Cards** are large, frame-by-frame versions of the cartoon stories in lesson 3 of each unit of the Pupil's Book. On the back of each card there is a transcription of the appropriate part of the story recording and questions to be asked before and after listening. More information on how to use the Story Cards during classes is available on page 17 of the Teacher's Book.

**The Posters designed for Jordan Team Together** are a great visual aid for presenting or consolidating vocabulary. The level-specific posters are created from the unit opener illustrations, and provide a lot of opportunities for revision and speaking practice. The Classroom posters contain 4 posters that can be used with any level of the course. The pack is comprised of the Alphabet, Numbers, Classroom language and Months and seasons. The 'How to work with posters' section on page 18 details a variety of suggestions of how the posters can be used.

**Tests** Upon completion of each unit of the Pupil's Book, the teacher is able to check the progress pupils are making by using a test. There are four Unit tests and one End-of-semester test. All these tests are available in two versions: Standard (A) and Challenge (B) so as to allow teachers more flexibility with mixed-ability classes. The tests and audio are available online.

pupils found in the games Photocopiable resource **The Photocopiable resources** contains consolidation and extension worksheets for further practice of vocabulary, grammar, CLIL, English in action, communication games, stories and songs. They are all available online. Teachers can navigate the material using the interactive lesson flow or traditional page view. The planning area gives a useful overview with both teacher's notes and activity previews. The presentation tool is also available offline. Online practice and pupil resources Pupils can do games and extra practice online. There is also a Pupil's Book eBook.

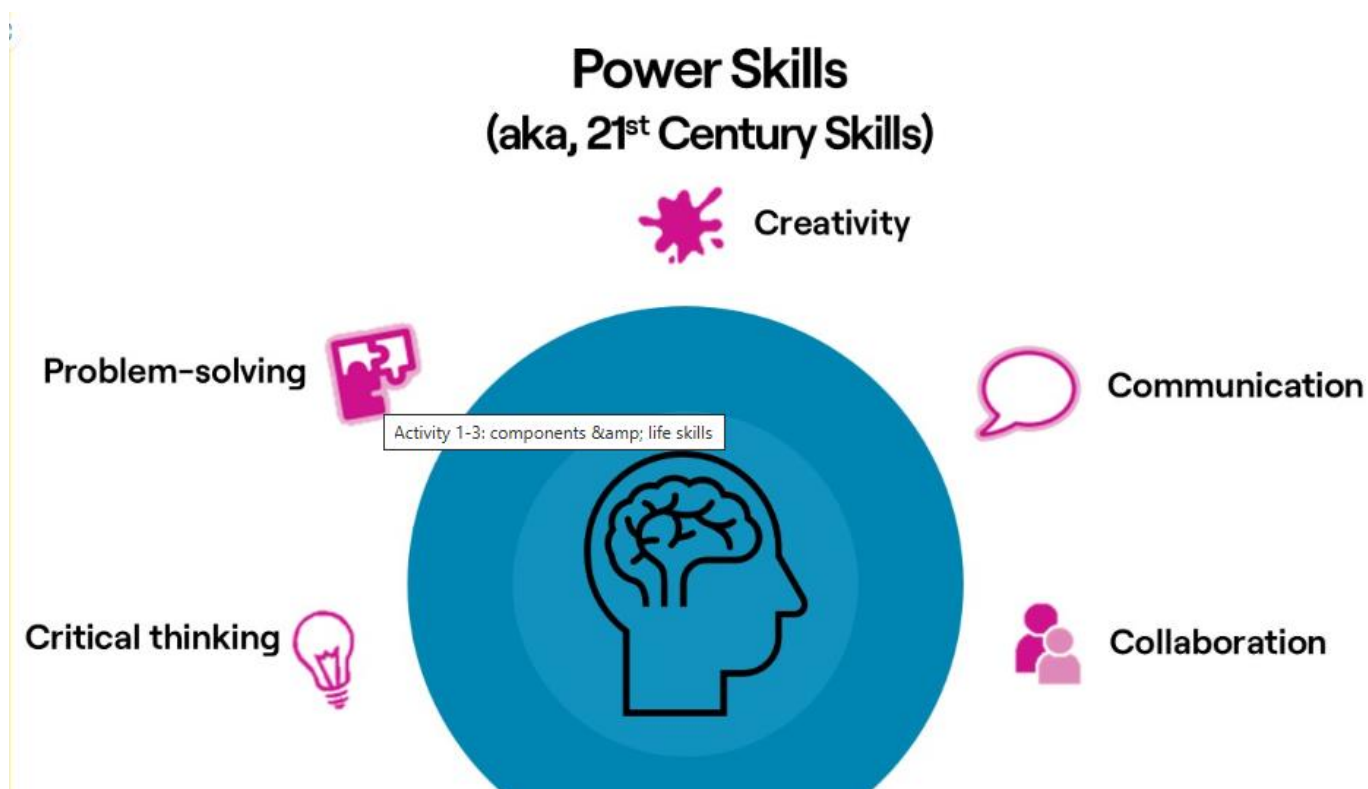
:Match the components in column A with their correspondent function in column B

with mixed-ability classes	:Tests are available in two versions
vocabulary from each unit	The Flashcards and Word Cards are
games, stories and songs	The Photocopiable resources contain
ions of the cartoon stories	The Story Cards are
il's Book and Activity Book	The Class Audio MP3s contain
r consolidating vocabulary	The Posters designed for Jordan Team Together

## Activity 1-3: components & life skills

### Instructions:

- Read leaflet no.2 about course components and life skills carefully.
- Drag the icons and drop them into the appropriate 21<sup>st</sup> century skills with their icons.
- Choose the correct answers (multiple choice).
- 3 attempts are allowed .
- The correct answers will be presented after finishing the activity.



Leaflet 2 Components and the life skills Learning Club: Language Booster and CLIL After every four units of the Pupil's Book, there is a Learning Club section. This consists of a Language Booster Lesson and a CLIL lesson. The Language Booster lesson consolidates and extends language and topics taught in the four preceding units. The CLIL sections in Jordan Team Together Grade 3 help pupils learn key concepts of English, Social Studies and Science in a more integrated manner. External exams preparation Jordan Team Together get pupils acquainted with the format of external Cambridge English Qualifications exam type tasks, marked with the symbol are seamlessly integrated in the core material, providing practice in an unthreatening manner. The Get ready for... section at the end of each unit both in the Pupil's Book and Activity Book focuses specifically on exam practice. Jordan Team Together fully prepares learners for Cambridge English Qualifications Pre A1 Starters, A1 Movers and A2 Flyers. As well as exam task type practice, all vocabulary and structures are covered in the series. Further vocabulary practice is offered in the Jordan Team Together Vocabulary Booster books. The series also exposes pupils to exam task types in the A2 Key for Schools and B1 Preliminary for Schools.

**21st century skills** One of the features of Jordan Team Together is the focus on 21st century skills, which are a must for today's learners to allow them to thrive and succeed in the modern world. Pupils need to learn more than just vocabulary and grammar; they need to **learn critical thinking and problem-solving, creativity, communication and collaboration**. Many of the activities in Jordan Team Together serve both purposes – as pupils put new knowledge into practice, they also work on the development of the 21st century skills. These activities are easily identifiable with the following icons: Other 21st century skills covered in Jordan Team Together include: Social and cultural awareness: Lesson 8 of each unit enables pupils to learn about other countries, and through a project, reflect on how their own country is similar or different. Another feature that Jordan Team Together emphasizes on is Content and Language Integrated Learning (CLIL). CLIL has become the umbrella term describing both learning another (content) subject such as physics or geography through the medium of a foreign language and

learning a foreign language by studying a content-based subject. Curiosity and Initiative: In the project work, pupils are encouraged to find information, make decisions and present their opinions. Literacy, Numeracy, Scientific Literacy: These are covered through a wide range of topics covered in the series as well as through work on specific areas such as development of the reading and writing skills. ICT Literacy: In the project work, pupils are encouraged to use a variety of materials and sources, which include web searches and work with modern technologies. Support for mixed ability classes Jordan Team Together supports teachers who work with mixed-ability classes in provides a lot of opportunities to exams. a number of ways. The Teacher's Book includes teaching tips for mixed-ability classes, labelled Diversity: diversity Support/Challenge and Extra activity: Fast finishers. The photocopiable resources include extra worksheets for grammar, vocabulary and communication lessons to help teachers cater for the different needs of their pupils



Question one: Drag the corresponding 21st century skill and drop them into the icon

Communication	
Collaboration	
Creativity	
Problem-solving	
Critical thinking	

سؤال2  
الدرجة من 1.00

1. CLIL stands for.....

سؤال 2الإجابة

- ☐ a.Classroom Language Integrated Learning
- ☒ b.Content and Language Integrated Learning
- ☐ c.Content Learning Inside language
- ☐ d.Classroom learning integrated language

2. The following matches the principles of CLIL

سؤال 3الإجابة

- ☐ a.Students learn problem solving skills
- ☐ b.Students learn communication skills
- ☒ c.students learn a subject through a foreign language.
- ☐ d.Students learn about cultures

3. Curiosity, initiative and ICT could be developed during

سؤال 4 الإجابة

☒ a.project work tasks.

☐ b.Listening tasks

☐ c.Vocabulary tasks

☐ d.Grammar tasks

4. Vocabulary practice is offered in Jordan Team Together through:

سؤال 5 الإجابة

☐ a.Stories

☒ b.Booster books.

☐ c.Culture spot

☐ d.The starter

5. The Get ready for... section focuses specifically on

سؤال 6 الإجابة

☐ a.stories

☒ b.exam practice

☐ c.values

☐ d.culture


أعلى درجة: 10.00 / 10.00

#### Activity 1-4: Course Features: Culture

#### Instructions:


- Read leaflet no. 3 about Team Together features and how culture is highlighted
- Review the given images.
- Do a matching exercise.

### Why culture in TT Jordan?




#### Personalisation

- Allow students to connect what they are learning to their own lives, families and surroundings, fostering a sense of Jordanian identity.



#### Global mindset


- Provide opportunities for students to learn about different cultures from around the world and develop a global mindset.



#### Language in use

- In addition to language awareness, students also see the language they are learning in different contexts – they can see how language is actually used in various contexts.

Activity 1-4: Course Features: Culture







## Dedicated Culture pages

Become Global Citizens

1. Learn about different parts of the world and other cultures, as well as their own
2. Compare and contrast
3. Create!

TT Level 1...

Leaflet 3 Culture Learning a foreign language includes exposure to vocabulary and grammar, but it isn't complete without information about the culture of other countries. The Culture sections in Jordan Team Together are designed in such a way as to bring that information closer to pupils in a friendly manner. Learning about culture allows students to connect what they are learning to their own lives, families and surroundings, fostering a sense of Jordanian identity. It provides opportunities for students to learn about different cultures from around the world and develop a global mindset. In addition to language awareness, students also see the language they are learning in different contexts – they can see how language is actually used in various contexts. Students Learn about different parts of the world and other cultures, as well as their own. This allows students to connect what they are learning with the environment closest to them. Festivals are part of cultures. They are fun activities for students. They Include cultural elements as well as Global Citizenship and Sustainable Goals. Students Learn about different parts of the world and other cultures, as well as their own. This allows students to connect what they are learning with the environment closest to them. Concrete examples selected from the course book which show elements of Jordanian culture, such as culturally appropriate images and names and Jordan Independence Day.

**Stories** The story element engages students and helps with teaching important values. Also, some advice on how to bring these stories to life through means of role-play, reading aloud, etc. Description of how these stories can help students with their speaking practice and confidence.

- A wide range of values integrated in each story
- Everyday values students can easily relate to, e.g., 'Love my family'
- Values aimed at challenging students through developing their global citizenship, e.g., 'Keep the environment clean'





Unit story

Values in Jordan Team Together are instilled in

Festivals, clothes and food

Concrete examples show elements of Jordanian culture, such as

ship and Sustainable Goals

Festivals Include cultural elements as well as

different contexts

In addition to language awareness, students also see the language they are learning in

global mindset

Learning about culture provides opportunities for students to learn about different cultures from around the world and develop a

أعلى درجة: 5.00 / 5.00

## Activity 1-5: Course features: Mixed-Ability Classes

### Instructions:

- Think about the quote. Do you agree or disagree?
- Read leaflet no.4 about mixed ability classes and how they are managed in Team Together.
- Answer the True/False questions.
- You have two allowed attempts.



### Leaflet 4

#### Mixed-Ability Classes

Differentiated instruction is the process of tailoring lessons to meet each student's individual interests, needs, and strengths. Teaching this way gives students choice and flexibility in how they learn, and helps teachers personalize learning.

Jordan Team Together supports teachers who work with mixed-ability classes in a number of ways. The Teacher's Book includes teaching tips for mixed-ability classes, labelled Diversity: Support/Challenge and Extra activity: Fast finishers. The photocopiable resources include extra worksheets for grammar, vocabulary and communication lessons to help teachers cater for the different needs of their pupils.

'Diversity' boxes provided in the Teacher's Book

- 'Support' suggestions for students who require additional support.
- 'Challenge' suggestions for stronger students.
- Fast finishers. All pupils work first on the same set of activities, then pupils

who finish earlier can design their own activities at a higher level. You can teach them to use the taxonomy for this purpose. Team Together Jordan Edition ensures that all learners succeed together regardless of ability.

### Diversity

#### Support

- Give ss the dialogue written on strips and placed on the table in different order. Explain that you will play the dialogue and pause at each sentence. Ss have to find the strip of paper and say the sentence.

#### Challenge

- Ss memorise the dialogue and say it to the class as they mime to it.

#### Extra activity Fast finishers

- Ask ss to draw themselves with their friends at a fireworks festival. Place their work in their portfolios.

#### Extra activity Creativity

- Place ss in groups. Give each student a sheet of A4 paper and have them draw one type of food they would like to take on a picnic with them.
- Each group prepare their own picnic with the pictures and present their picnic food to the class.

1. Challenge activities are suggested for students who need additional support.

سؤال 1 الإجابة



a.True



b.False

2. Extra activities are provided for fast finishers.

سؤال 2 الإجابة



a.false



b.True

3. Support activities are designed for stronger students

سؤال 3 الإجابة



a.True



b.False

4. Diversity is the only suggested way in the teacher's book on how to deal with mixed ability classes.

سؤال 4 الإجابة



a.False



b.True

أعلى درجة: 4.00 / 4.00

## Activity 1-6:Course Features 2 (Assessment)

- Read the slide carefully to get the general idea of the task.
- Read leaflet no.5 about assessment and how it is introduced in Team Together.
- Answer the True/False questions.
- You have three allowed attempts.

# Succeeding Together

1

## Built on the GSE

### Global Scale of English (GSE)

- **Listening:** Can follow short, basic classroom instructions, if supported by pictures or gestures (GSE 13).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 16).
- **Vocabulary:** Can use language related to telling someone what to do (GSE 10–29).

2

## Assessment for Learning



### Assessment for Learning

- Setting aims and criteria: lesson objectives and presentation
- Monitoring students' learning: Traffic light cards
- Peer learning: pairwork, groupwork
- Independent learning: Summative questions technique

3

## Summative Assessment



Leaflet no.5 (Assessment) Jordan Team Together can be used for all general English courses. It can also be used to prepare pupils for external exams including Cambridge English Qualifications and PTE Young Learners. Jordan Team Together provides teachers and institutions with the GSE tools that enable them to demonstrate visibility of pupil progress step by step, and a way of identifying and addressing learner needs and supporting the achievement of goals whether these be general or exam related. Jordan Team Together is additionally aligned to English Benchmark which can provide an independent measure of learner proficiency and formative information to support planning and next steps. The table below indicates the correlation between the course and various international frameworks and tests.

## Course Correlation



		GSE	CEFR	PTE YL	English Benchmark	Cambridge English Qualifications
Grade 1	Starter	10–22	Pre A1			
Grade 2	Level 1	17–29	Pre A1/A1	Firstwords	Level 1	Pre A1 Starters
Grade 3	Level 2	20–32	A1	Springboard	Level 2	
Grade 4	Level 3	24–39	A1/A2	Quickmarch	Level 3	A1 Movers
Grade 5	Level 4	30–43	A2/A2+	Quickmarch/ Breakthrough	Level 3/4	
Grade 6	Level 5	33–46	A2/B1	Breakthrough	Level 5	A2 Flyers and A2 Key for Schools
	Level 6	36–50	A2+/B1			A2 Key for Schools and B1 Preliminary for Schools

The table below indicates the correlation between the course and various international frameworks and tests. Assessment and evaluation are frequently used as interchangeable terms. However, assessment is focused on pupil learning, whereas evaluation is focused on learning programmes and any or all their components (objectives, syllabus, teaching and assessment methods, materials, etc.). In the classroom, what clearly differentiates these two terms is the use made of the information and data obtained from assessment or from evaluation. **If you use it to improve the teaching and learning process you are developing formative assessment, or assessment for learning. If you use it to grade or measure the quality of the learning, you are**

developing summative assessment. This means that the same assessment tools can be summative or formative depending on the type of information they provide and the use that is made of it. Formative assessment, or assessment for learning, is “the process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in their learning, where they need to go and how best to get there” (Assessment Reform Group, 2008). This process requires alternative assessment tools likely to be shared by teachers and pupils which are used as an ongoing process, which are flexible and adapted to the individual needs of pupils and which guarantee that all the pupils engage in the learning process. The ‘Progress Path’ assessment for learning feature, which allows students to self-assess and reflect on their own learning journey. Students can find it at the back of the Pupil’s Book.

. Formative assessment is used to improve the teaching and learning process.

سؤال 1 الإجابة

☒ a.True

☐ b.False

2. Assessment of learning is the process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in their learning.

سؤال 2 الإجابة

☒ a.False

☐ b.True

3. Summative assessment is used to grade or measure the quality of the learning.

سؤال 3 الإجابة

☐ a.False

☒ b.True

4. According to CEFR, team together 3 correlates to A1?

سؤال 4 الإجابة

☒ a.True

☐ b.False

5. Students can find the Progress Path at the back of the Activity Book.

سؤال 5 الإجابة

☒ a.False

☐ b.True

أعلى درجة: 5/5

## Activity 1-7 : Teacher’s Book Walkthrough

### Instructions:

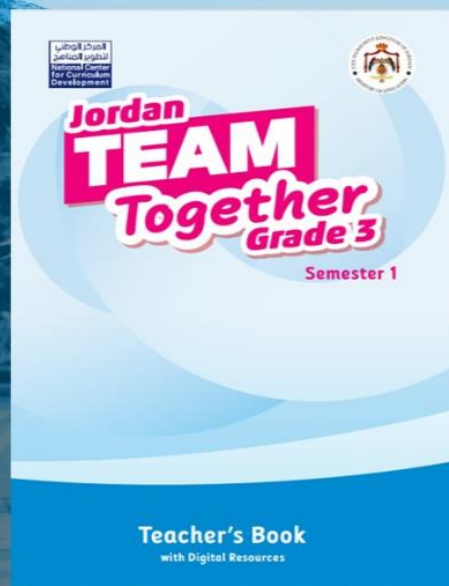
\_Trainees are directed to watch the video about the Teacher’s Book Walkthrough carefully.

- Trainees will answer a filling gap question.
- The correct answers will be presented after finishing the activity
- Four attempts are allowed.



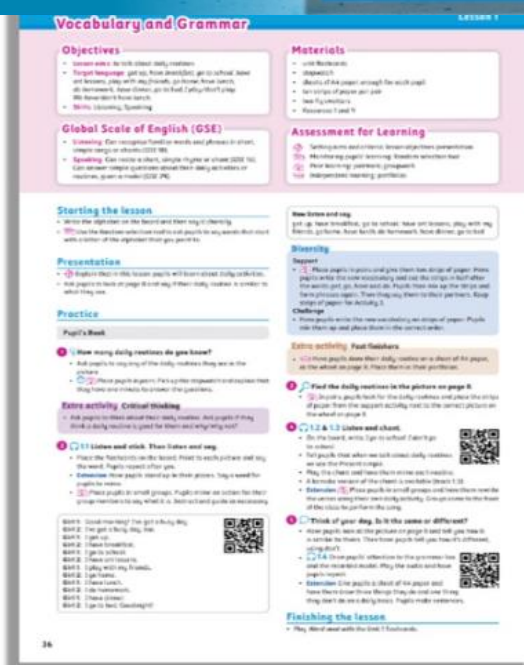
# Ensuring Teacher's are fully Supported: Teacher's Book Walkthrough

(Grade 3 Teacher's Book)



## Teacher Book Walkthrough

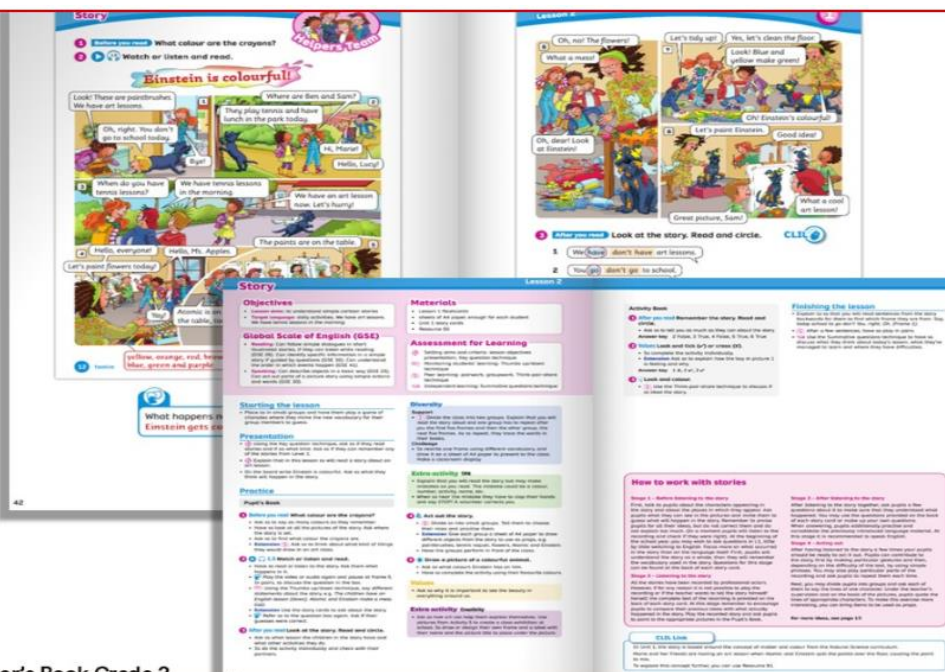
- Teacher can see everything that the students can see in the Pupil's Book
- Teachers are provided with step-by-step guidance on how to structure the lesson
- Includes tips on how to **support** and **challenge** students (mixed ability), how to encourage **critical thinking** and how to **extend** lesson time
- Teachers are referred to the **Activity Book**, which can be used both in class or assigned for homework



Source: Jordan Team Together Teacher's Book Grade 3

## Teacher Book Walkthrough

- Guides teachers through the Story which features at the start of every unit
- Provides teachers with prompts to **encourage Critical Thinking** – making predictions, for example
- Also refers teachers to **additional resources** via the CLIL link



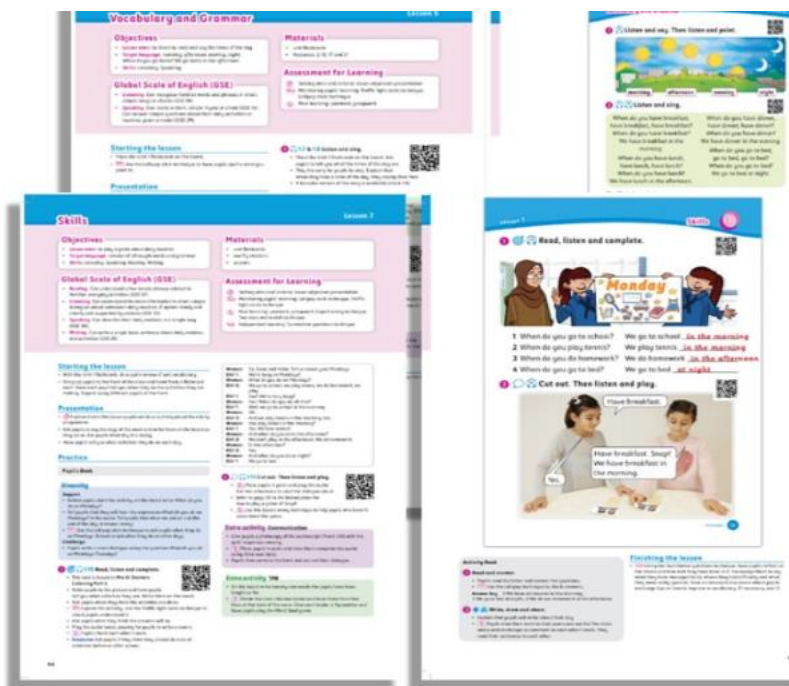
Source: Jordan Team Together Teacher's Book Grade 3

'How to' sections to help teachers with all aspects of the courseware and teaching tips



## Teacher Book Walkthrough

- Skills are clearly signposted
- Provides tips on how to include summative assessment to ensure that learning objectives have been met
- Answer keys included so teachers can confidently review in class



Source: Jordan Team Together Teacher's Book Grade 3



# Team Together (Grade 3)

- Every Level starts with a Starter section
- This is great for getting students back into learning after a long break



## Teacher Book Walkthrough

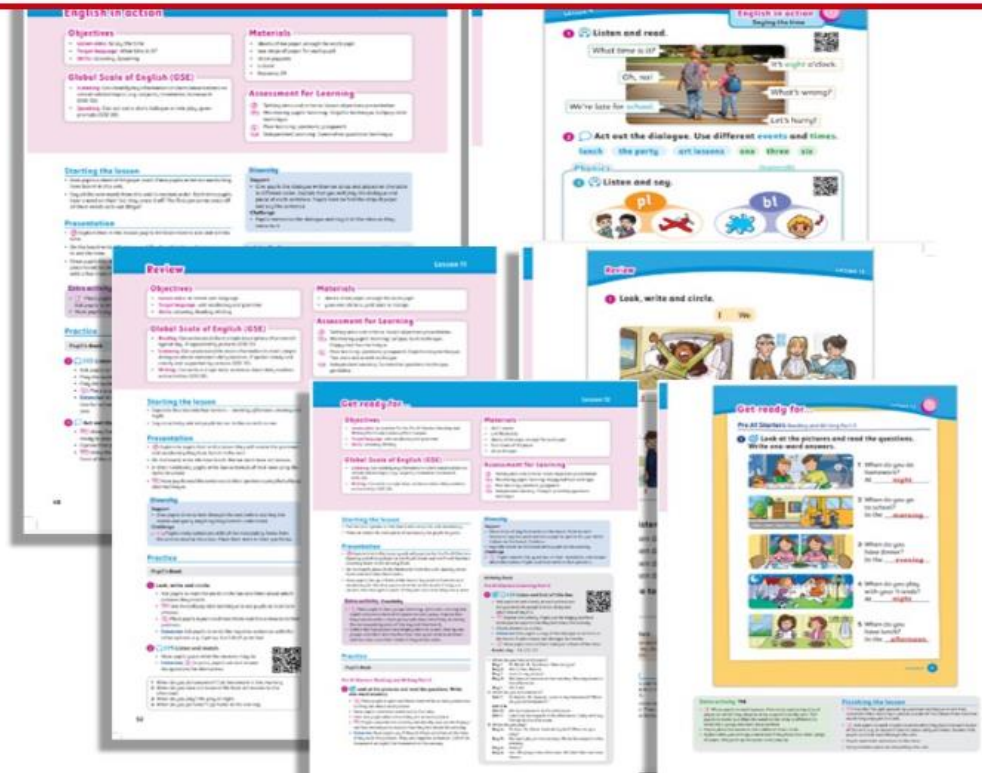
- Full guidance on how to teach the Culture lessons and how to incorporate Project Based Learning
- We know that PBL is great for independent learning – giving students autonomy. Helps with collaborative learning and critical thinking and best of all – it's fun and engaging!



Source: Jordan Team Together Teacher's Book Grade 3

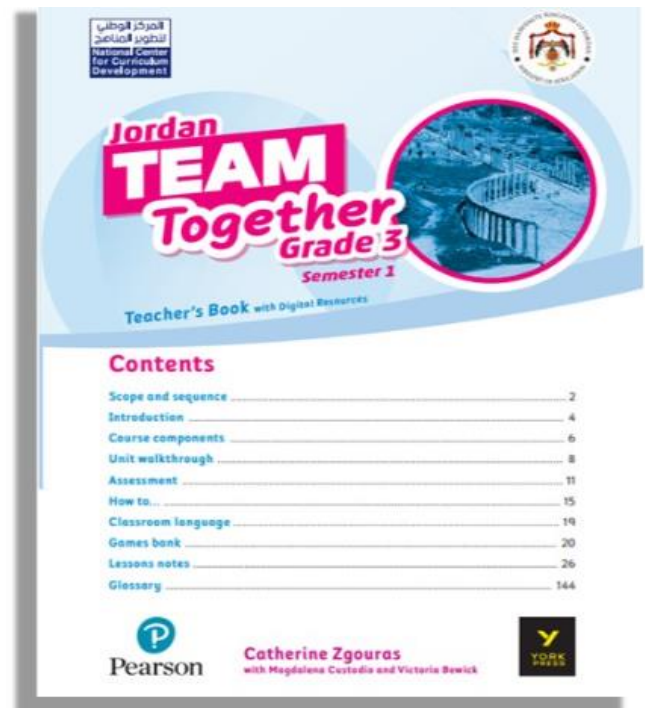
# Teacher Book Walkthrough

- Guidance on how to teach English in action – practical language use with phonics included too
- Tips on how to use the Review section in class and ensure that learning has taken place
- Helps teachers with exam preparation skills – useful for students regardless of whether they take the exam or not



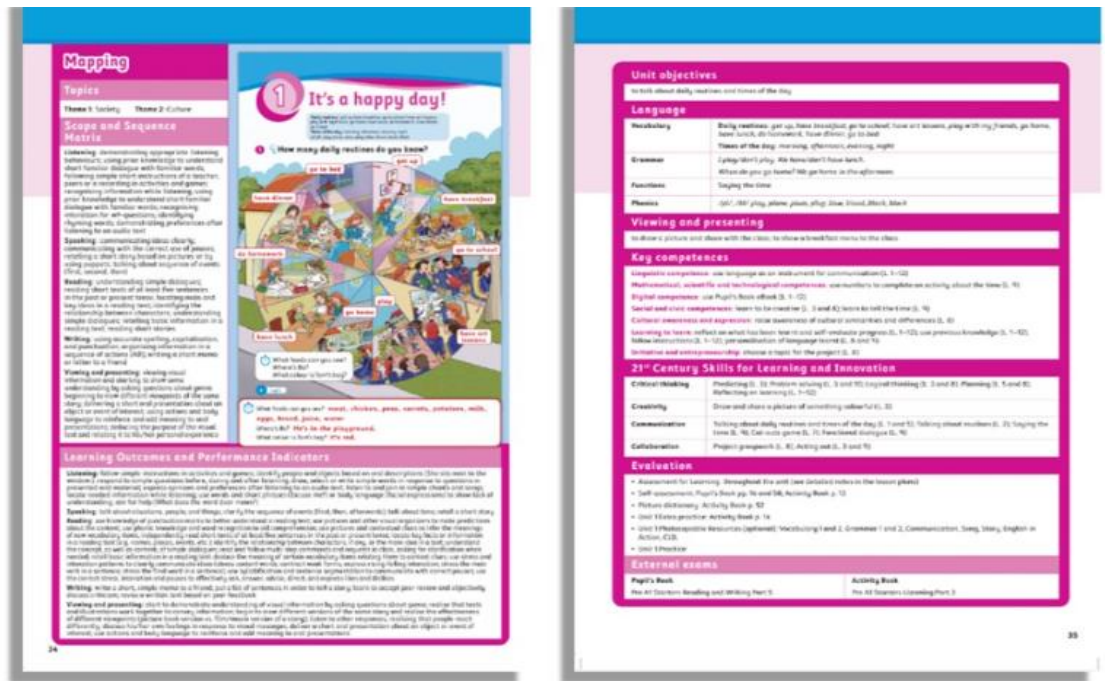
## Pick Up and Go Resources!

- Teachers are given step by step guidance on how to use the book components.
- Additional guidance is also given on Assessment techniques and how to develop rubrics
- Classroom language is also included to help with consistency and clear communication
- A games bank is also included to help teachers gamify their lessons using the educational resources



# Teacher Book Walkthrough

- Clearly outlined Unit Objectives
- Provides teachers with a simple and easy-to-read overview of what is included in the Unit



Source: Jordan Team Together Teacher's Book Grade 3

Teacher's Book gives additional guidance on Assessment techniques and how to develop .1

rubrics

A Games bank is included to help teachers gamify their lessons using the educational .2

.resources

Teachers are provided with step-by-step guidance on how to structure the lesson .3

TB Provides tips on how to include summative assessment to ensure that learning objectives .4

.have been met

Full guidance is provided on how to teach the Culture lessons and how to incorporate .5

Project Based Learning

TB Helps teachers with exam preparation skills - useful for students regardless of .6

.whether they take the exam or not

Teacher's Book guide teachers on how to work with projects, mixed-ability groups, with stories, .7  
videos and animation with posters and with

أعلى درجة: 7.00 / 7.00

## activity 1 - 8 :Unit Discovery

### Instructions:

Read the two paragraphs and the table that includes information about the structure of the unit's lessons carefully.

- Respond to multiple choice and filling the gap questions
- You have open attempts.
- The correct answer will be displayed after completing the previous task correctly



Unit Discovery Read these slides and paragraphs before doing the task. Pupils book The Pupil’s Book provides materials to present the target language effectively. It includes an introductory unit (Welcome), four main units and three additional sections related to festivals: Months and Seasons, Calgary Stampede and Jordan Independence Day. **Cut-out materials** are also provided with the Pupil’s Book. **The Activity Book provides reinforcement and consolidation** of the language presented in the Pupil’s Book. It contains controlled and freer practice plus personalisation and further listening and reading activities. It also contains an Extra practice section for further consolidation of vocabulary and grammar, Get ready for... section for further external exams practice and a Picture dictionary with all the target vocabulary:

There are 12 lessons in each main unit. The lesson division is as follows:

Lessons	Component and focus
1	Pupil's Book Vocabulary and grammar
2	Activity Book Vocabulary and grammar
3	Pupil's Book Story
4	Activity Book Story
5	Pupil's Book Vocabulary and grammar
6	Activity Book Vocabulary and grammar
7	Pupil's Book and Activity Book Skills
8	Pupil's Book and Activity Book Culture
9	Pupil's Book and Activity Book English in action
10	Pupil's Book and Activity Book Phonics
11	Pupil's Book and Activity Book Review and Extra practice
12	Pupil's Book and Activity Book Get ready for

عَلِّم هذا السؤال

Gap filling

Listen and chant   projects   Think   Problem Solve activities   reinforcement   Practice tasks   Review

.are based on the principles of team work, to foster collaboration, creativity and initiative Projects ⇅

.activity is meant to activate pupils' previous knowledge Think ⇅

.is provided to teach vocabulary and grammar in context. Listen and chant ⇅

.encourage curiosity and stimulate critical thinking. Problem Solve activities ⇅

.in exam-like format help pupils prepare for external exams.. Practice tasks ⇅

The Review ⇅ section is provided for consolidation

.The Activity Book provides reinforcement ⇅ and consolidation of the language presented in the Pupil's Book

الصفحة التالية

1. How many lessons does each unit contain?

سؤال 2 الإجابة

- ☐ a.8
- ☐ b.9
- ☒ c.12
- ☐ d.. 11

3. .... is designed to motivate pupils and make vocabulary learning more meaningful

سؤال 3 الإجابة

- ☐ a.Think activity
- ☒ b.Cut-out activity
- ☐ c.Communicate activity

4. ....is provided to revise vocabulary and language from previous units

سؤال 4 الإجابة

- ☐ a.Solve activities
- ☒ b.Stopwatch activity
- ☐ c.Grammar boxes

العلامة

درجتك النهائية عن هذا الاختبار هي 10.00/10.00

## Day 2 : Introduction to Jordan High Note

الكتل

- Day 2 : Introduction to Jordan High Note

### Introduction:

This session is designed to provide educators with a comprehensive understanding of the Jordan High Note methodology and its components. Participants will gain insight into effectively utilizing and implementing the Teacher's Book to enhance classroom instruction. By delving into the structure of a Jordan High Note unit, attendees will develop an in-depth understanding of unit outcomes and lesson flow. Furthermore, this session offers an opportunity to reflect on the material presented, share valuable feedback, and engage in meaningful discussions to address questions and foster collaborative learning.

### General outcomes:

- To be familiar with Jordan High Note methodology & components.
- To Understand how to use and implement the Teacher's Book.
- To have an in-depth understanding of a Jordan High Note unit.
- To be familiar with unit outcomes and lesson flow.
- To reflect on what you have seen so far and have the opportunity to share feedback and ask questions.

## Specific outcomes:

- To identify different types of competencies that make up life skills.
- To understand Mediation and how it is done in the course.
- To understand independent learning and the opportunities presented by Jordan High Note.
- To understand how Jordan High Note helps prepare students for exam success.
- To become thoroughly familiar with the introduction section of the Teacher's Book, including the methodology and the sections of the TB.
- To get a deeper understanding of the exam preparation aspect.
- To familiarize with how Jordan High Note helps flip lessons for independent learning.
- To use the detailed lesson notes in the TB, and identify the lesson format.
- To know how and where to find anything in the TB.
- To be familiar with unit outcomes and lesson flow.
- To get a deeper understanding of how each unit is structured and why.
- To identify and use the extra lesson sections in the course. To learn about the individual methodologies for the language skills.
- To see the correlations between the components (SB – TB – WB)

## Activity 2-1: Methodologies and components

Pearson

# Student components

Empowering learners with High Note

- 1 Student's Book**
  - 10 core units (5 per semester)
  - Life Skills
  - Culture Spots
  - Literature Spots
- 2 Workbook**
  - Extra grammar, vocabulary and skills lessons
  - Extra reading and listening texts
  - Pronunciation programme
  - Self-checks and assessments
- 3 Digital**
  - Student's book with eBook
  - Interactive Workbook



# Teacher components

1

## Teacher's Book

- Methodology & approach explained
- Scope & sequence
- Detailed lesson plans

2

## Resources

- Class Audio
- Culture notes
- Ideas for debate lessons
- Answer keys
- Word list with audio recordings
- Photocopiable resources

3

## Digital

- York-E platform
- York-E offers a complete suite of tools to transform the classroom and support learning both in the classroom and at home



Sort the following components under the appropriate heading:

Teacher components	Student components
<div>Photocopiable resources</div> <div>Scope &amp; sequence</div> <div>Detailed lesson plans</div> <div>Answer keys</div> <div>Word list with audio recordings</div>	<div>Extra reading and listening texts</div> <div>Pronunciation program</div> <div>Extra grammar, vocabulary, and skills lessons</div> <div>Literature Spots</div> <div>Culture Spots</div>

## Worksheet 2.2: Read the quotation carefully. Do you agree or disagree

### Instructions:

- Ask trainees to read the quote carefully.
- Ask trainees to express their opinions about the quotation based on their understanding and knowledge.



### Activity 2-3: components & the life skills competent

#### Worksheet 2.3



العودة

علم هذا السؤال

سؤال 1

الدرجة من 5.00

غير مجاب عليه بعد

High Note gives teenage learners the language skills and confidence they need, exam excellence and future career .1

High Note develops learner's communication, collaboration, creativity and critical thinking skills .2

.High Note lets learners explore real - world, English with authentic videos .3

future High Note challenges teenage learners to fulfil their goals and enrich their .4

إنهاء المحاولة ...

أعلى درجة: 5.00 / 5.00

## Activity 2-4: Employability skills presented in High Note

### Instructions:

- Read a leaflet about High Note methodology and the types of life focus on skills.
- Review the given images.
- Take a multiple-choice test.

High Note offers an intensive English Learning path with thorough exam preparation practice, plenty of opportunities to develop Life Skills and broaden students' horizons beyond language. It aims to bridge the gap between school life and young adulthood, designed to inspire and challenge modern learners, enabling them to fulfil their ambitious goals. High Note is the direct result of extensive research and analysis of learners' needs and wants. This research has shown that the learning objectives of many secondary students are increasingly ambitious, and what they expect of an English course, is to prepare them not only for exams, but most importantly for their future academic and career prospects. Jordan High Note teaches students practical, everyday life skills they will find useful both now and, in the future, (at school, at university and in the future workplace). Jordan High Note teaches students practical, everyday life skills they will find useful both now and in the future (at school, at university and in the future workplace). And so, they learn, some of the core academic competencies such as: giving successful presentations, debating, and planning their future career. They also have an opportunity to develop their personal and social capabilities, which include, among the others, working in a team or managing their online image. They also develop skills that will be indispensable in their future careers, such as effective time management, setting goals or improving own creativity.

- Life Skills lessons at the end of every second unit. They offer engaging content and practise new competencies in an active, discussion-driven way.
- The Life Skills projects at the end of each Life Skills lesson. They involve research, collaboration, critical thinking and creativity.
- Reading and listening texts on engaging topics related to personal development, social trends or young people's aspirations and employability prospects
- Reflect tasks available in different places in the unit encourage students to discuss the issues related to values, society or cultural differences
- Debate tasks in Life Skills lessons support class discussions on meaningful topics.

# Ambitious learning goals: academic & employability prospects

highnote

Life Skills development programme



CORE ACADEMIC  
COMPETENCIES

- Giving successful presentations
- Debating
- Planning a future career
- Using online resources for school projects



PERSONAL & SOCIAL  
CAPABILITIES

- Working in a team
- Understanding how advertising works
- Identifying fake news
- Managing online presence
- Handling stress



CAREER KNOWLEDGE  
& TRANSITION SKILLS

- Time management
- Setting SMART goals
- Improving memory
- Improving creativity
- Building resilience

Level	Units	Theme	Life Skills path
HIGH NOTE 1	1-2	How to avoid time wasters	Personal skills
	3-4	How to manage exam stress	Personal skills
HIGH NOTE 2	1-2	How to give a presentation	Career skills
	3-4	How advertising works	Social skills
	5-6	How to plan your time	Personal skills
	7-8		
HIGH NOTE 3	1-2	How to give a presentation (Part 2)	Career skills
	3-4	How to take part in a debate	Social skills
	5-6	How to set SMART goals	Career skills
HIGH NOTE 4	1-2	How to give a persuasive presentation	Career skills
	3-4	How to be good at debating	Social skills
	5-6	How to make the most of volunteering	Social skills
	7-8	How to manage your online image	Social skills
	9-10	How to build resilience	Personal skills

What type of skills does High Note aim to teach students?

سؤال 1 الإجابة

- ☐ a. Only academic and linguistic skills.
- ☒ b. Everyday life skills useful at school, university, and work.
- ☐ c. Sports and recreational skills.
- ☐ d. Specialized technical skills

According to the text, what does High Note primarily focus on?

- ☒ a. Preparing students for future academic and career prospects.
- ☐ b. Limiting learning to exam preparation.

- ☐ c. Focusing on entertainment in language lessons.
- ☐ d. Avoiding critical thinking activities.

How are Life Skills lessons structured in the program?

سؤال 13 الإجابة

- ☐ a. They are optional and scattered randomly.
- ☐ b. They are conducted daily.
- ☒ c. They are included at the end of every second unit.
- ☐ d. They replace traditional lessons entirely.

Which of the following are Personal & Social Capabilities in HN?

سؤال 14 الإجابة

- ☐ a. Time management, setting SMART goals, improving memory.
- ☒ b. Working in teams, Understanding how advertising works, Identifying fake news.
- ☒ c. Managing online presence, building resilience, Planning a future career.
- ☐ d. Giving successful presentations, debating, using online resources for school projects.

Which of the following is NOT included as a core academic competency in the program?

سؤال 15 الإجابة

- ☐ a. Giving successful presentations.
- ☒ b. Learning advanced programming languages.
- ☐ c. Debating.
- ☐ d. Planning a future career.

How are Life Skills lessons structured in the program?

سؤال 16 الإجابة

- ☐ a. They are optional and scattered randomly.
- ☐ b. They are conducted daily.
- ☒ c. They are included at the end of every second unit.
- ☐ d. They replace traditional lessons entirely.

What is the purpose of Life Skills projects at the end of each lesson?

سؤال 17 الإجابة

- ☐ a. To test students' memorization skills.
- ☒ b. To involve research, collaboration, critical thinking, and creativity.
- ☐ c. To create purely artistic assignments.
- ☐ d. To eliminate teamwork and focus on individual work.

What do Reflect tasks encourage students to do?

سؤال ١٨ الإجابة

- ☐ a. Memorize historical facts.
- ☐ b. Focus on exam scores only.
- ☒ c. Discuss values, society, and cultural differences.
- ☐ d. Avoid discussing meaningful topics.

In High Note 4, what type of skills are linked to "How to good at debating"?

سؤال ١٩ الإجابة

- ☒ a. Social skills
- ☐ b. Career skills
- ☐ c. Personal skills
- ☐ d. Teamwork skills

In High Note 2, the personal skills are covered in the theme

سؤال ١٠ الإجابة

- ☐ a. How to give a presentation.
- ☐ b. How to advertise work.
- ☐ c. How to manage exam stress.
- ☒ d. How to plan your time.

العلامة

درجتك النهائية عن هذا الاختبار هي 10.00/10.00



# Activity 2-5: 21st century skills in High Note

Instructions:

- Read the extracts about High Note methodology and the types of activities it presents to develop learners' skills .
- Review the given images.
- Sort number of given activities according to the skill they target. .




1.

Pearson

### High Note

Communication and Collaboration

- discussions and role plays to entail natural communication and collaboration
- Life Skills projects that require students to decide on their roles in a team and take responsibility for their work.



Two students, a young woman and a young man, are working together on a project. They are standing at a table, looking at a large sheet of paper. The woman is smiling and pointing at the paper, while the man is looking at it intently.


Pearson

### High Note

Cultural Awareness

Students have numerous opportunities to discuss various culture-related issues, through:

- Reflect: Culture exercises;
- Culture Spot lessons (two lessons per level are available at the back of the Student's Book; one per semester)
- Literature Spot lessons (two lessons per level are available at the back of the Student's Book; one per semester)



A large, colorful, and detailed sculpture of a dinosaur, possibly a T-Rex, is displayed outdoors on a grassy field. The sculpture is made of many small, colorful pieces, giving it a mosaic-like appearance. It is standing on its hind legs, with its arms outstretched.

## High Note

### Critical Thinking

Problem solving and reasoning skills are developed throughout the course, through:

- reading and listening activities
- multiple tasks where students are encouraged to differentiate facts from opinions, critically assess different viewpoints, look at problems from various perspectives, assimilate new information and points of view, as well as express and defend their own opinions



## High Note

### Digital Literacy

- topics which cover up-to-date technology and media,
- Life Skills projects which encourage the use of digital tools,
- digital components of the course increase students' engagement with the course material



Drag the activities and drop them in the correct category

Activities Encouraging & Collaboration communication	Activities Promoting Cultural Awareness	Activities Developing Critical Thinking
Discussions and role play	culture spot lessons	Reading and listening tasks
Life Skills projects	Literature Spot lessons	Differentiating facts from opinions

culture spot lessons

Discussions and role play

Differentiating facts from opinions

Literature Spot lessons

Reading and listening tasks

Life Skills projects

العلامة

6.00 6.00 من (100%)

## Worksheet 2.6.a

Instructions:

- Think of the definition of the mediation
- Write the definition according to their previous knowledge.

What is the meaning of Mediation?



Mediation in Jordan High Note

- Teacher-content-student
- Student-text-student
- Student-text-text
- And more...

## Day 3

### Day 3

#### Introduction:

This comprehensive training day is designed to enhance teachers' expertise in English Language Teaching (ELT) by leveraging the Global Scale of English (GSE) framework and innovative teaching strategies. Over the course of this training, you will gain practical insights into integrating the GSE into lesson planning, explore creative approaches to foster student engagement, and develop strategies tailored to meet diverse learning needs.

This training course aims to empower teachers with the tools and techniques needed to make their English language lessons more effective and inspiring. By focusing on globally recognized frameworks and modern courseware, such as Team Together and High Note, you'll learn to deliver lessons that are both structured and adaptable to various learning contexts.

#### General Outcomes:

- o Understand Team Together and High Note in detail.
- o Acquire skills and knowledge related to the methodology in Team Together and High Note.
- o Acquire skills and knowledge related to Creativity using Team Together and High Note.
- o Acquire in-depth knowledge to deliver the course to teachers across Jordan.
- o Demonstrate knowledge through assessment activities.
- o Acquire and apply differentiated learning strategies with Team Together and High Note.

#### Specific Outcomes:

- o Understand the role of the Global Scale of English (GSE) framework in relation to the CEFR, Team Together and High Note.
- o Learn how to incorporate GSE into lesson planning effectively.
- o Explore creative strategies for enhancing English Language Learning (ELL).
- o Learn how to integrate Team Together and High Note courseware with creative activities.
- o Define differentiation
- o Identify features in Team Together and High Note to aid differentiation.
- o Acquire and apply differentiated learning strategies with Team Together and High Note such as tiered activities and choice boards.
- o Identify the different levels of Bloom's Taxonomy.
- o Apply Bloom's Taxonomy in lesson planning and use the Think-Tac-Toe strategy to cater to students' varied learning needs.

## Worksheet 2.6.b

**Mediation can only presented through translating texts between different languages.**

سؤال 1 الإجابة

☐ صح

☒ خطأ

**Mediation involves reception, production, and interaction.**

سؤال 2 الإجابة

☒ صح

☐ خطأ



Mediation is described as a 3-way interaction, similar to a triangle.

سؤال 3 الإجابة

☒ صح

☐ خطأ

Transformation tasks and gapped summaries are examples of mediation activities.

سؤال 4 الإجابة

☒ صح

☐ خطأ

العلامة

4.00 4.00 من (100%)

Activity 2-7: Fluency in High Note

Instructions:

- Read an extract about how High Note fosters fluency
- Answer multiple choice questions

Confidence in English  
High Note challenges students both at a cognitive and linguistic level through:

- The reading and listening texts push them to think critically and to raise their cultural and social awareness.
- The intensive grammar syllabus and wide vocabulary coverage encourage them to explore the language, understand how it works and improve accuracy.
- The audio recordings and numerous speaking activities, (discussions, debates and role-plays), naturally foster fluency: students become immersed in the language and learn to talk at length in a variety of personalized and meaningful contexts.

Which activity in High Note naturally fosters fluency?

سؤال 1 الإجابة

- ☐ a. Multiple-choice grammar quizzes
- ☒ b. Role-plays and discussions
- ☐ c. Matching vocabulary exercises
- ☐ d. Reading activities

What is the primary purpose of audio recordings in High Note?

سؤال 2 الإجابة

- ☐ a. To improve accuracy
- ☐ b. To improve critical thinking skill
- ☐ c. To assess grammar knowledge
- ☒ d. To immerse students in the language and naturally foster fluency

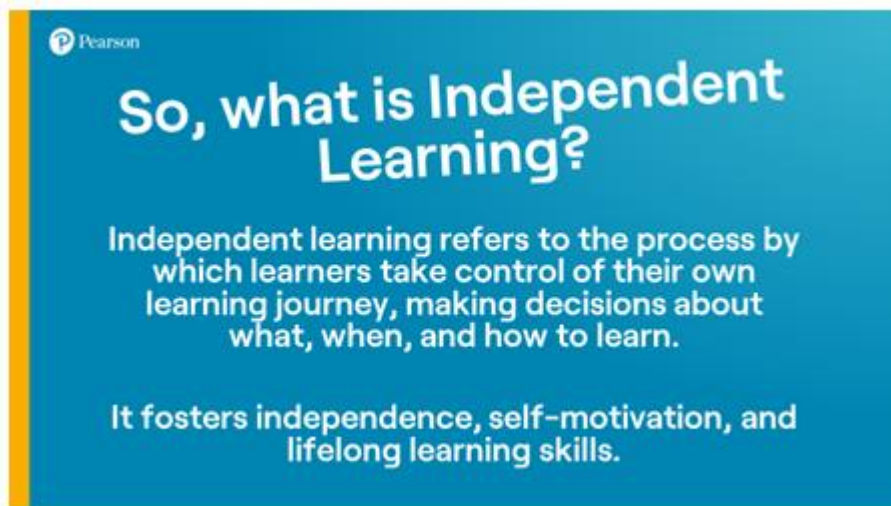
العلامة

2.00 2.00 من (100%)

## Activity 2-8: Independent learning

### Instructions:

- Read an extract that discusses Independent learning, activities in High Note that foster independent learning
- Answer multiple choice questions



### High Note fostering independent learning

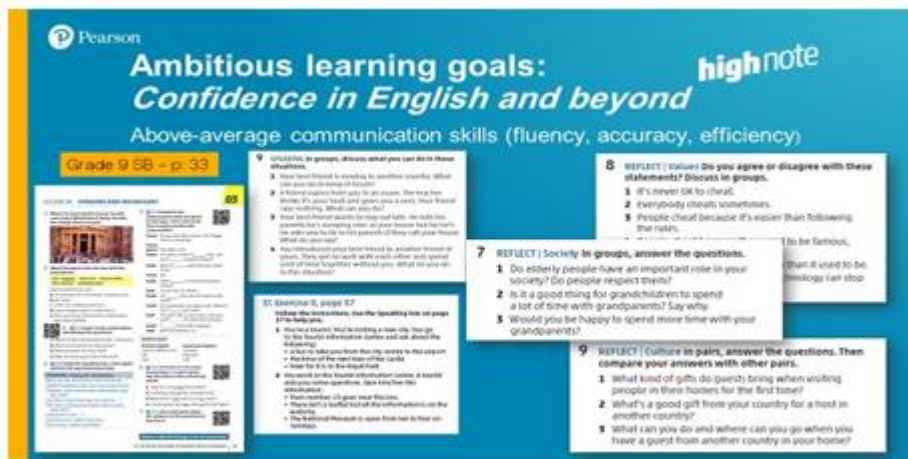
High Note reinforces students' independence by making them responsible for their own learning. This results in increased recognition of strengths, weaknesses and progress, greater levels of confidence, more motivation, better management of learning and improved performance.

#### High Note support independent learning through:

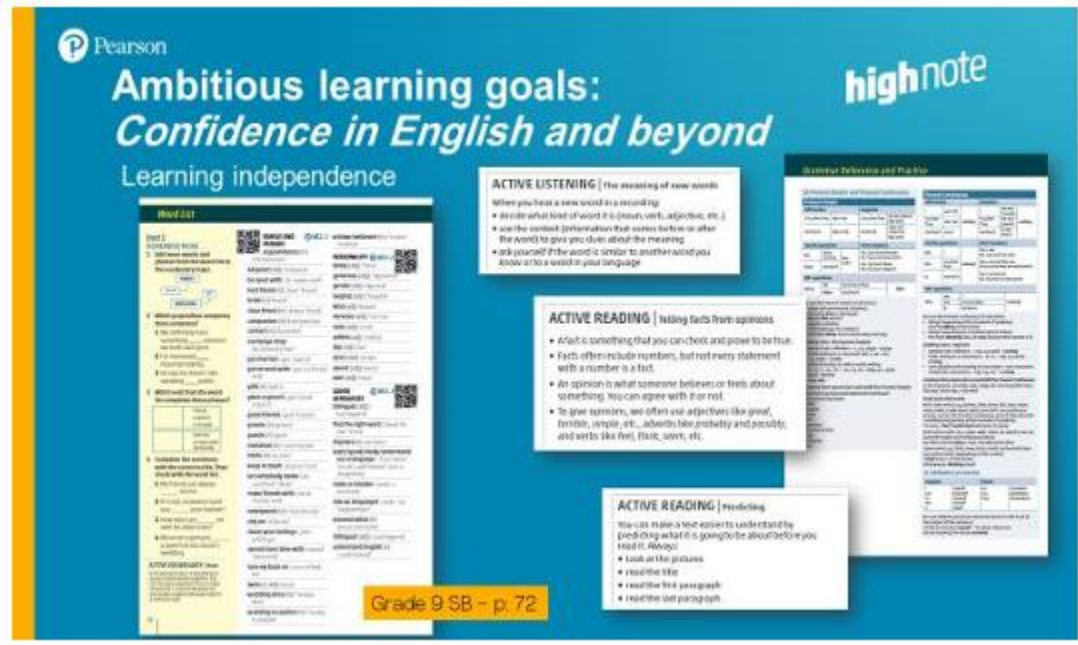
- Clear learning goals and models for success. The goals at the beginning of each unit describe what the student will be able or better able to do at the end of the lesson.
- Skills strategies. Active Reading and Active Listening boxes contain concise descriptions of what students can actively practise through a series of exercises and use in the future.
- Exam strategies. Strategy boxes contain useful tips on how to deal with most typical exam tasks.
- Project work. The Life Skills projects help students develop creative and collaboration skills and make decisions about the learning process and how to complete the project.
- Resources for self-study. Resources such as word lists with the Remember More section at the end of each unit, the Grammar Reference and Practice section at the back of the Student's Book reinforce active consolidation of the material from the main units.
- Self-assessment sections in the Workbook. These provide an opportunity for students to assess their progress and reflect on their learning.
- Flipped learning strategies. The Teacher's Book contains a section explaining how and where content can be 'flipped'

Students can achieve their ambitious goals by boosting their confidence in English and beyond developing communication skills on the above-average level and providing plenty of opportunities to develop speaking skills and overall language fluency as shown in the picture below.

High Note supports students to become independent learners by providing them with skills strategies, regular learning tips, self-assessment opportunities and a wealth of self-study resources as shown in the picture below.



High Note supports students to become independent learners by providing them with skills strategies, regular learning tips, self-assessment opportunities and a wealth of self-study resources as shown in the picture below .



Which of the following best defines independent learning?

- سؤال 1 الإجابة
- ☐ a. Learning that occurs completely in classrooms by listening to lectures.
  - ☐ b. The ability to learn effectively without any guidance or support from teachers.
  - ☒ c. The process by which learners take control of their own learning, making decisions about what, when and how to learn .
  - ☐ d. Learning that is focused on achieving high grades on exams.

What is the main purpose of the "Skills Strategies" and "Exam Strategies" boxes presented in High Note?

- سؤال 2 الإجابة
- ☐ a. To provide teachers with language resources.
  - ☒ b. To equip students with effective independence learning techniques.
  - ☐ c. To assess students' progress on specific skills.
  - ☐ d. To give students with engaging activities.



How does High Note help students in achieving ambitious learning goals?

سؤال 13 الإجابة

- ☐ a. By providing well designed teacher-centered activities.
- ☐ b. By focusing on using memorization and direct teaching methods.
- ☐ c. By encouraging a passive learning environment.
- ☒ d. By boosting students' confidence and providing example opportunities for language.

What feature in High Note helps students prepare for typical exam tasks?

سؤال 14 الإجابة

- ☐ a. Grammar Reference section
- ☒ b. Strategy boxes
- ☐ c. Word lists
- ☐ d. Active Listening boxes

What is the purpose of the Life Skills projects in High Note?

سؤال 15 الإجابة

- ☐ a. To prepare students for exams
- ☒ b. To develop creativity and collaboration skills
- ☐ c. To teach students advanced grammar rules
- ☐ d. To focus on listening comprehension only

How does the Teacher's Book explain the concept of flipped learning?

سؤال 16 الإجابة

- ☒ a. It outlines how and where the content can be flipped.
- ☐ b. It provides additional grammar exercises for flipped content.
- ☐ c. It explains how to integrate group activities into flipped lessons.
- ☐ d. It focuses only on speaking tasks for flipped learning.

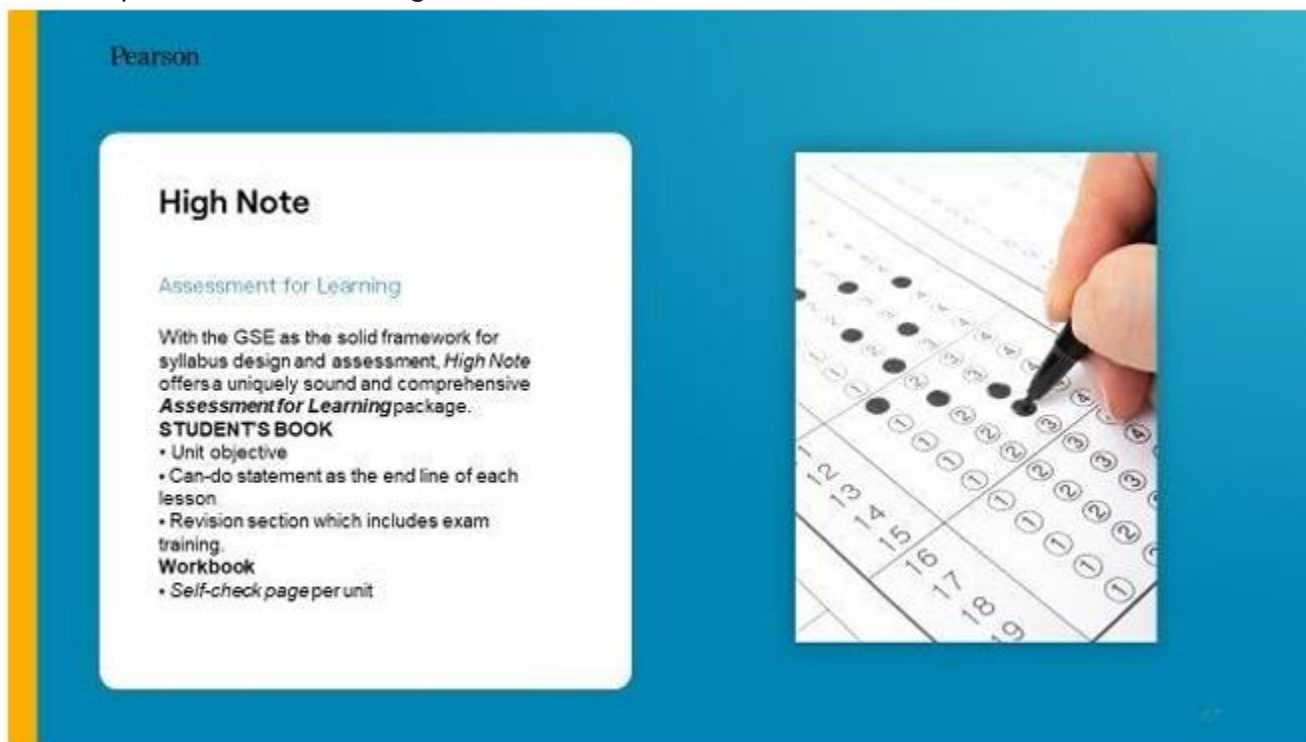
العلامة

6.00 6.00 من (100%)

## Activity 2-9: Exam success in High Note

### Instructions:

- Read a leaflet about the importance and the types of exams presented in High Note to improve learners' abilities in exams.
- Review the given slide about assessment for learning.
- Fill in space with the missing words.



Read the leaflet about exam success to complete the activity :

High Note is a general English course that is beneficial for both exam and nonexam students. It provides a number of resources that help develop the technical skills students need to deal with exam tasks, while also improving and extending their general language skills. Exam training is woven seamlessly into the flow of a lesson. Each unit includes types of exam tasks that are typical of most university and external exams such as multiple choice, matching or gap fill and which test crucial subskills such as finding specific information or identifying facts from opinions. Students are exposed to realistic tasks with a focus on the target language of the unit. Over the book, students build their exam strategies and confidence through step-by-step activities and task-based exam tips.

**DEVELOPMENT OF LANGUAGE** Exam tasks require students to demonstrate a range of language at the appropriate level. The grammar and vocabulary sections in High Note develop this range in topic related units, which makes it easy for students to apply them to exam tasks and to the real world.

**GRADED EXAM TASKS** Exam tasks are introduced to students early in the course, but in a graded way. This may mean that a task has fewer questions or a simpler text or that it tests a more limited range of language. This helps them understand the exam task and therefore learn to deal with it more effectively.

**DEVELOPING CONFIDENCE WITH EXAM TASKS** The clear learning goals for each skill established at the bottom of each section in the Student's Book, as well as the frequent models throughout the book for the productive skills show students what they need to do in each task and how to do it. **EXAM STRATEGIES** There are exam strategies in every Revision section. They focus on those aspects of a given exam task that will help students deal with it effectively. The tips help students understand exactly what is being tested, what to look out for and develop a bank of appropriate exam techniques that they can refer to. As they work through the Student's Book and become familiar with the tips, the exam tasks become easier.

**WRITING TASKS** To help students identify good practice in writing tasks, lessons in the Student's Book provide model texts. There are also tasks that encourage students to analyse the model texts, which gives them greater understanding of how to complete the tasks themselves. There is a task at the end of each Writing section which mirrors the model so that students can practise writing an answer themselves.



Read the passage below and fill in the blanks with the correct words from the given words :

Exam lesson tips realistic facts multiple choice information gap fill language

High Note is a general English course that is beneficial for both exam and non-exam students. It provides a number of resources that help develop the technical skills students need to deal with exam (1), while also improving and extending their

general language (2) skills.

Exam training is woven seamlessly into the flow of a lesson (3). Each unit includes types of exam tasks that are typical of most university and external exams, such as multiple choice (4), matching, or gap fill (5), and which test crucial

subskills such as finding specific information (6) or identifying facts (7) from opinions.

Students are exposed to realistic (8) tasks with a focus on the target (9) language of the unit. Over the

book, students build their exam strategies and confidence through step-by-step activities and task-based exam tips (10).

أعلى درجة: 10.00 / 10.00

## Activity 2-10: Teacher's Book, including the methodology

### Instructions:

- The trainees are asked to review number of images from the teacher's book to be familiar with its components.
  - Do a **True** or **False** activity.
- Review number of images from the teacher's book to be familiar with its components to answer true and false questions .

# Teacher's Book Walkthrough

## Pick Up and Go Resources!

- Teachers are given step by step guidance on how to use the book components.
- Culture and Literature Spots
- Extra Culture Notes and Class Debates
- Photocopiable resources to aid with differentiated or independent learning

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## High Note

### The flipped classroom

An explanation about flipped learning, with a look at strategies and resources available in Jordan High Note.

#### HOW TO FLIP THE CLASSROOM WITH JORDAN HIGH NOTE

The flipped classroom is an approach where students take what is typically done in class, to watch and usually listen for homework and then complete it in class. The teacher's support becomes using the flipped classroom to ensure that the students have enough time to focus on more complex tasks in class. In this approach, the teacher's role is to provide support and resources for students to learn. The teacher's role is to provide support and resources for students to learn. The teacher's role is to provide support and resources for students to learn.

In a flipped classroom, students watch videos and listen to lectures at home, and then come to class to do their homework. This approach allows students to learn at their own pace and to get help from the teacher when they need it. The teacher's role is to provide support and resources for students to learn.

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#### READING AND LISTENING TEXTS

The teacher can use a reading and listening text to introduce a new topic or to provide a summary of a topic. The teacher can use a reading and listening text to introduce a new topic or to provide a summary of a topic. The teacher can use a reading and listening text to introduce a new topic or to provide a summary of a topic.

#### GRAMMAR REFERENCE AND PRACTICE

The teacher can use a grammar reference and practice section to provide a summary of a topic. The teacher can use a grammar reference and practice section to provide a summary of a topic. The teacher can use a grammar reference and practice section to provide a summary of a topic.

#### DICTIONARY WORDS LIST AND THE NOMINATION WORD LIST

The teacher can use a dictionary words list and a nomination words list to provide a summary of a topic. The teacher can use a dictionary words list and a nomination words list to provide a summary of a topic. The teacher can use a dictionary words list and a nomination words list to provide a summary of a topic.

#### WORKBOOK SUPPORT

The workbook contains exercises and activities for students to practice their skills. The workbook contains exercises and activities for students to practice their skills. The workbook contains exercises and activities for students to practice their skills.

#### STUDENT BOOK SYMBOLS

The symbols in the student book are used to indicate different types of exercises. The symbols in the student book are used to indicate different types of exercises. The symbols in the student book are used to indicate different types of exercises.

The Teacher's Book provides a scope and sequence for the unit contents to help teachers plan their lessons.

سؤال 1 الإجابة

- ☒ صح
- ☐ خطأ

The introduction in the Teacher's Book only covers the topics for each unit but does not include information about methodology.

سؤال 2 الإجابة

- ☐ صح
- ☒ خطأ

Grammar explanations in the Teacher's Book are only included within the main unit pages and not in a separate reference section.

سؤال 3 الإجابة

- ☐ صح
- ☒ خطأ

The Teacher's Book includes strategies for teaching exams to help students succeed in tasks similar to real-life exams.

سؤال 4 الإجابة

- ☒ صح
- ☐ خطأ

The Teacher's Book provides detailed strategies for writing tasks, including how to plan and organize ideas.

سؤال 5 الإجابة

- ☒ صح
- ☐ خطأ





### TIP

Concept Checking Questions (CCQs) are questions that teachers can use to check that students have understood a teaching point. Good CCQs are closed questions (ones with very few possible answers) and don't use the target language or unfamiliar language. Use them in the presentation section of a lesson and in the wrap-up.

### OVERVIEW

#### Objectives:

- Get the gist of support TGSE 3.
- Tell the
- Ma
- Ask
- Exp
- tog

#### Vocabul

- Far
- flar

#### Resource

- SB: pa
- On
- Ph
- Ass

### PRESENTATION (10 minutes)

#### PRACTICE (15 minutes)

1 (S-S, S-T, T-S) Exercise 2. Give students one minute to

discu

wedd

whos

Answer

Student

2 (T-S, S

meml

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and v

Monit

famil

Answer

2 brothe

### PRODUCTION (10 minutes)

(S-S, S-T, T-S) Exercise 6. Before stu

elicit why the e

temporary situa

work alone to fi

work in pairs. W

compare in pair

Answers:

2 's playing

6 Does, live

3 isn't playin

7 's studying

### WRAP-UP (5

(S-T, T-S) Refer students to the *Can-do* statement at the bottom

of the page and encourage them to reflect on what they

have learnt. Tell them to think about what they found new,

interesting, easy or challenging.

### CONTINGENCY PLAN

There is also a downloadable photocopiable resource number 1 to use.

### HOMEWORK

You could assign Grammar Checkpoint Lesson 1 as homework.

## Match each feature of the Teacher's Book with its purpose or usage in lesson planning

### Features of the Teacher's Book Purpose\ usage

1. Overview at the start of each lesson

Helps teachers navigate lesson structure, objectives, vocabulary, and resources .

2. Presentation-Practice-Production (PPP) format

Ensures lessons follow a clear, structured methodology for effective learning.

3. Units mapping

Includes an overview of the unit with GSE learning objectives and scope.

4. Wrap-up and homework suggestion

Provides closure for lessons and extends learning opportunities

5. Culture Spot lessons

Explores cultural aspects linked to unit topics and encourages comparison with students' cultures.



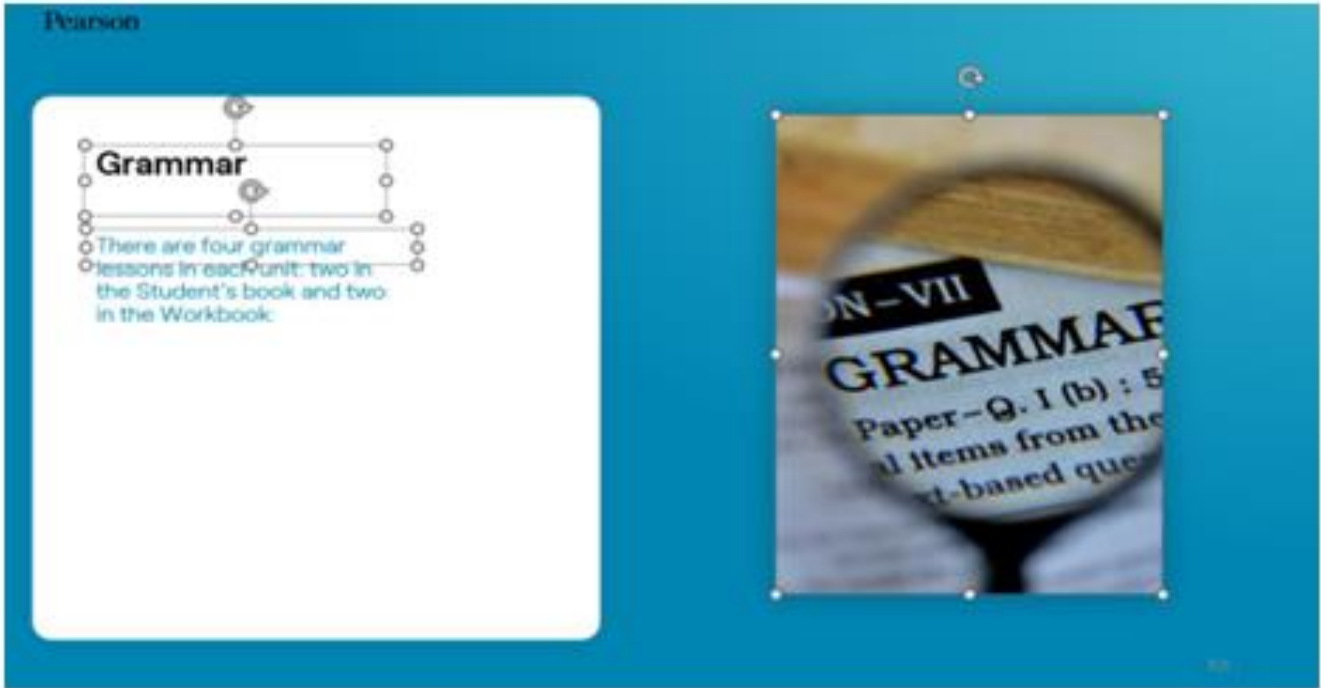
## Activity 2-12: Unit Discovery Part one

Read these slides and paragraphs before doing the task. Each Student's Book unit is divided into seven lessons (Lessons 1-7) plus seven corresponding Workbook lessons. It always starts with Grammar and Vocabulary (Lesson 1) and ends with writing (Lesson 7). The order of the other lessons varies from unit to unit and is determined by the most natural and harmonious flow of the presented topics. This helps make teaching and learning more flexible and varied.



- 1 Grammar and vocabulary
- 2 Vocabulary
- 3 Speaking and Vocabulary
- 4 Grammar
- 5 Listening and Vocabulary
- 6 Reading and Vocabulary
- 7 Writing

The first grammar point is introduced in the Student's Book, at the beginning of each unit, and it is combined with vocabulary for the integrated learning (Lesson 1A: Vocabulary and Grammar). The grammar is then practiced in the Workbook lesson (Lesson 1B: Vocabulary and Grammar). The second grammar lesson comes later in the Student's Book unit and introduces another grammar point. This is then further practiced in the related Workbook lesson.



Each unit starts with listening and vocabulary .

☒ خطأ

The unit ends with writing .

سؤال 12 الإجابة

☒ صح

☐ خطأ

Grammar is introduced with vocabulary at the start of each unit in the Student's Book and practiced in the Workbook

سؤال 13 الإجابة

☒ صح

☐ خطأ

Grammar is introduced with vocabulary at start of the unit in the Workbook and practiced in two books .

سؤال 14 الإجابة

☐ صح

☒ خطأ

أعلى درجة: 4.00 / 4.00

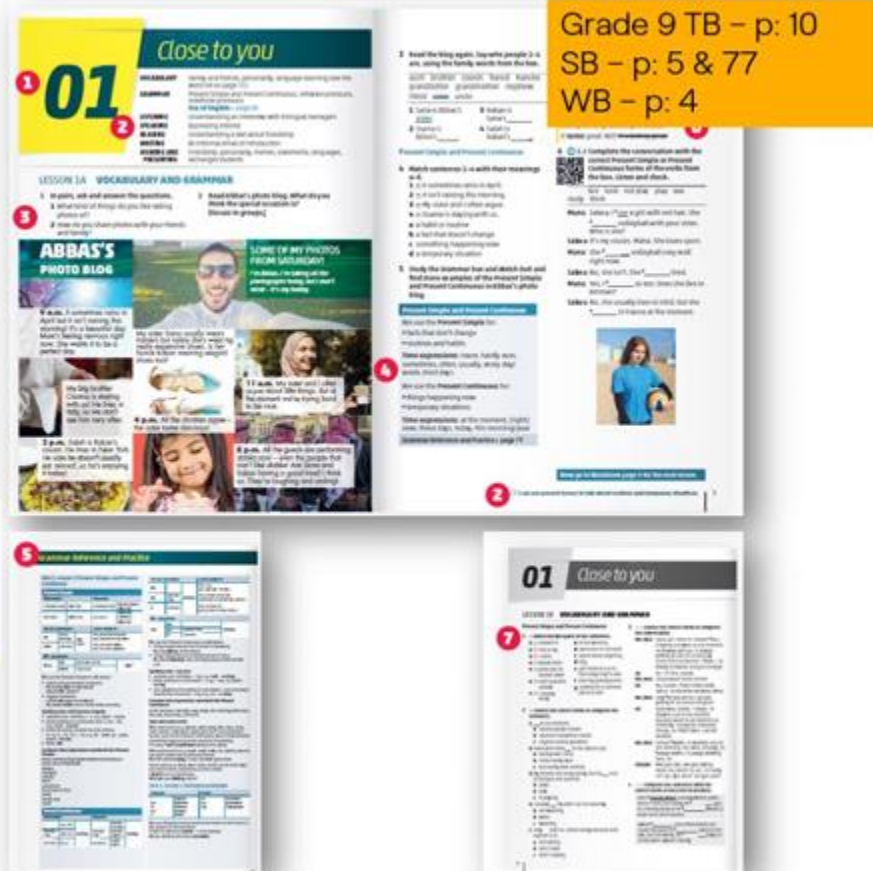
## Activity 2-13: Unit Discovery Part 2

### Instructions:

look at the slide which show different pages from TB, SB and WB, then read the related notes about the components of the unit.

- 1 Clear summary of unit contents.
- 2 Learning objectives with an immediate opportunity for self-assessment.
- 3 Grammar presented through a variety of text types (blogs, magazine articles, dialogues, etc.) or recorded conversations.
- 4 Guided discovery approach to grammar makes new language more memorable and enhances motivation. Students check their guesses about grammar either with the Grammar box on the page, if present, or in the Grammar Reference and Practice at the back of the book.

- 5 Grammar Reference and Practice section at the back of the book, with more explanations and exercises. It can be used for remediation, extra practice or in a flipped classroom scenario.
- 6 Watch Out! boxes draw students' attention to areas of special difficulty and help pre-empt common errors.
- 7 The Workbook lessons provide a variety of exercises, providing meaningful practice of the Student's Book language and skills.



Drag the sentences from the table 2 and drop them into the first table to match the components of High Note with their purposes

### The purpose

### The component of learning resources

b. Used for remediation, extra practice, or in a flipped classroom scenario.

1. Grammar Reference and Practice

.f. Summarizes the content covered in the unit

2. Clear Summary

.e. Includes blogs, magazine articles, dialogues, and recorded conversations

3. Variety of Text Types

.c. Enhances motivation and makes new language more memorable

4. Guided Discovery Approach

a. Provides meaningful practice of the Student's Book language and skills

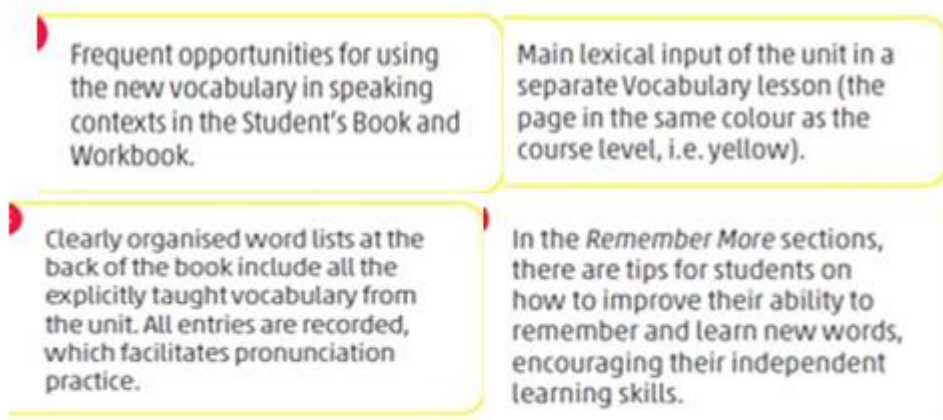
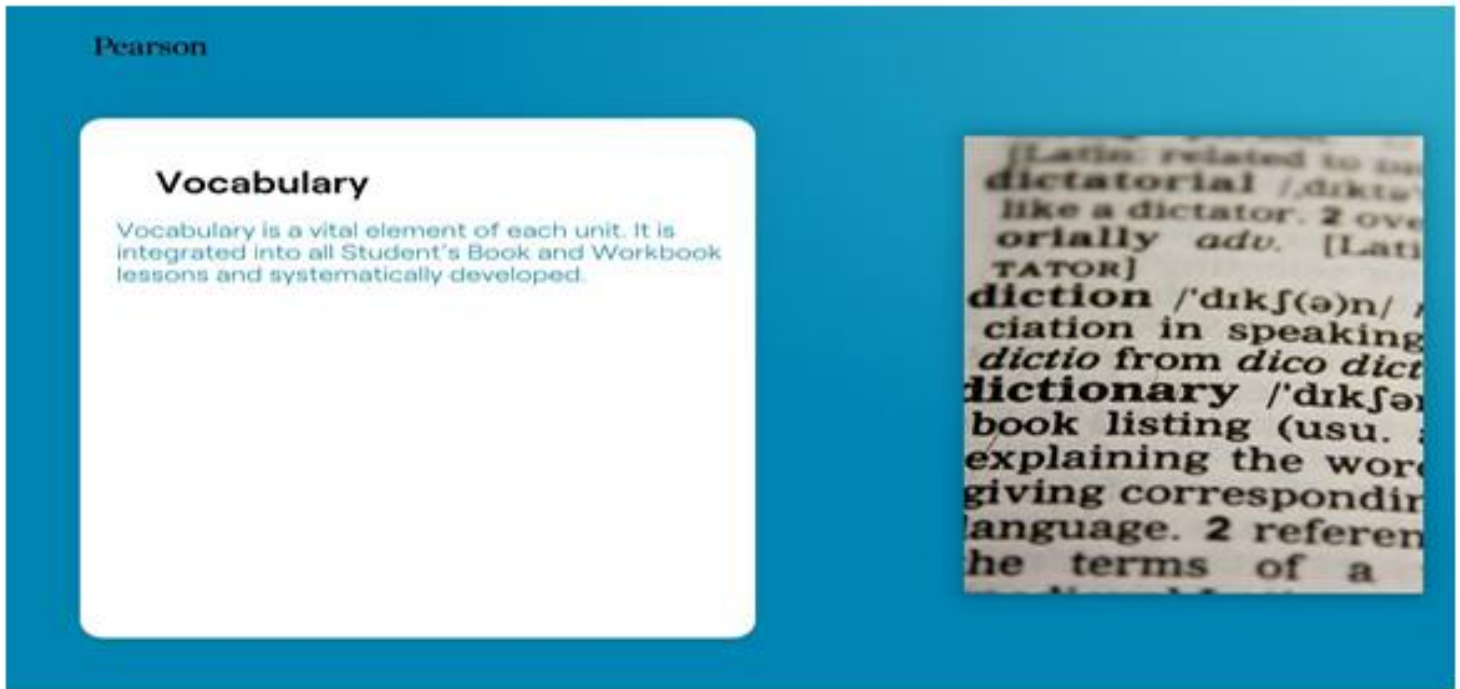
5. Workbook Lessons

.d. Draws students' attention to areas of special difficulty

6. Watch Out! Boxes

## Activity 2-14: Unit Discovery / Vocabulary

The first lesson (Lesson1) combines new grammar with new vocabulary. There is a separate Vocabulary lesson in the Student's Book which presents the main lexical set(s) of the unit. This is further practiced in the next Workbook lesson. There is additional vocabulary input in the Reading, Listening, and some Speaking and Writing lessons in the Student's Book and Workbook. There are extra exercises activating the word lists and tips on how to best memorize new words.



Vocabulary introduced in the Student's Book through a variety of reading and listening texts and activities.

What does Lesson 1 combine?

سؤال 1 الإجابة

- ☐ a. Vocabulary practice only
- ☒ b. Grammar and vocabulary
- ☐ c. Reading and writing
- ☐ d. Speaking and listening

Where can you find the separate Vocabulary lesson?

سؤال 2 الإجابة

- ☐ a. In the Workbook
- ☒ b. In the Student's Book
- ☐ c. In the Listening section
- ☐ d. In the Writing section

What is the main focus of the Vocabulary lesson in the Student's Book?

سؤال 3 الإجابة

- ☒ a. It presents the main lexical set(s) of the unit
- ☐ b. It introduces grammar rules
- ☐ c. It focuses on listening comprehension
- ☐ d. It offers a review of previous lessons

How is the vocabulary further practiced after the Vocabulary lesson?

سؤال 4 الإجابة

- ☒ a. Through exercises in the Workbook
- ☐ b. Through additional grammar lessons
- ☐ c. By reviewing the unit's grammar points
- ☐ d. In the Speaking and Listening lessons

Which of the following lessons provides additional vocabulary input?

سؤال 5 الإجابة

- ☐ a. Speaking
- ☐ b. Reading
- ☐ c. Listening
- ☒ d. All of the above

What do the extra exercises in the Workbook aim to do?

سؤال 6 الإجابة

- ☐ a. Reinforce grammar rules
- ☒ b. Activate the word lists
- ☐ c. Test listening comprehension
- ☐ d. Provide speaking practice

What type of tips are included in the lesson?

سؤال 7 الإجابة

- ☒ a. Tips on how to memorize new words
- ☐ b. Tips for improving writing skills
- ☐ c. Tips for improving listening comprehension
- ☐ d. Tips for reading speed



What lesson types provide further practice and exposure to the vocabulary?

سؤال 18 الإجابة

- ☒ a. **Reading, Listening, Speaking, and Writing**
- ☐ b. Reading and Writing only
- ☐ c. Listening and Speaking only
- ☐ d. Grammar and Vocabulary only

العلامة

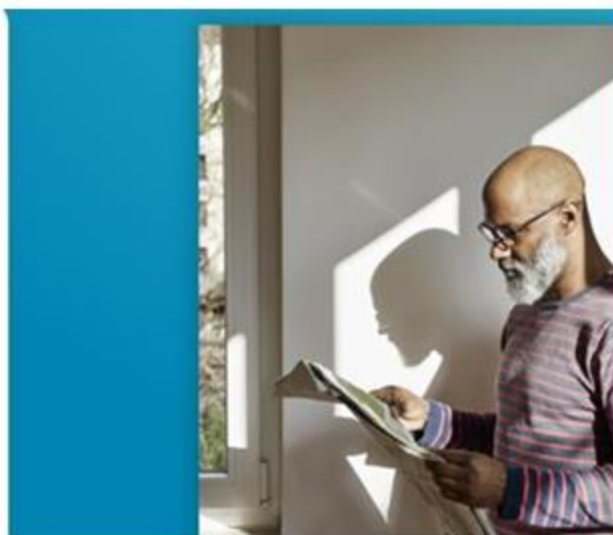
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## Activity 2-15: Unit Discovery / Reading

Read the extract and slides about reading skill. The Reading lessons in the Student's Book and Workbook feature a variety of **information-rich and thought-provoking texts**. They contain a range of exercises that practice **reading for the main idea**, followed by focusing on **specific information, vocabulary practice and discussion**. The **Active Reading boxes** cover all crucial skills strategies, which students can actively practice through **a series of exercises**.

## Reading

- Information-rich and thought-provoking texts.
- They contain a range of exercises
  - reading for the main idea
  - focusing on specific information, vocabulary practice
  - Discussion
- The *Active Reading* boxes cover all crucial skills strategies, which students can actively practise through a series of exercises.



- 1 Active Reading boxes cover all crucial skills strategies, which students can actively practise through a series of exercises.
- 2 Main comprehension exercises in the format of exam-specific tasks.
- 3 Vocabulary-from-the-text activities encourage students to notice and absorb new words and phrases.
- 4 All reading texts are recorded so that students can listen to them in their own time to focus on pronunciation.

### WORKBOOK

- 5 The reading texts in the Workbook lesson recycle the vocabulary and grammar covered in the Student's Book and provide more skills practice.



Grade 9 TB – p: 12  
SB – p: 47  
WB – p: 5

What do the Reading lessons in the Student's Book and Workbook focus on?

سؤال 1 الإجابة

- Writing exercises
- Information-rich and thought-provoking texts
- Listening comprehension
- Grammar rules

**What type of exercises do the Reading lessons include?**

سؤال 2 الإجابة

- ☐ a. Only vocabulary practice
- ☒ b. Reading for the main idea, specific information, vocabulary practice, and discussion
- ☐ c. Grammar exercises
- ☐ d. Listening and speaking tasks

**What do the Active Reading boxes cover?**

سؤال 3 الإجابة

- ☐ a. Grammar structures
- ☐ b. Pronunciation techniques
- ☒ c. Crucial skills strategies for reading
- ☐ d. Writing strategies

**How can students practice the reading skills mentioned in the Active Reading boxes?**

سؤال 4 الإجابة

- ☐ a. By memorizing vocabulary lists
- ☒ b. Through a series of exercises
- ☐ c. By listening to audio materials
- ☐ d. By watching videos

**Which of the following is included in the Reading lessons?**

سؤال 5 الإجابة

- ☐ a. Only discussions
- ☒ b. Exercises that focus on specific information and vocabulary
- ☐ c. Listening practice
- ☐ d. Writing compositions

**What is the first focus in the Reading lessons?**

سؤال 6 الإجابة

- ☐ a. Specific information
- ☐ b. Vocabulary practice
- ☒ c. Reading for the main idea
- ☐ d. Discussion

**What is the purpose of the Reading lessons' exercises?**

سؤال 7 الإجابة

- ☐ a. To practice writing techniques
- ☒ b. To help students understand the main idea, specific details, and vocabulary
- ☐ c. To teach grammar rules
- ☐ d. To improve listening skills

**What is a key feature of the Reading lessons?**

- a. The texts are short and simple
- b. The texts are information-rich and thought-provoking
- c. There is a heavy emphasis on grammar
- d. Only vocabulary exercises are included

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8.00 8.00 من (100%)


Activity 2-16: Unit Discovery / Listening

Read about the listening skill in the High Note books. The Listening lessons in the Student's Book and Workbook offer **varied text types and tasks, and numerous opportunities for students to practice listening skills with new vocabulary.**

Pearson

### Listening

Varied text types and tasks  
Numerous opportunities to practise listening skills with new vocabulary.



- 1 New vocabulary is clearly highlighted or presented in coloured boxes, making it easy to find.
- 2 Main comprehension exercises in the format of exam-specific tasks.
- 3 Frequent opportunities for personalisation and building fluency.

WORKBOOK

- New listening texts recycle the vocabulary and grammar covered in the Student's Book and provide more skills practice.
- **Active Pronunciation** boxes help students see superintendencies between sounds and give tips on how to pronounce particular sounds correctly.

LESSON 5A LISTENING AND VOCABULARY

1 SPEAKING In pairs, ask and answer the questions.  
1 How many languages do you speak?  
2 Which languages would you like to learn?  
3 At what age do children in your country learn a second language?  
4 Is it a good idea for parents to speak a foreign language with their kids? Why?

2 You are going to listen to an interview with bilingual speakers. Read questions 1-5 and match them with the best information from the text that you need to answer them.  
1 A girl    2 A mother    3 A father  
4 A sister    5 A woman's cousin  
6 The name of a language  
7 How old are Nabil and Aida?  
8 Where do they live?  
9 Which languages do they speak?

3 Listen to the audio and answer questions 1-5. Use the notes.

4 Study Active Listening. Then in pairs, say if you usually do these things or not. Be honest!  
a I don't always read the questions before I listen.  
b When I don't understand something, I usually stop listening.

5 Check you understood the highlighted phrases related to language learning. Then in pairs, ask and answer the questions.  
a Do you know any bilingual or multilingual people? What languages do they speak?  
b Would you like to be bilingual or multilingual? Why?  
c Do you agree that it's good to learn languages? Why?  
d In your English pronunciation practice, how can you improve?  
e Why is it so hard to understand English in videos and films?  
f What do you do when you can't hear the speaker in English?  
g What do you do when you make a mistake in English?

6 Check you understood the highlighted phrases related to language learning. Then in pairs, ask and answer the questions.  
a Do you know any bilingual or multilingual people? What languages do they speak?  
b Would you like to be bilingual or multilingual? Why?  
c Do you agree that it's good to learn languages? Why?  
d In your English pronunciation practice, how can you improve?  
e Why is it so hard to understand English in videos and films?  
f What do you do when you can't hear the speaker in English?  
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7 Check you understood the highlighted phrases related to language learning. Then in pairs, ask and answer the questions.  
a Do you know any bilingual or multilingual people? What languages do they speak?  
b Would you like to be bilingual or multilingual? Why?  
c Do you agree that it's good to learn languages? Why?  
d In your English pronunciation practice, how can you improve?  
e Why is it so hard to understand English in videos and films?  
f What do you do when you can't hear the speaker in English?  
g What do you do when you make a mistake in English?

Match the parts in column A with the correct parts in column B to form meaningful ideas about listening

give tips on pronunciation ⬅➡

Active Pronunciation boxes

skills and new vocabulary ⬅➡

The Listening lessons in the Student's Book and Workbook

through listening activities ⬅➡

The Listening lessons offer varied text types and tasks

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3.00 3.00 من (100%)

## Activity 2-17: Unit Discovery / Speaking

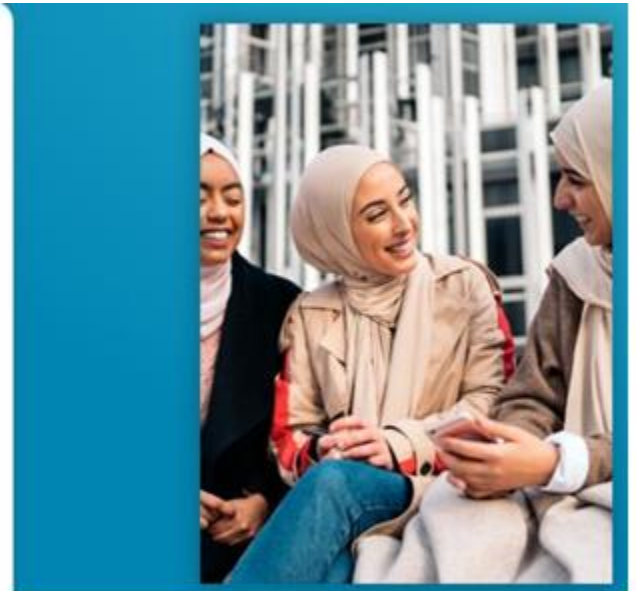
Read the extract and the slides about speaking . The Speaking lessons in the Student's Book and Workbook **prepare students for everyday interactions such as participating in conversations, being polite, giving instructions, expressing and challenging opinion**s. The dialogues present the functional language in a real-life context and make it both meaningful and memorable

### Speaking

Everyday interactions such as:

- participating in conversations
- being polite
- giving instructions
- expressing and challenging opinions.

Dialogues present functional language in a real-life context and make it both meaningful and memorable.





1 Speaking boxes contain key functional language. The phrases are recorded in the Workbook.

2 Pairwork activities and role plays encourage students to use the functional language from the lesson and increase their confidence in speaking English.

### WORKBOOK

3 The Workbook lessons provide additional practice and production opportunities to help build confidence in speaking.



Grade 9 TB – p: 13  
SB – p: 11  
WB – p: 9



What do the Speaking lessons in the Student's Book and Workbook prepare students for?

سؤال 1 الإجابة

- ☐ a. Doing listening tasks
- ☒ b. Everyday interactions like conversations, giving instructions, and expressing opinions
- ☐ c. Writing essays
- ☐ d. Grammar and vocabulary drills

What is the purpose of the dialogues in the Speaking lessons?

سؤال 2 الإجابة

- ☐ a. To focus on grammar structures only
- ☒ b. To present functional language in a real-life context, making it meaningful and memorable
- ☐ c. To test vocabulary knowledge
- ☐ d. To practice spelling and pronunciation

What skills do the Speaking lessons help students develop?

سؤال 3 الإجابة

- ☐ a. Only reading comprehension
- ☒ b. Participating in conversations, being polite, giving instructions, and expressing or challenging opinions
- ☐ c. Writing formal essays
- ☐ d. Listening to audio materials

Where can students find the key functional language for speaking lessons

سؤال 4 الإجابة

- ☐ a. In the Pair Work activities
- ☒ b. In the Speaking boxes
- ☐ c. In the Workbook exercises

Which activity encourages students to use the functional language and increase their confidence in speaking English?

سؤال 5 الإجابة

- ☐ a. The Workbook lesson
- ☒ b. Pair Work activities and role plays
- ☐ c. Listening exercises

Which lesson provides additional practice and productive opportunities to help build confidence in speaking?

سؤال 6 الإجابة

- ☐ a. The Speaking boxes
- ☒ b. The Workbook lesson
- ☐ c. Pair Work activities

العلامة

6.00 من 6.00 (100%)

## Activity 2-18: Unit Discovery / Writing

Read the extract and the slides and answer about writing. The Writing lessons in the Student's Book and Workbook are carefully staged: they **begin with an engaging input text relevant to students' lives**, which is followed up by **a series of preparation exercises that lead to students completing the final writing task**.

Carefully staged:

- engaging input text relevant to students' lives
- a series of preparation exercises that lead to;
- final writing task.



Grade 9 TB – p: 13  
SB – p: 12-13

Grade 9 TB – p: 13  
SB – p: 12-13

- 1 Engaging and relevant model text.
- 2 Writing boxes with useful tips and key language.
- 3 Graded writing tasks provide students with opportunities to practise their writing skills.

**WORKBOOK**

The Workbook writing lessons include an *Active Writing* section which guides students through all the stages of the process of writing a specific type of text.

### What is the first step in the writing lessons?

سؤال 1 الإجابة

- a. **Completing the final writing task**
- b. **Reading an engaging input text**
- c. **Practicing vocabulary and grammar**
- d. **Doing peer reviews**

What comes after reading the input text in the writing lessons?

سؤال 2 الإجابة

- ☐ a. A quiz on the input text
- ☒ b. A series of preparation exercises
- ☐ c. A group discussion
- ☐ d. Writing a first draft

What is the purpose of the preparation exercises in the writing lessons?

سؤال 3 الإجابة

- ☒ a. To help students prepare for the final writing task
- ☐ b. To assess students' knowledge of grammar
- ☐ c. To give students time to read the input text again
- ☐ d. To practice speaking skills

What is the final activity in the writing lessons?

سؤال 4 الإجابة

- ☐ a. A peer review
- ☐ b. A grammar test
- ☒ c. Completing the final writing task
- ☐ d. A vocabulary quiz

How do the writing lessons relate to students' lives?

سؤال 5 الإجابة

- ☐ a. The input texts are unrelated to students' lives
- ☐ b. The writing tasks focus on fictional stories
- ☒ c. The input texts are relevant to students' lives
- ☐ d. The lessons are only about academic writing

العلامة

5.00 5.00 من (100%)

Activity 2-19: Core Lessons

Grade 9 SB – p: 30-31

03

Far from home

LESSON 21A

READING: A STORY OF A TRIP

1. Read the text and answer the questions.

2. Complete the table with information from the text.

3. Write a short paragraph about the trip.

Amazing Moments

Write a paragraph about the most amazing moment of your trip.

1. What was the most amazing moment of your trip?

2. Why was it so amazing?

3. How did you feel about it?

4. What did you learn from it?

5. How did it change you?

6. What advice would you give to others?

1. What was the most amazing moment of your trip?

2. Why was it so amazing?

3. How did you feel about it?

4. What did you learn from it?

5. How did it change you?

6. What advice would you give to others?

GRAMMAR AND VOCABULARY

The first grammar point is introduced at the beginning of each unit and is combined with vocabulary for more integrated learning in the Grammar and Vocabulary lesson.

The grammar is then recycled throughout the rest of the unit.

Grade 9 SB – p: 32

LESSON 21B

VOCABULARY (Reading)

1. Check you understand the highlighted words. Use the glossary to help you.

2. Complete the table with information from the text.

3. Write a short paragraph about the trip.

Amazing Moments

Write a paragraph about the most amazing moment of your trip.

1. What was the most amazing moment of your trip?

2. Why was it so amazing?

3. How did you feel about it?

4. What did you learn from it?

5. How did it change you?

6. What advice would you give to others?

1. What was the most amazing moment of your trip?

2. Why was it so amazing?

3. How did you feel about it?

4. What did you learn from it?

5. How did it change you?

6. What advice would you give to others?

VOCABULARY

Vocabulary is a vital element of each unit. It is integrated into all lessons and systematically developed. Here, a separate Vocabulary lesson presents the main lexical set of the unit.



# LESSON 5A SPEAKING AND VOCABULARY

03

1. When do most teachers in your country come from what kind of background do they have? (Classroom)



2. Match the places from the box with the descriptions.

**Left column:** **Left column:** **Left column:**  
 1. a place where you can...  
 2. a place where you can...  
 3. a place where you can...  
 4. a place where you can...  
 5. a place where you can...  
 6. a place where you can...  
 7. a place where you can...  
 8. a place where you can...  
 9. a place where you can...  
 10. a place where you can...

3. Match the places from the box with the descriptions.

**Right column:** **Right column:** **Right column:**  
 1. a place where you can...  
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 7. a place where you can...  
 8. a place where you can...  
 9. a place where you can...  
 10. a place where you can...

4. Match the places from the box with the descriptions.

**Left column:** **Left column:** **Left column:**  
 1. a place where you can...  
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 9. a place where you can...  
 10. a place where you can...

5. Match the places from the box with the descriptions.

**Right column:** **Right column:** **Right column:**  
 1. a place where you can...  
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 6. a place where you can...  
 7. a place where you can...  
 8. a place where you can...  
 9. a place where you can...  
 10. a place where you can...

Grade 9 SB – p: 33

## SPEAKING AND VOCABULARY

The **Speaking lessons** prepare students for everyday interactions such as asking for information, apologising, expressing opinions or asking for and giving advice.

There is also additional vocabulary input in the lesson.

Grade 9 SB – p: 36-37

# READING AND VOCABULARY

1. What is the main idea of the text?

2. What is the main idea of the text?

3. What is the main idea of the text?

4. What is the main idea of the text?

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50. What is the main idea of the text?

## READING AND VOCABULARY

The **Reading lessons** feature a variety of information-rich and thought-provoking texts. They contain a range of exercises that practise reading for the main idea, followed by focusing on specific information, vocabulary practice and discussion. The *Active Reading boxes* cover all crucial skills strategies, which students can actively practise through a series of exercises.

Grade 9 SB – p: 38-39

# WRITING AND VOCABULARY

1. What is the main idea of the text?

2. What is the main idea of the text?

3. What is the main idea of the text?

4. What is the main idea of the text?

5. What is the main idea of the text?

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21. What is the main idea of the text?

## WRITING AND VOCABULARY

The **Writing lessons** are carefully staged: they begin with an engaging input text relevant to students' lives, which is followed by a series of preparation exercises that lead to student completing the final writing task. *Reflect* exercises develop critical thinking, asking students to think more deeply about various social, cultural and value-related issues and to consider various viewpoints.

## LESSON 4A GRAMMAR

2. In one minute, as the driver says things, you have about 10 seconds. There is a pair, complete plus 10.
3. 0.7 In pairs, read the text. Discuss: know the answers? I know and check.



**QUIZ**  
Things to KNOW  
before you GO!

England is a country that a lot of people visit, but what do you know about it? Read the clues below and find the answers!

- 3 A winter glaze of snow blankets the island and added temperatures in the English lowlands.
- 4 A young woman glazed her face a golden red.
- 5 A brilliant glaze of water on the ice in 1733 (Oaker Street, London).
- 6 A porcelain glaze is measured out in over 4,000 years old.
- 7 A glaze of paint is used to give the wall a shiny.
- 8 A glaze of ice is formed in the night falling.
- 9 The glaze of the white brickwork is a loss.
- 10 A glaze of water is in the air.

**bioRxiv preprint doi: <https://doi.org/10.1101/000000>; this version posted January 1, 2016. The copyright holder for this preprint (which was not certified by peer review) is the author/funder, who has granted bioRxiv a license to display the preprint in perpetuity. It is made available under aCC-BY-NC-ND 4.0 International license.**

3. Look at the quiz and answer the questions.  
Which of the underlined words refer to  
a thought, action, and \_\_\_\_\_  
a person? and \_\_\_\_\_  
a place? \_\_\_\_\_ and \_\_\_\_\_  
a possession? \_\_\_\_\_
4. Look at items 7-9 in the quiz and answer the questions.  
3. What actions refer to things when we define  
them as a thought, action, or person?  
5. Which verb and object nouns, actions and  
places – are the most used in a sentence  
pointed to a verb?

2. Study the illustration and check your answers to questions 1 and 4.

### Author's disclosures of potential conflicts of interest and author contributions

What is the value of  $\alpha$  for which the system is stable?

**Address letters to:** *Journal of Management Inquiry*  
The Editors  
Journal of Management Inquiry  
Sage Publications  
2455 Teller Road  
Thousand Oaks, CA 91320  
USA  
Email: [jmi@sagepub.com](mailto:jmi@sagepub.com)  
Internet: <http://jmi.sagepub.com>

5. Change the concentration parameter. It may be more than one correct answer. I have written an application to calculate the correct answer.

- ☐ (1) Dendritic was the only most distal cell within 1 block.  
☒ (2) Cells in the plexus after 1 sphere.

- ☐ *Woolly Mammoth* is a woolly rhinoceros.
- ☐ *Woolly Mammoth* is a woolly rhinoceros.
- ☐ *Woolly Mammoth* is a woolly rhinoceros.

- (3) Take advantage of all legal ways to protect their assets & make requirements easier.

7. **Self-reflect** To gain, complete the questions with a reliable person and try to answer them, listen and think.

- What's the matter with...?
- 1 The plane delays the King of England to
  - 2 the city... is famous for the Midway!
  - 3 new... is... the... from...

8. Is not possible. There are three alternatives.

- Each student must identify a person, a place, a product, food or drink and share their story with the class, use rotation procedure.

- How to contribute your paper to the journal**

[illegible]

## GRAMMAR

The second **Grammar lesson** comes later in the unit and introduces another grammar point.

Guided discovery approach to grammar makes new language more memorable and enhances motivation.

## LESSON 5A LISTENING AND VOCABULARY

1. **STORYTIME** How do you feel when you travel (e.g. abroad, alone, by train)? Discuss in pairs.
2. In pairs, match the airport vocabulary from the box with the definitions.

**airport vocabulary** (use in pairs)  
 baggage claim, customs, check-in, passport control, security, trolleys, boarding pass, gate, terminal, runway, taxi, car park

3. A sign is given that you take into the terminal with you when you go.
4. A sign is given that you take into the terminal with you when you go.
5. A sign is given that you take into the terminal with you when you go.
6. A sign is given that you take into the terminal with you when you go.
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19. A sign is given that you take into the terminal with you when you go.
20. A sign is given that you take into the terminal with you when you go.

1. **ACTIVE LISTENING** (individual)  
 Listen to the audio and match the words with the definitions.

2. **ACTIVE LISTENING** (individual)  
 Listen to the audio and match the words with the definitions.

3. **ACTIVE LISTENING** (individual)  
 Listen to the audio and match the words with the definitions.

4. **ACTIVE LISTENING** (individual)  
 Listen to the audio and match the words with the definitions.

5. **ACTIVE LISTENING** (individual)  
 Listen to the audio and match the words with the definitions.

6. **ACTIVE LISTENING** (individual)  
 Listen to the audio and match the words with the definitions.

7. **ACTIVE LISTENING** (individual)  
 Listen to the audio and match the words with the definitions.

8. **ACTIVE LISTENING** (individual)  
 Listen to the audio and match the words with the definitions.

9. **ACTIVE LISTENING** (individual)  
 Listen to the audio and match the words with the definitions.

10. **ACTIVE LISTENING** (individual)  
 Listen to the audio and match the words with the definitions.

Grade 9 SB - p: 35

## LISTENING AND VOCABULARY

The **Listening lessons** offer varied text types and tasks, with numerous opportunities for students to practise listening skills with new vocabulary. New vocabulary is clearly highlighted in coloured boxes, making it easy to find.

Grade 9 SB - p: 54-55



## LIFE SKILLS

The **Life Skills lessons** at the end of every second unit teach practical skills that are indispensable to achieve success in the modern 21st century world.

Grade 9 SB - p: 40-41



## UNIT REVISION

Unit **Revisions** reinforce skills and practise the language covered in the unit. They have two parts: a review of vocabulary and grammar with a focus on the Use of English task types, and an integrated skills section. Revision sections should be set for homework.

**Drag and drop to the spaces to give the full meaning about core lessons**

- 1) What is combined at the beginning of each unit to create a more integrated learning expedience: Grammar and Vocabulary
- 2) The students practised finding the main idea and specific details in the text. This lesson helps them improve their comprehension skills. - Reading and Vocabulary
- 3) It is integrated into all lessons and systematically developed- Vocabulary
- 4 )This lesson prepares student for every day interactions such as asking for information , apologizing expression opinions Speaking and Vocabulary
- 5) The second lesson comes later in the unit and introduces another grammar point. Grammar
- 6) Reinforce skills and practice the language covered in the unit .This section should be set for home work . Unit Revision

العلامة

6.00 6.00 من (100%)

**Activity 2-20: Extra sections**

**Read the slides about extra sections in the High Note .**



**CULTURE SPOTS**

Two **Culture Spot lessons** at the back of the Student's Book provide intriguing and useful information about various aspects of British culture.





## LITERATURE SPOTS

Two **Literature Spot** lessons at the back of the Student's Book familiarise students with well-known literary works that have made an impact on popular culture, broadening their horizons beyond learning the language.



## GRAMMAR REFERENCE AND PRACTICE

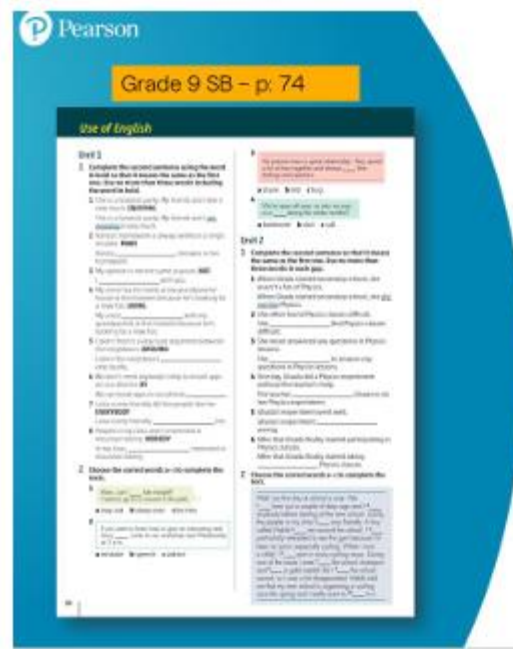
A **Grammar Reference and Practice** section at the back of the book provides more explanations and exercises. It can be used for remediation, extra practice or in a flipped classroom scenario.



The **Irregular Verbs** section at the back of the book provides all of the relevant irregular verbs for the level. It can be used for independent learning.



A comprehensive and clearly organised **Word List** includes all the explicitly taught vocabulary from the unit. All entries are recorded, which facilitates pronunciation practice. The *Remember More* section provides further vocabulary practice and activates the words from the list, which aids more efficient learning. *Active Vocabulary* boxes provide tips for students on how to improve their ability to remember and learn new words, encouraging their independent learning skills.



## USE OF ENGLISH

The *Use of English* section at the back of the Student's Book provides more exam-orientated practice of the language taught in the unit.

? What is the purpose of the Culture Spot lessons

سؤال 1 الإجابة

- ☐ a. To teach grammar rules
- ☒ b. To provide insights into British culture
- ☐ c. To focus on pronunciation practice
- ☐ d. To teach irregular verbs

? What do the Literature Spot lessons aim to achieve

سؤال 2 الإجابة

- ☐ a. Improve pronunciation skills
- ☒ b. Familiarize students with literary works and broaden their horizons
- ☐ c. Teach students about British history
- ☐ d. Focus on exam preparation

? How is the Irregular Verbs section useful for students

سؤال 3 الإجابة

- ☒ a. It provides a list of verbs for independent learning
- ☐ b. It explains the cultural significance of verbs
- ☐ c. It improves students' pronunciation
- ☐ d. It prepares students for exams

**?What does the Word List section include**

سؤال 14 الإجابة

- ☐ a. Irregular verbs and their definitions
- ☒ b. A record of all vocabulary for pronunciation practice
- ☐ c. Literature summaries for further study
- ☐ d. Tips for understanding British culture

**? What is the role of the Active Vocabulary boxes**

سؤال 15 الإجابة

- ☒ a. To help students memorize and learn new words
- ☐ b. To provide cultural insights
- ☐ c. To teach students how to write essays
- ☐ d. To focus on grammar accuracy

**?What does the Use of English section focus on**

سؤال 16 الإجابة

- ☐ a. Literature analysis
- ☒ b. Exam-oriented practice
- ☐ c. Pronunciation improvement
- ☐ d. Vocabulary expansion

العلامة

6.00 6.00 من (100%)

## Inaugural Activity: High Note Review and Q&A

**How many core units are there in HN?**

سؤال 11 الإجابة

- ☒ 8
- ☐ 9
- ☒ 10

Which of the following are Personal & Social Capabilities in HN?

سؤال 2 الإجابة

- ☐ Time management
- Setting SMART goals
- Improving memory
- Improving creativity
- Building resilience
- ☐ Working in a team
- Understanding how advertising works
- Identifying fake news
- Managing online presence
- Handling stress
- ☐ Giving successful presentations
- Debating
- Planning a future career
- Using online resources for school projects

High Note reinforces students' independence

سؤال 3 الإجابة

- ☐ Making them responsible for their peers' learning
- ☐ Encouraging them to do extra homework activities
- ☐ Making them responsible for their own learning

Which of the following statements is *false* about HR?

سؤال 4 الإجابة

- ☐ Most of the lessons follow a PPP approach
- ☐ Life Skills pages are included at the end of every third unit
- ☐ Culture Spot pages are placed at the back of the Student's Book

In the context of HN, 'mediation' is understood as:

سؤال 5 الإجابة

- ☐ A third party
- ☐ Mediating communication, a text and concepts
- ☐ a title of a unit in level 2 and 3

Which of these is not featured in HN?

سؤال 6 الإجابة

- ☐ Ideas for a flipped classroom
- ☐ Lesson notes
- ☐ Daily exams

Choose the list of features applicable in HN

سؤال 17 الإجابة

- ☐ Culture Spot
- ☒ Literature Spot
- ☒ Class Debates
- ☒ Photocopiable resources

- ☐ Grammar quiz
- ☐ Culture Notes
- ☐ Class Debates
- ☐ Story lessons

- ☐ Culture Spot
- ☐ Literature Spot
- ☐ Class Debates
- ☐ Games Bank

HN is fully aligned to the GSE but not the CEFR

سؤال 18 الإجابة

- ☐ TRUE
- ☒ FALSE
- ☐ NOT SURE

Activity(3-1): Introducing the GSE (the Global Scale of English)

## Day 3

Instructions:

Review the text carefully about the GSE (Global Scale of English)

Review the text carefully about the GSE (Global Scale of English)

Answer the **multiple-choice** questions







# Global Scale of English

Fast-track your progress

The Global Scale of English is a must-have tool to **fast-track learner progress**.

It's been designed to build learners' **confidence** by understanding exactly where they are on their learning journey, setting personalised goals to focus their learning, and accurately measuring their progress.

It's the results of **extensive global research**, extending the number of learning objectives in the Common European Framework of Reference (CEFR) and assessing what learners are capable of on a scale of 10 to 90 for each of the four key language skills: speaking, listening reading and writing.

**It's the first of its kind.** A truly global standard in English language learning.



## Activity(3-1): Introducing the GSE (the Global Scale of English)

**What is the main purpose of the Global Scale of English (GSE)?**

سؤال 1 الإجابة

- ☒ To fast-track learner progress
- ☐ To evaluate teachers' performance
- ☐ To replace traditional exams

**How does the GSE help build learners' confidence?**

سؤال 2 الإجابة

- ☒ By setting personalized goals and measuring progress
- ☐ By providing advanced-level materials only
- ☐ By offering rewards for progress

**What is the range of the GSE scale?**

سؤال 3 الإجابة

- ☐ 0 to 100
- ☒ 10 to 90
- ☐ 1 to 50

**Which skills does the GSE measure?**

سؤال 4 الإجابة

- ☒ Listening, speaking, reading, and writing
- ☐ Vocabulary, grammar, speaking, and reading
- ☐ Writing, listening, speaking, and grammar

**How does the GSE extend the Common European Framework of Reference (CEFR)?**

سؤال 5 الإجابة

- ☒ By offering more learning objectives
- ☐ By reducing the complexity of the CEFR
- ☐ By eliminating the CEFR levels

**What makes the GSE unique in English language learning?**

سؤال 6 الإجابة

- ☒ It is the first truly global standard
- ☐ It focuses exclusively on beginner learners
- ☐ It is limited to European learners

### Why are personalized learning goals important for language learners?

سؤال 17 الإجابة

- ☒ They make the learning journey more focused and measurable
- ☐ They help learners skip difficult topics
- ☐ They ensure every learner achieves the same goals

### How can teachers use the GSE to improve their lesson planning?

سؤال 18 الإجابة

- ☒ By understanding students' current proficiency levels
- ☐ By assigning random goals for students
- ☐ By teaching outside the CEFR framework

العلامة

8.00 8.00 من (100%)

### Activity(3-2-1): The differences between GSE & CEFR

Review the text which is about the differences between the GSE & CEFR.

Answer the **True or False** questions.

## GSE & CEFR

CEFR	GSE
<ul style="list-style-type: none"><li>mainly focused on general English with limited reference to work and study</li><li>developed for adult and young adult learners – never intended for Young Learners</li><li>60%+ of Can Do statements focus on Speaking</li><li>wide levels that take many hours to master – so difficult to show regular progress is being made</li><li>difficult for teachers to use in their day-to-day teaching and testing – CEFR Can Do statements need to be adapted to create lesson objectives</li></ul>	<ul style="list-style-type: none"><li>It is the result of the <b>most comprehensive, on-going research</b> with 6,000 teachers from 50 countries ever conducted in the field.</li><li><b>Measuring from 10 to 90</b>, the GSE scale was developed in response to on-going issues with existing scales and new opportunities for a granular approach to progress.</li><li><b>100s of new 'can-do' statements for all learning environments</b> offer learning objectives more evenly across <b>reading, writing, speaking and listening – plus vocabulary and grammar.</b></li><li>The GSE framework of learning objectives extends the CEFR to include learning objectives for different learners</li></ul>

Pearson

The CEFR levels mainly focus on general English, with limited reference to work and study-related language skills.

سؤال 19 الإجابة

- ☒ **صح**
- ☐ خطأ

The CEFR levels were originally designed for adult and young adult learners

سؤال 12 الإجابة

- ☒ صح
- ☐ خطأ

More than 90% of the "Can Do" statements in the CEFR focus on speaking skills

سؤال 13 الإجابة

- ☐ صح
- ☒ خطأ

One challenge of using the CEFR is that it's hard to use for tracking regular progress in day-to-day teaching

سؤال 14 الإجابة

- ☒ صح
- ☐ خطأ

The CEFR framework was created to provide a more detailed and granular approach to tracking learners' progress

سؤال 15 الإجابة

- ☐ صح
- ☒ خطأ

The GSE measures English proficiency on a scale from 10 to 90

سؤال 16 الإجابة

- ☒ صح
- ☐ خطأ

The CEFR framework includes hundreds of new 'Can-Do' statements covering skills like reading, writing, speaking, listening, vocabulary, and grammar

سؤال 17 الإجابة

- ☐ صح
- ☒ خطأ

العلامة

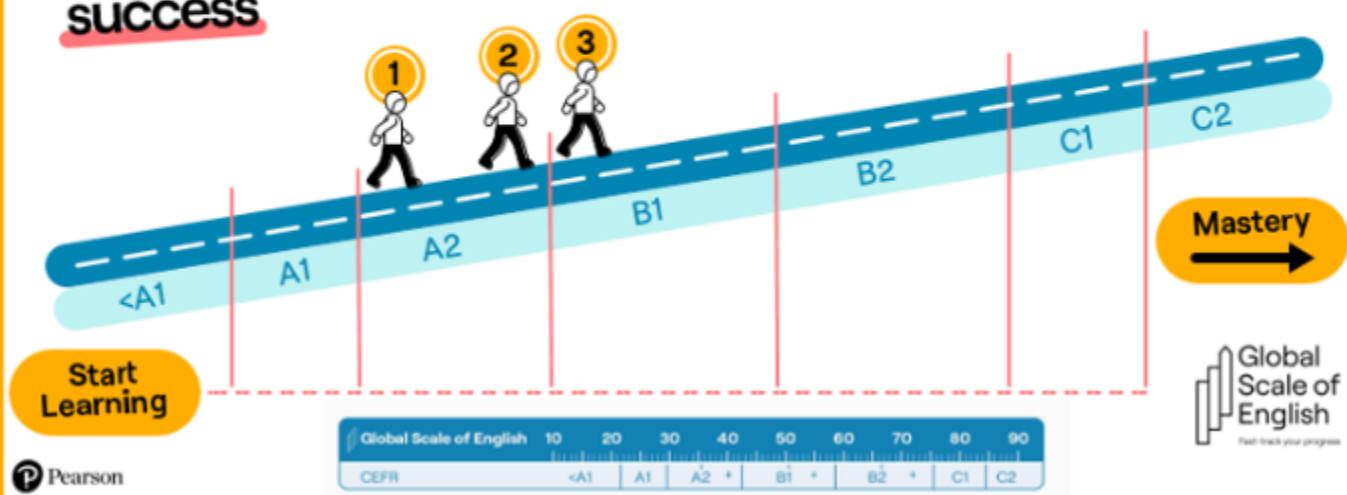
7.00 من 7.00 (100%)

### Activity(3-2-2): The differences between GSE &CEFR

- View the next slide
- Read the text that follows
- Answer the question (Drag & Drop)

# Giving learners a sense of progress to build their confidence

## Experiencing success



Not every learner is the same, nor do they progress at the same rate. Some will learn faster than others. Some will actually regress if they don't practice (summer holidays). Here's a scenario. You have a Grade 4 class studying a book that covers A2 level. In September, our students are A2. By May they have got to .... wait for it.... A2! What happened? Did they not learn anything? Of course they learned, but the CEFR bands are too broad to give us an accurate picture of progress.

Look at the 3 students in the picture. 1 and 2 are A2 and 3 is B1. Game over, right? Well no! 1 is at the low end of A2, and 2 is actually much closer to 3 than 1 is to 2. If we imagine them walking on road, 2 is about 5 minutes from 3, whereas 1 is an hour from 2 and 1 hour 5 minutes from 3.

Imagine if we could measure their progress on a much more granular level. How motivating would that be for the students?

### Activity(3-2-2): The differences between GSE &CEFR



Why is using broad CEFR bands (like A2 and B1) not the best way to measure student progress?

.It doesn't show the small steps they make within a level

Why do students still seem to be A2 even at the end of the school year?

.Broad CEFR bands don't show their actual progress

In the example, which student is closer to reaching B1?

Student 2

What's the difference between Student 1 and Student 2?

.Student 1 is at the lower end of A2, while Student 2 is closer to B1

Why would showing smaller steps of progress motivate students?

.They can see how much they're improving even within the same level

العلامة

5.00 5.00 من (100%)

### Enrichment Activity

**Instruction:** TB for all levels include an overview of the unit with GSE Learning Objectives and scope. Go to the website ([pearson.com/gse](https://www.pearson.com/gse)) overview the booklets for different age groups and their specific needs.



# GSE Learning Objectives



Overview



Pre-primary learners



Young Learners



Adult (General)



Adult (Professional)



Adult (Academic)



## Activity(3-3-2): GSE Teacher Toolkit

### Instructions:

- o View the slide then read the text to answer the questions about the GSE Teacher Toolkit
- o Drag the answer and drop it in the right box

# GSE Teacher Toolkit

- Plan curricula, courses and lessons
- Create assessments and learning materials that are at the right level for their students
- Understand what their students should be learning at each CEFR/GSE level
- Align their own materials to the GSE Learning Objectives
- Give feedback to students and parents



[pearsonenglish.com/gse](https://pearsonenglish.com/gse) - Teacher Toolkit

## Activity(3-3-1): GSE Teacher Toolkit

Answer the question in the following slide:

A blue graphic with a white circle containing a question mark and the word "Activity" below it. The Pearson logo is in the top left corner.

Pearson

Activity

Why is using GSE so important to a teacher in a classroom?

(Think of at least two reasons).

**Why is using GSE so important to a teacher in a classroom? (Think of two reasons)**

Using the Global Scale of English (GSE) is important for teachers in a classroom for several reasons:

1. **Detailed Learning Objectives:** The GSE provides a more granular set of learning objectives compared to other frameworks. This allows teachers to tailor their lessons more precisely to the needs of their students, ensuring that each student can progress at their own pace and achieve specific language skills
2. **Enhanced Assessment and Feedback:** The GSE helps teachers create more accurate and detailed assessments. This means teachers can give more specific feedback to students, helping them understand exactly what they need to improve and how to do it. This targeted feedback can significantly enhance the learning experience and outcomes

## Activity(3-3-2): GSE Teacher Toolkit

The question	The answer
1. What is a key benefit of using the GSE Teacher Toolkit for teachers?	It breaks down language proficiency into smaller, measurable steps
2. How does the GSE Teacher Toolkit help in lesson planning?	By providing access to language objectives specific to each level and skill.
3. How does the GSE Toolkit improve student engagement?	By showing detailed progress within a CEFR level, which motivates students.
4. Why is the GSE Teacher Toolkit considered more effective than using only CEFR bands?	It provides a more detailed and granular view of student progress.
5. Which skill areas can teachers focus on using the GSE Teacher Toolkit?	All four skills: reading, writing, listening, and speaking.
6. How does the GSE Toolkit align with learning goals?	It provides global and regional benchmarks for proficiency.

Grade

6.00 out of 6.00 (100%)

## video (3-1)

### Instructions:

- o Watch the video about the GSE Teacher Toolkit then answer the question that follow.

## Activity(3-3-3): GSE Teacher Toolkit

## Question 1

Not yet answered

Marked out of 5.00

Fill in the space using the suitable answer:

- 1.The tool used to search for information on the internet is called a **search engine**
- 2.The GSE Teacher Toolkit provides teachers with over **sixteen hundred** learning objectives.
- 3.The GSE Teacher Toolkit can be used to assess student progress and provide **feedback**
- 4.The information in the GSE Teacher Toolkit is linked to **proficiency level**
- 5.The GSE Teacher Toolkit can be used to create **tailored** teaching materials.

Grade

5.00 out of 5.00 (100%)

## Activity (3-4): slides1

### Instructions:

- View the slides then answer the question by choosing the correct answer

# GSE Learning Objectives



### GSE 51-58/B1(+): Listening

- 51 Can follow an everyday conversation or informal interview on common topics. (P)
- Can understand most of a weather forecast on the radio. (CSE<sub>A</sub>)
- AC** Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly. (P)
- AC** Can recognise that ideas in a simple presentation or lecture are similar when signalled by discourse markers. (P)
- AC** Can identify details that support a point of view in a simple presentation or lecture aimed at a general audience. (P)
- Can follow the main points in TV programmes on familiar topics if delivered in clear standard speech. (C<sub>A</sub>)
- Can infer speakers' opinions in conversations on familiar everyday topics. (P)
- Can distinguish between main ideas and supporting details in familiar, standard texts. (P)

[pearsonenglish.com/gse](https://www.pearsonenglish.com/gse)

GSE Learning Objectives have been created for different user groups. Here is the one sample from B1+ for Academic Learners.



# Extending the CEFR

CEFR: Writing B1

GSE: Writing  
(B1/B1+; GSE 43-58)

## CEFR

Can write short simple essays on topics of interest. (B1)

## GSE

Can write an introduction to a simple essay, if provided with a model. (B1+ 50)

Can write a conclusion to a simple essay, if provided with a model. (B1+ 52)

Can write a simple descriptive essay, if provided with a model. (B1+ 53)

Can write a simple essay in response to a specific question. (B1+ 54)

Can write a simple discursive essay, if provided with a model. (B1+ 55)

Can write a short, simple academic essay on a familiar topic, if provided with a model. (B1+ 56)

Can write an essay in response to a specific question, if provided with a model. (B1+ 57)

Can write a conclusion to a simple academic essay. (B1+ 58)

Can write an introduction to a simple academic essay. (B1+ 59)

Can write a simple discursive essay. (B1+ 59)



The objective in CEFR is simple, but they are more detailed and step by step in GSE. For example, (on the slide) there is a B1+ objective from CEFR about writing an essay. Writing an essay is not an easy process and it takes lots of time to learn it. In GSE we have a granular approach, and it is easier to achieve and great for the students to realize the improvement.

## Activity(3-4-1): GSE learning Objectives/ listening & writing

After viewing the previous slide, answer the following questions:

**At which GSE level is the ability to write a conclusion to a simple academic essay assessed?**

Question 1 Answer

- ☐ B1+: 54
- ☒ B1+: 58

**What is the minimum GSE level required to write a simple discursive essay without a model?**

Question 2 Answer

- ☐ B1+: 55
- ☒ B1+: 59

**What type of essay is assessed at GSE B1+: 53?**

Question 3Answer

- ☒ A descriptive essay
- ☐ An academic essay conclusion

**Which of the following is NOT mentioned as a requirement for writing essays at B1+?**

Question 4Answer

- ☐ A model as a guide
- ☒ Extensive research

**What is the difference between GSE B1+: 57 and GSE B1+: 54?**

Question 5Answer

- ☒ Both involve responding to a specific question, but B1+: 57 is higher in complexity.
- ☐ B1+: 57 focuses on introductions, while B1+: 54 focuses on conclusions.

**Question 6**

**What is emphasized across all GSE levels mentioned in the text?**

Question 6Answer

- ☒ Using a model as guidance
- ☐ Writing creative and fictional stories

**Grade**

**6.00 out of 6.00 (100%)**

# Activity(3-4-2): GSE learning Objectives/ listening & writing

The Global Scale of English enables teachers and students to answer the following questions accurately:



Global Scale of English

Fast-track your progress



1

How good is my English?

2

What progress have I made towards my learning goal?

3

What do I need to do next to improve?

How good is my English? ⓘ

I am B2 level.

What progress have I made towards my learning goal? ⓘ

It allows me to track my progress against specific learning objectives, the GSE helps me see how much I've improved over time and what milestones I've achieved.

What do I need to do next to improve? ⓘ

The GSE outlines clear, detailed learning objectives for each proficiency level, helping you identify the next steps you need to take to continue improving your English skills.

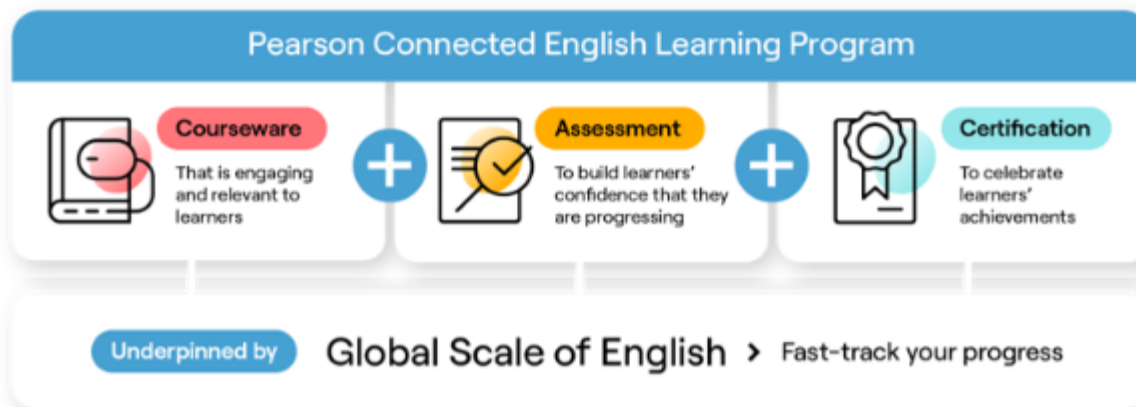
Submit your answers

## Activity(3-4-3): GSE learning Objectives/ listening & writing

Instructions:

- View the slide & read the text to answer the questions

# Pearson Connected English Learning Program



The Pearson English Learning Program is a comprehensive solution, and the Global Scale of English (GSE) is linked to everything we offer. A total solution for a lifetime of learning... The Pearson Connected English Learning Program has been designed to build English learners' confidence and fast-track their progress. The Global Scale of English powers it - Pearson's connected suite of courses, assessments and certifications - and boosts learners' enjoyment and motivation to learn English so they can experience and demonstrate success. With a three-part program that builds skills and confidence, and makes sure learners are always on the optimal path to fluency.

English courses that are relevant, motivating and engaging

English assessments that help learners build a growth mindset

English certifications to prove learners' language skills and help reach their goals

All our language courses, assessments and certifications are linked together by one simple global scale, the Global Scale of English. Carefully paced courses and assessments help regularly demonstrate learners' progress, building their self-belief.

The Pearson English Learning Program is a comprehensive solution, and the Global Scale of English (GSE) is linked to everything we offer. A total solution for a lifetime of learning...

The Pearson Connected English Learning Program has been designed to build English learners' confidence and fast-track their progress. It's powered by the Global Scale of English - Pearson's connected suite of courses, assessments and certifications - and boosts learners' enjoyment and motivation to learn English so they can experience and demonstrate success. With a three-part program that builds skills and confidence, and makes sure learners are always on the optimal path to fluency.

English courses that are relevant, motivating and engaging

English assessments that help learners build a growth mindset

English certifications to prove learners' language skills and help reach their goals

All our language courses, assessments and certifications are linked together by one simple global scale, the Global Scale of English. Carefully paced courses and assessments help regularly demonstrate learners' progress, building their self-belief.

### Activity(3-4-3): GSE learning Objectives/ listening & writing

The main goal of the Pearson English Learning Program is to help people feel more confident and learn English faster.

Question 1Answer

☒ True

☐ False

The Global Scale of English (GSE) powers the Pearson English Learning Program.

Question 2Answer

☒ True

☐ False

The Global Scale of English (GSE) powers the Pearson English Learning Program.

Question 2Answer

☒ True

☐ False

Pearson's three-part program includes a free dictionary for learning new words.

Question 3Answer

☐ True

☒ False

The Global Scale of English (GSE) connects all the courses, assessments, and certifications in the Pearson English Learning Program.

Question 4Answer

☒ True

☐ False

Linking courses, assessments, and certifications allows learners to skip tests if they do well in class.

Question 5Answer

☐ True

☒ False

Pearson's assessments aim to help learners develop a growth mindset that encourages improvement.

Question 6Answer

☒ True

☐ False

The Pearson English Learning Program is a complete solution to help people learn English step-by-step.

Question 7Answer

☒ True

☐ False

**Grade**

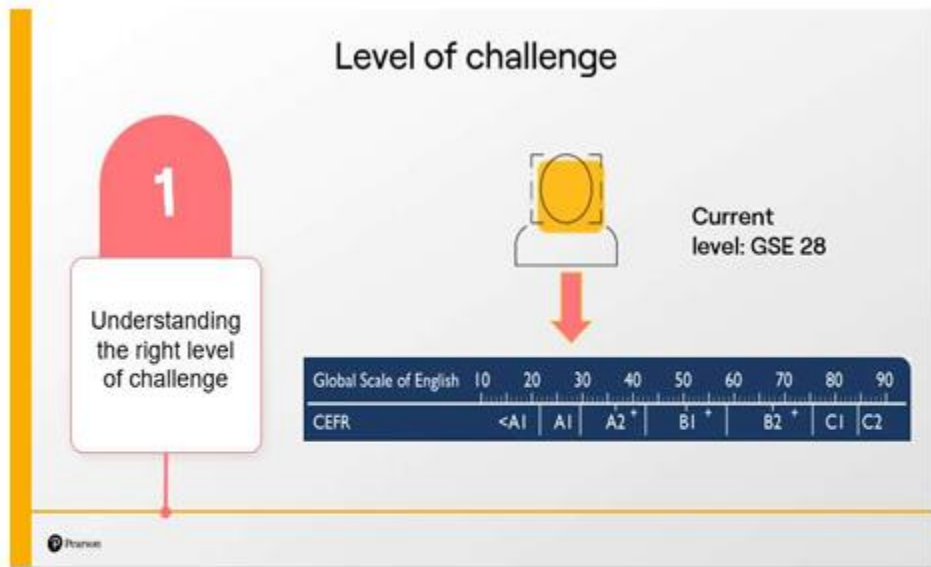
**7.00 out of 7.00 (100%)**



## Activity(3-4): slides2

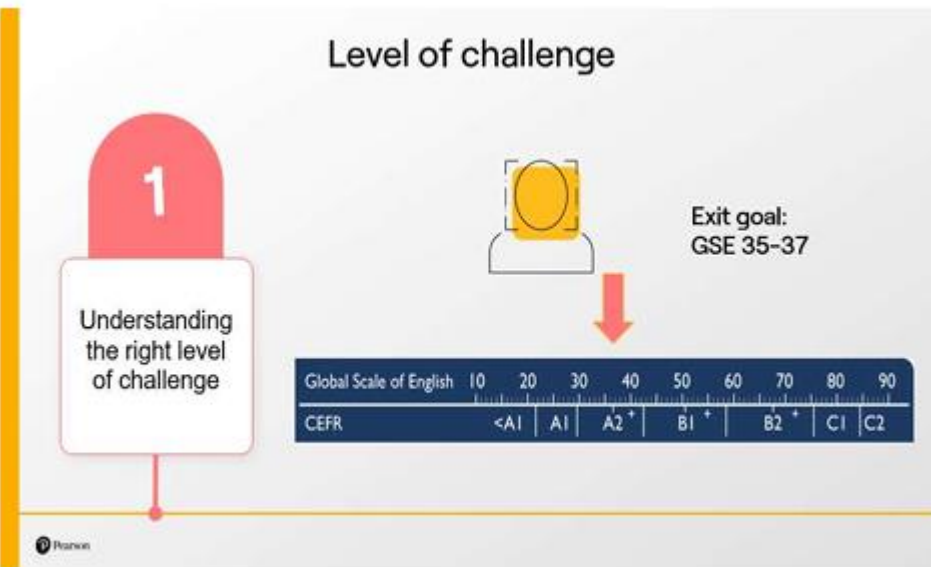
### Instructions:

- View the three slides about (level of challenge) then answer the questions that follow

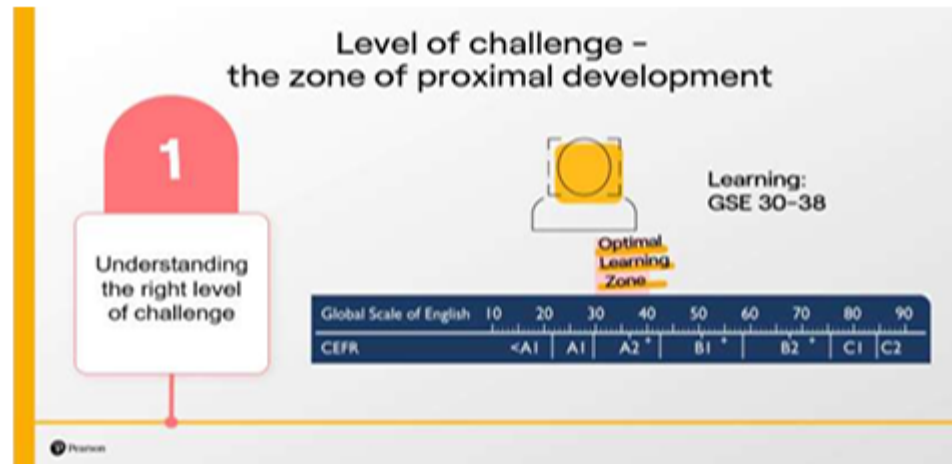


It's back to school in September 2024 it's the beginning of the academic year and the teacher's using a book for A2 level.

Think of a mixed ability large class and students can have anywhere between 3:00 and 5:00 hours of English a week. The key thing here is that teachers would like learners to make progress towards the end of A2 by the end of the academic year. The current level of the students approximately GSE 28.



Then the teachers will decide on the exit level. It is the end of A2.



You have decided the optimal learning zone. And you can see the systematic development of four skills across a level with the help of GSE and of the course as a whole. Where do we start? Where do we aim to go? And what is our exit point? Our learning zone is clear. And all through this journey, you are ready to help each student and it is also very easy for you to see the progress of the students clearly. Measuring progress is done through formal and informal assessments. So we have assessment for learning, self-assessment and reflection, end of unit reviews.

### Activity(3-4-4): GSE learning Objectives/ listening & writing

What does the term "Optimal Learning Zone" refer to?

Question 1 Answer

- ☒ The range where learners make the most progress.
- ☐ The easiest level of English for beginners.
- ☐ The highest level of English someone can reach.

What GSE range is identified as the "Optimal Learning Zone"?

Question 2 Answer

- ☐ 10-20
- ☒ 30-38
- ☐ 50-60

What's the main idea behind the "Level of Challenge – the Zone of Proximal Development"?

Question 3 Answer

- ☒ Ensuring learners are challenged just enough to grow.
- ☐ Giving learners tasks that are way too difficult.
- ☐ Focusing only on advanced learners.

What does the scale at the bottom of the image represent?

Question 4 Answer

- ☐ Different levels of English grammar difficulty.
- ☐ How quickly learners can move through a course.
- ☒ The relationship between GSE and CEFR levels.

Which CEFR level corresponds to the GSE range of 30–38?

Question 5 Answer

- ☐ A1
- ☒ A2
- ☐ B1

Grade

5.00 out of 5.00 (100%)

## Activity(3-5-1): Pearson Learning Framework

Instructions:

- View the slide then read the text that follow.
- Match the questions with the correct answers.



Pearson Learning Framework is a lesson structure and a wonderful guideline for a teacher how they can use GSE effectively in their lessons.

At Pearson, we have developed a Learning Framework to summarize the key elements of best practice for learning, teaching and assessment.

The GSE plays a key part in implementing this Learning Framework in Pearson English products and services.

# Activity(3-5-1): Pearson Learning Framework

1. What is the Pearson Learning Framework?	A guide for teachers to effectively use the GSE in lessons
2. What does the Pearson Learning Framework focus on?	Summarizing the key elements of best practices for learning, teaching, and assessment
3. What role does the GSE play in the Pearson Learning Framework?	It serves as a foundation for implementing the framework in Pearson English products
4. How does the Pearson Learning Framework help teachers?	It gives teachers a clear structure for using the GSE in their lessons

Grade  
4.00 out of 4.00 (100%)

## Activity(3-5-2): Pearson Learning Framework

Instructions:

- View the slide about the outcomes& objectives/ listening
- Read the text
- Write true or false next to each statements

# Outcomes and Objectives

GSE 30–35/A2: Speaking	
30	Can ask simple questions about someone's family and friends, using basic phrases. (P)
	Can read aloud a familiar short text. (P)
	Can respond to a simple apology using a few basic informal fixed expressions (e.g. 'That's alright', 'No problem'). (P)
	Can give basic compliments, using simple fixed expressions. (P)
	Can say what people are doing at the time of speaking, if supported by pictures or gestures. (P)
	Can say that an object is missing from a location, using simple language. (P)
	Can say how they and others get to school every day in a simple way. (P)
	Can answer simple questions about other people (e.g. 'where they live', 'who they know') in a limited way. (C2018 <sub>u</sub> )
	Can tell the time of day to the nearest half hour. (P)
	Can answer simple questions about things they have using fixed expressions. (P)
	Can ask others if they can do everyday activities using basic language and supported by pictures or prompts. (P)
	Can ask simple questions about very familiar topics. (C2018 <sub>u</sub> )



GSE learning Objectives can be used to set SMART (Specific, Measurable, Achievable, Realistic, Time-bound) goals at the beginning of a course of study – and at the start of each lesson. Students should be told what the key objectives are for each lesson at the start of each lesson. For younger and/or lower proficiency learners, these can be communicated in the first language – the most important thing is that learners know WHAT and WHY they are studying the content of the lesson.

GSE learning objectives are only useful for setting SMART goals at the start of a course.

Question 1 Answer

- ☐ True
- ☒ False

It's important for students to know the key objectives of the lesson from the very beginning.

Question 2 Answer

- ☒ True
- ☐ False

For younger students or those with lower proficiency, it's better to explain the lesson objectives in their first language.

Question 3 Answer

- ☒ True
- ☐ False

It's enough for students to just understand what they're learning in a lesson without needing to know why.

Question 4 Answer

- ☐ True
- ☒ False



SMART goals stand for specific, measurable, achievable, realistic, and time-bound.

Question 5 Answer

- ☒ True
- ☐ False

Grade

5.00 out of 5.00 (100%)

### Activity(3-5-3): Pearson Learning Framework

#### Instructions:

- View the slide then read the text provided
- Answer the multiple choice questions

## Setting SMART goals



*"Simply tell students what they will be learning before the lesson begins and you can raise student achievement as much as 27 percent"*

John Hattie (2013)



Studies have shown that the setting and sharing of SMART goals can have a direct impact on what students remember. Good objectives should meet the SMART Goal criteria.

According to John Hattie, how much can student achievement increase by simply telling them what they will learn before the lesson?

Question 1 Answer

- ☐ 15%
- ☐ 20%
- ☒ 27%

**What has research shown about the impact of setting and sharing SMART goals with students?**

Question 2Answer

- ☐ It makes lessons shorter.
- ☐ It improves classroom behavior.
- ☒ It directly impacts what students remember.

**What does the "SMART" in SMART goals stand for?**

Question 3Answer

- ☒ Specific, Measurable, Achievable, Relevant, Timely
- ☐ Simple, Manageable, Accurate, Realistic, Tested
- ☐ Strategic, Measurable, Actionable, Reliable, Time-bound

**Why are good objectives important in a lesson?**

Question 4Answer

- ☐ They keep students entertained.
- ☒ They help students stay focused and achieve better results.
- ☐ They reduce the need for homework.

**Grade**

**4.00 out of 4.00 (100%)**

### **Activity(3-5-4): slides3**

**Instructions:**

- View the slides & read the description below
- Fill in the space with the correct answer

## Pearson Learning Framework in action

# 02

## Looking ahead

**VOCABULARY** Look at the phrases, underlined, from the text in the parentheses. Discussing students can prepare to use them in their own writing (1).

**GRAMMAR** read an article, underlined, about a topic (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20) (21) (22) (23) (24) (25) (26) (27) (28) (29) (30) (31) (32) (33) (34) (35) (36) (37) (38) (39) (40) (41) (42) (43) (44) (45) (46) (47) (48) (49) (50) (51) (52) (53) (54) (55) (56) (57) (58) (59) (60) (61) (62) (63) (64) (65) (66) (67) (68) (69) (70) (71) (72) (73) (74) (75) (76) (77) (78) (79) (80) (81) (82) (83) (84) (85) (86) (87) (88) (89) (90) (91) (92) (93) (94) (95) (96) (97) (98) (99) (100) (101) (102) (103) (104) (105) (106) (107) (108) (109) (110) (111) (112) (113) (114) (115) (116) (117) (118) (119) (120) (121) (122) (123) (124) (125) (126) (127) (128) (129) (130) (131) (132) (133) (134) (135) (136) (137) (138) (139) (140) (141) (142) (143) (144) (145) (146) (147) (148) (149) (150) (151) (152) (153) (154) (155) (156) (157) (158) (159) (160) (161) (162) (163) (164) (165) (166) (167) (168) (169) (170) (171) (172) (173) (174) (175) (176) (177) (178) (179) (180) (181) (182) (183) (184) (185) (186) (187) (188) (189) (190) (191) (192) (193) (194) (195) (196) (197) (198) (199) (200) (201) (202) (203) (204) (205) (206) (207) (208) (209) (210) (211) (212) (213) (214) (215) (216) (217) (218) (219) (220) (221) (222) (223) (224) (225) (226) (227) (228) (229) (230) (231) (232) (233) (234) (235) (236) (237) (238) (239) (240) (241) (242) (243) (244) (245) (246) (247) (248) (249) (250) (251) (252) (253) (254) (255) (256) (257) (258) (259) (260) (261) (262) (263) (264) (265) (266) (267) (268) (269) (270) (271) (272) (273) (274) (275) (276) (277) (278) (279) (280) (281) (282) (283) (284) (285) (286) (287) (288) (289) (290) (291) (292) (293) (294) (295) (296) (297) (298) (299) (300) (301) (302) (303) (304) (305) (306) (307) (308) (309) (310) (311) (312) (313) (314) (315) (316) (317) (318) (319) (320) (321) (322) (323) (324) (325) (326) (327) (328) (329) (330) (331) (332) (333) (334) (335) (336) (337) (338) (339) (340) (341) (342) (343) (344) (345) (346) (347) (348) (349) (350) (351) (352) (353) (354) (355) (356) (357) (358) (359) (360) (361) (362) (363) (364) (365) (366) (367) (368) (369) (370) (371) (372) (373) (374) (375) (376) (377) (378) (379) (380) (381) (382) (383) (384) (385) (386) (387) (388) (389) (390) (391) (392) (393) (394) (395) (396) (397) (398) (399) (400) (401) (402) (403) (404) (405) (406) (407) (408) (409) (410) (411) (412) (413) (414) (415) (416) (417) (418) (419) (420) (421) (422) (423) (424) (425) (426) (427) (428) (429) (430) (431) (432) (433) (434) (435) (436) (437) (438) (439) (440) (441) (442) (443) (444) (445) (446) (447) (448) (449) (450) (451) (452) (453) (454) (455) (456) (457) (458) (459) (460) (461) (462) (463) (464) (465) (466) (467) (468) (469) (470) (471) (472) (473) (474) (475) (476) (477) (478) (479) (480) (481) (482) (483) (484) (485) (486) (487) (488) (489) (490) (491) (492) (493) (494) (495) (496) (497) (498) (499) (500) (501) (502) (503) (504) (505) (506) (507) (508) (509) (510) (511) (512) (513) (514) (515) (516) (517) (518) (519) (520) (521) (522) (523) (524) (525) (526) (527) (528) (529) (530) (531) (532) (533) (534) (535) (536) (537) (538) (539) (540) (541) (542) (543) (544) (545) (546) (547) (548) (549) (550) (551) (552) (553) (554) (555) (556) (557) (558) (559) (560) (561) (562) (563) (564) (565) (566) (567) (568) (569) (570) (571) (572) (573) (574) (575) (576) (577) (578) (579) (580) (581) (582) (583) (584) (585) (586) (587) (588) (589) (590) (591) (592) (593) (594) (595) (596) (597) (598) (599) (600) (601) (602) (603) (604) (605) (606) (607) (608) (609) (610) (611) (612) (613) (614) (615) (616) (617) (618) (619) (620) (621) (622) (623) (624) (625) (626) (627) (628) (629) (630) (631) (632) (633) (634) (635) (636) (637) (638) (639) (640) (641) (642) (643) (644) (645) (646) (647) (648) (649) (650) (651) (652) (653) (654) (655) (656) (657) (658) (659) (660) (661) (662) (663) (664) (665) (666) (667) (668) (669) (670) (671) (672) (673) (674) (675) (676) (677) (678) (679) (680) (681) (682) (683) (684) (685) (686) (687) (688) (689) (690) (691) (692) (693) (694) (695) (696) (697) (698) (699) (700) (701) (702) (703) (704) (705) (706) (707) (708) (709) (710) (711) (712) (713) (714) (715) (716) (717) (718) (719) (720) (721) (722) (723) (724) (725) (726) (727) (728) (729) (730) (731) (732) (733) (734) (735) (736) (737) (738) (739) (740) (741) (742) (743) (744) (745) (746) (747) (748) (749) (750) (751) (752) (753) (754) (755) (756) (757) (758) (759) (760) (761) (762) (763) (764) (765) (766) (767) (768) (769) (770) (771) (772) (773) (774) (775) (776) (777) (778) (779) (780) (781) (782) (783) (784) (785) (786) (787) (788) (789) (790) (791) (792) (793) (794) (795) (796) (797) (798) (799) (800) (801) (802) (803) (804) (805) (806) (807) (808) (809) (810) (811) (812) (813) (814) (815) (816) (817) (818) (81

Unit goals will normally appear at the start of each unit. These will not necessarily be worded exactly the same as the GSE Learning Objectives – but they are based on these objectives.

## GSE Objectives in SB

GSE Learning Objective	Contextualized Learning Objective	OK?
Can give a short talk about a familiar topic, with visual support. (44)	Can give a short talk about a hobby.	<b>YES:</b> Contextualized and probably the same level of difficulty as the original.
	Can give a presentation about the solar system.	<b>NO:</b> This is probably at a higher level — it is no longer a “short” talk and the topic is probably not familiar to all students. Look for a GSE Learning Objective that is a better match (probably at a higher GSE level).

These can be GSE Learning Objectives, Simplified GSE Learning Objectives if we are talking about Young Learner courses- the objectives should be simplified according to their age and understanding, or Contextualized GSE Learning Objectives for example, the topic of the lesson. The book objectives are also linked to the main ones but more simplified we can say. check the Team Together and High Note courseware and find a unit objective page and check the 4 skills.

## Activity(3-5-4): Pearson Learning Framework

FILL IN THE SPACE USING THE CORRECT ANSWER FROM THE SLIDE YOU SAW:

FILL IN THE SPACE USING THE CORRECT ANSWER FROM THE SLIDE YOU SAW:

1.  of learning means building on what students already know, like teaching the present perfect after the simple past.
2. When developing a topic or language function, it might involve teaching students how to give  using phrases like “I think...,” “I suppose that...,” or “if you ask me...”
3. Activating a familiar  means getting students to draw on what they already know, like talking about situations at the bank or during an online chat.
4. To help students connect new learning to real-life situations, you might anchor it in  knowledge, such as understanding greetings in different cultures.

**Grade**

**4.00 out of 4.00 (100%)**

## Activity(3-6-1): Sequence learning

### Instructions:

- View the slide then read the text below
- Match the questions with the correct answers

Any teacher looking for additional Grammar or Vocabulary to supplement the course book can find Grammar Learning Objectives and Vocabulary items in the GSE Teacher Toolkit.

To find level-appropriate Grammar objectives, select the GSE range of the course book you are using. For Vocabulary, start with the GSE range of the course book – but if you feel your students already know the items at that level, move to the next level until you find new items.

How can we find some free extra resources? Any teacher looking for additional supplementation for their lessons can find Grammar Learning Objectives- and on that segment they will also find some extra free resources to support your teaching.

# Sequencing learning

**ELTons** 2020 Finalist  
Awards for innovation in English language teaching

**GSE Teacher Toolkit**  
Let the Global Scale of English (GSE) save you time and improve the quality and relevance of your English classes. The GSE Teacher Toolkit makes it quick and easy to find learning objectives, grammar, vocabulary and coursebook recommendations all mapped to the GSE and CEFR.

**Choose category**

Learning Objectives Grammar Vocabulary Text Analyzer

Who are you teaching?

Choose Learner

Choose Skill

Choose a range on the GSE / CEFR

10 22 30 36 43 51 59 67 76 85 90

Filter search results with a word or phrase...

Show results

pearsonenglish.com/gse - Teacher Toolkit

## Activity(3-6-1): Sequence learning

Questions	Answers
Where can teachers find additional Grammar and Vocabulary resources to supplement their course book?	On the GSE Teacher Toolkit
What should teachers do to find level-appropriate Grammar objectives?	Select the GSE range of the course book they are using
How can teachers find new Vocabulary items if students already know the items at their current level?	Move to the next GSE level until they find new items
What additional resources can teachers find in the Grammar Learning Objectives segment of the GSE Teacher Toolkit?	Extra free resources to support teaching
What is the main purpose of the GSE Teacher Toolkit for teachers?	To help teachers find supplementary Grammar and Vocabulary materials

Grade

5.00 out of 5.00 (100%)



## Activity(3-6-2): slides4

### Instructions:

- View the slide about develop knowledge and skills & scaffolding and the GSE
- Fill in the space with the suitable word

## Develop knowledge and skills

- Knowledge (vocabulary, grammar, pronunciation) and skills (using the knowledge in real-world contexts)
- Controlled/scaffolded practice
- From receptive to productive
- Drills
- Build confidence (e.g. ahead of a productive task)



**This stage is where students practice the new information for the first time. This normally includes Listening and Reading activities (providing additional exposure to the new language), gap fill activities (high controlled practice), matching activities etc.**

## Scaffolding and the GSE

Can talk about their immediate family members in a basic way, **if guided by questions or prompts.** (29)

Can answer simple questions about very familiar topics, **if delivered slowly and clearly.** (29)

Can talk about habits or daily routines in a simple way, **given prompts or a model.** (32)



**GSE Learning Objectives sometimes contain scaffolding in the actual learning objective. This means you can give credit to students for being able to perform a particular language function with help. It may take a while before they can do it independently – so it is motivational to show them that they have achieved a certain level of proficiency early on.**

### Activity(3-6-2): Sequence learning

#### Fill in the spaces with the suitable words:

- 1.GSE Learning Objectives sometimes include  to support students in achieving language functions.
- 2.Scaffolding allows teachers to give  to students for performing a language function with help.
- 3.It may take students a while before they can perform certain language functions .
- 4.Using scaffolding can be  for students because it shows them they are making progress.
- 5.Scaffolding helps students see that they have achieved a certain level of , even if they need assistance.

**Grade**

**5.00 out of 5.00 (100%)**

## Activity(3-6-3): slides5

### Instructions:

- View the slides then choose the correct answer (True or False)

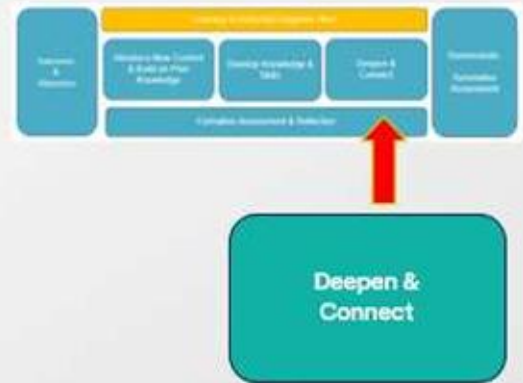
## Deepen and connect

- Moving from "knowledge" to "use"
- Moving from controlled practice to freer practice – and new contexts.
- Personalisation (= relevance, engagement)



The Deepen and Connect Stage prompts students to think deeply, critically and creatively. The activities may still be quite controlled, but students can, for example, decide which of the optional answers they want to give to a question. So there is an element of choice and creativity.

# Pearson Learning Framework in action



Remind the students that they are on the journey. A sample page from Team Together Jordan Grade 3 shows how we can use the activities to deepen and connect to what they have learned.

## Formative assessment

- Assessment *for* Learning (as opposed to Assessment *of* Learning)
- Ongoing assessment that informs future teaching and learning
- Informal assessment (checking)
- Can come from teacher or classmates



This is the checking stage. In this stage the teacher checks that everyone has understood the new information in the class. GSE Learning Objectives in the book can be used to inform this formative assessment. Remember: there is more language being taught in a unit than is called out in the Unit Opener learning objectives. Teachers need to add such activities so they can check understanding. These will normally be included in the course book activities – make sure you don't skip them! One challenge can be checking that EVERY student has understood (and not just the one at the front who answers all the questions). Try to include activities that require every student to answer (e.g. yes/no questions that everyone can either move to the right of the class (for yes) or left (for no), stand up for yes, stay seated for no)

### Activity(3-6-3): Sequence learning

Assessment for Learning is all about testing students after they've finished learning.

Question 1 Answer

- ☐ True
- ☒ False

Ongoing assessments help shape future lessons and teaching.

Question 2 Answer

- ☒ True
- ☐ False

Informal assessment means checking in with students while they're still learning

Question 3 Answer

- ☒ True
- ☐ False

Formative assessments can be done by both the teacher and classmates.

Question 4 Answer

- ☒ True
- ☐ False

Formative assessments can be done by both the teacher and classmates.

Question 4 Answer

- ☒ True
- ☐ False

The Deepen and Connect Stage encourages students to think deeply, critically, and creatively.

Question 5 Answer

- ☒ True
- ☐ False

Activities in the Deepen and Connect Stage are always completely free and uncontrolled.

Question 6 Answer

- ☐ True
- ☒ False



Creativity is a key component of the Deepen and Connect Stage activities.

Question 7Answer

☒ True

☐ False

Assessment of learning is opposed to assessment for learning.

Question 8Answer

☒ True

☐ False

Grade  
8.00 out of 8.00 (100%)

Activity(3-6-4): Sequence learning

Instructions:

- View the slide then answer the question by choosing the correct answer

# Reflection

- Study tips
- Learner’s own reflection on learning
- Tangible evidence of progress
- Learner autonomy – taking ownership of their own learning – preparation for “life-long learning”

Learning & Instruction Happens Here

Discover & Explore

Introduce New Content & Build on Prior Knowledge

Develop Knowledge & Skills

Deepen & Connect

Demonstrate Summative Assessment

Formative Assessment & Reflection

Pearson

Reflection activities are included in many course books – but if they aren’t, it is a useful activity to include before moving on to the next unit. Research shows that reflecting on the learning can help learners process the information and retain it more successfully. It is also a useful check (by the teacher) to see if everyone is comfortable with the new learning – and is ready to move on. (There needs to be a culture of trust in the classroom – so that learners are not embarrassed about admitting they have not understood something).

## Why are reflection activities important in a course?

Question 1Answer

☐

They help students get through the material faster.

☐

They make students finish their work quicker.

☐

They help students process and remember what they've learned.

## What can teachers check through reflection activities?

Question 2Answer

☐

If students are enjoying the class.

☐

If students are comfortable with the new material and ready to move on.

☐

If students are taking notes correctly.

## What's needed for reflection activities to work well?

Question 3Answer

☐

A culture of trust, so students feel okay admitting they don't understand something.

☐

A strict classroom environment.

☐

A focus on written exams.

## If a course book doesn't include reflection activities, what should be done?

Question 4Answer

☐

Skip them and go straight to the next unit.

☐

Use only formal assessments.

☐

Add them before moving on to the next unit.

Grade

4.00 out of 4.00 (100%)

## Pearson Learning Framework in action



Self-assessment		01
<p>2. Do each learning objective, after 2 to 4 days per ability, in a 10-day long, self-paced 10-week course</p>		
Learning objective	Learning outcome	Learning outcome code
1. Use the information in the text to determine the probability of a specific event occurring.	Student: Read pp. 4-5	
2. Use the information in the text to determine the probability of a specific event occurring.	Student: Read pp. 6-7	
3. Use the information in the text to determine the probability of a specific event occurring.	Student: Read pp. 8-9	
4. Use the information in the text to determine the probability of a specific event occurring.	Student: Read pp. 10-11	
5. Use the information in the text to determine the probability of a specific event occurring.	Student: Read pp. 12-13	
6. Use the information in the text to determine the probability of a specific event occurring.	Student: Read pp. 14-15	
<p>3. Which of the odds listed below would you choose to bet on?</p>		
<p>1. 1 to 1 (evens)</p>		
<p>2. 1 to 2 (odds)</p>		
<p>3. 1 to 3 (odds)</p>		
<p>4. 1 to 4 (odds)</p>		
<p>5. 1 to 5 (odds)</p>		
<p>6. 1 to 6 (odds)</p>		
<p>7. 1 to 7 (odds)</p>		
<p>8. 1 to 8 (odds)</p>		
<p>9. 1 to 9 (odds)</p>		
<p>10. 1 to 10 (odds)</p>		
<p>11. 1 to 11 (odds)</p>		
<p>12. 1 to 12 (odds)</p>		
<p>13. 1 to 13 (odds)</p>		
<p>14. 1 to 14 (odds)</p>		
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<p>63. 1 to 63 (odds)</p>		
<p>64. 1 to 64 (odds)</p>		
<p></p>		



### Examples of Reflection activities from Team Together and High Note.

## Revisit the objective again...



- Did we achieve the objective?

Review the lesson objectives that were set at the beginning of the lesson.

- Now I Know

Encourage the students to provide feedback on their learning experience and reflect their progress.

Evaluate whether students have achieved these specific outcomes by assessing their understanding, knowledge, skills, or abilities related to the lesson content. Look for signs of comprehension, such as active participation, asking relevant questions, providing accurate explanations, or applying concepts in practical situations.

## Demonstrate

- Summative assessment (Assessment *of* Learning)
- End of year exam, high-stakes certification – a snapshot of your proficiency level
- Standardised testing (scored against a set standard) generally thought to be fairer than norm-referenced testing (scored and ranked against other students)



This is the final stage in the Learning Framework and focuses on demonstrating understanding. Summative assessments should reflect what has been taught in the course. Using GSE LOs ensures that this happens.

### Activity(3-7-1): Creativity with Team Together and High Note

Think of alternative use of the object in the slide.

## Before we start...



Think of alternative use of the object in the slide.

- **Plant Pot:** Use the cup to grow small plants or herbs.
- **Pen Holder:** Keep your pens, pencils, and other stationery organized.
- **Candle Holder:** Place a small candle inside the cup for a cozy ambiance.
- **Measuring Tool:** Use it to measure ingredients while cooking or baking.
- **Decorative Piece:** Paint or decorate the cup and use it as a decorative item.
- **Coin Bank:** Collect spare change in the cup.

Alternative use of an object game. To encourage creative thinking and explore multiple possibilities for using a common object in unconventional ways.

Teachers think and list alternative usage of a coffee cup. They should be creative and find as many options as they can.

For example: as a potted plant, mug pen holder, mug cakes..

### Activity(3-7-2): Creativity with Team Together and High Note

What is creativity?

Creativity is the ability to generate new and original ideas, solutions, or ways of thinking. It involves thinking outside the box, seeing connections between seemingly unrelated concepts, and using imagination to create something unique. Creativity can be expressed in many forms, such as art, writing, problem-solving, and even everyday tasks.

# What is creativity?

creativity/ ,kri: eɪ 'tɪvɪti/  
the use of imagination or  
original ideas to create  
something

### Activity(3-7-3): slides6

Instructions:

- View the slides and read then fill in the spaces with the correct answers



Creativity  
- the most in demand skill in 21st century



Creativity is a hot topic all over the world. Why should we focus on creativity in our classes? As a part of 21st century skills, creativity is the most in demand skill all around the world.



**As studies suggest, approximately 85% of the jobs that will exist in 2030 are currently unknown.**

According to studies, approximately 85 of the jobs that will exist in 2030 are currently unknown. We are preparing students for an unknown future. They need to learn certain skills and improve themselves in these skills. Creativity is one of the most important ones.

### Activity(3-7-3): Creativity with Team Together and High Note

#### Fill in the spaces with the correct answers

- 1.As part of 21st-century skills,  is the most in-demand skill globally.
- 2.Studies show that approximately 85% of the jobs that will exist in  are currently unknown.
- 3.We are preparing students for an  future, which requires teaching them essential skills.
- 4.One of the most important skills students need to improve is

Grade

4.00 out of 4.00 (100%)

### Activity(3-7-4): Creativity with Team Together and High Note

#### Instruction:

- View the slide and read the description below then decide whether the sentences are true or false

Pearson

Do schools kill creativity?



Teaching creativity is equally important as teaching literacy.'

Sir Ken Robinson. In 2006, he had a session in TED Talks. He discussed this subject ‘Do schools kill creativity?’ He emphasized how our current school systems suppress creativity. Traditional education systems all over the world focus on Maths, Science, Literacy, English.... the curriculum. But what about the other needs? He emphasized the importance of the other skills like creativity, critical thinking, social, global awareness, values...

Activity(3-7-4): Creativity with Team Together and High Note

Sir Ken Robinson delivered a TED Talk in 2006 titled "Do schools kill creativity?"

Question 1Answer

☒ True

☐ False

In his talk, Robinson argued that school systems encourage creativity in students.

Question 2Answer

☐ True

☒ False

Traditional education systems mainly focus on subjects like Math, Science, Literacy, and English

Question 3Answer

☒ True

☐ False

According to Robinson, skills like creativity, critical thinking, and global awareness are just as important as traditional subjects.

Question 4Answer

☒ True

☐ False

Robinson believes that current school systems meet all the needs of students.

Question 5Answer

☐ True

☒ False

Grade  
5.00 out of 5.00 (100%)

Activity(3-7-5): Creativity with Team Together and High Note

"Who are the most creative people you know?"

The most creative people have made significant contributions across various fields.

## Activity(3-7-5): Creativity with Team Together and High Note

slide2

"Who are the most creative people you know?" When we think creativity is an expressive outcome, we mostly think of great pieces of art, literature, drama and music. Beethoven, Einstein, Leonardo Da Vinci. But new studies show that creativity is indeed a skill that we can develop over time.

C

*BIG*

*(Global, innovative, legendary)*

c

*Little*

*(Local, productive, everyday)*

Extraordinary achievements, inventing, composing classical music like Mozart, painting – Leonardo da Vinci, Beethoven, Einstein... these are all Big Cs- But in our everyday lives we have less spectacular activities like cooking, - these are all little Cs.

We cannot learn or practice big C's; some people are born with this talent- but we can be more creative to improve the little c's.

## Activity(3-7-5): Creativity with Team Together and High Note

*Creativity can be learned... but how?*

*Yes, Creativity*  
**CAN BE**  
*Learned*

But how?

**Embrace Curiosity:** Always ask questions and seek to learn more about the world around you. Curiosity can lead to new ideas and perspectives.

## Activity(3-7-5): Creativity with Team Together and High Note slide4



**Treat it like a muscle!**

What do you see in the picture?

You are going to the gym; you look after your body. When you work on it, you can have muscles like this.

What about creativity?

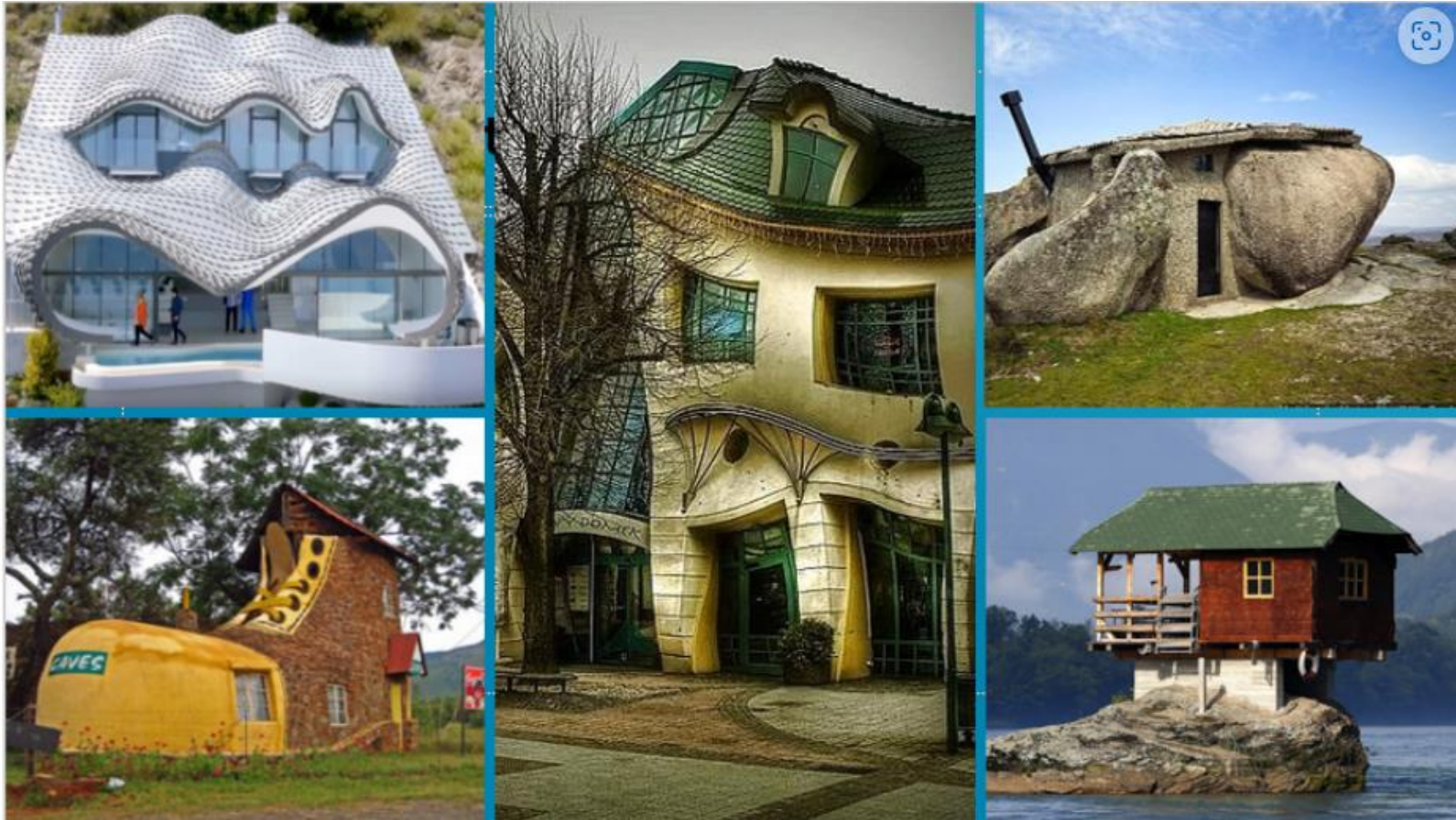
Research shows that creativity needs to be regularly worked out, like a muscle.



### Activity(3-7-5): Creativity with Team Together and High Note

Choose a house and think about the person who lives in that house. Describe the person in this way.

How they feel now? Do they find it creative?



a cozy wood hut on a rock in the sea. The person living there, , feels peaceful and fulfilled, though occasionally lonely. The hut is a perfect haven for their artistic soul.



Activity(3-7-5): Creativity with Team Together and High Note

Review

Lesson 11

1

Look, write and circle.

1

We



1 I get up  
go to bed.

2

We



2 We have breakfast  
have dinner.

3

I



3 I go to school  
go home.

4

We



4 We have lunch  
play.

2

Listen and match.

1

When do you do homework?

a In the evening.

2

When do you have art lessons?

b In the afternoon.

3

When do you play?

c In the morning.

4

When do you go home?

d At night.

3

Go to page 58.

4

Go to page 58.

Extra activity Creativity

- Place pupils in four groups (*morning, afternoon, evening and night*) and give a sheet of A3 paper to each group. Explain that they have to write a short paragraph about what they do during the corresponding parts of the day and illustrate it.
- Collect the four posters and display them on a wall. One by one, groups read their work to the class. One pupil reads a sentence and the class raise their hands if they do the same.

This is a sample page from Team Together in TB there are many creative activity ideas that can boost creativity in the class.

Activity(3-7-5): Creativity with Team Together and High Note

Congratulations - end of lesson reached  
You earned 0 out of 0 for the automatically graded questions.

Your 3 essay question(s) will be graded and added into your final score at a later date.

Your current grade without the essay question(s) is 0 out of 3.

Your current grade is 0.0 out of 100

Activity(3-8-1): Critical Thinking and Creative Thinking skills

Instruction:

- View the slides then classify the words



## Activity 3.

The difference  
between critical  
thinking and  
creative thinking?

Which activities are for Critical thinking skills?

Which activities are for Creative thinking skills?

**What is the difference between critical thinking and creative thinking skills...? Which activities are for which skill...**

**For example: "Is this true?" "What is the evidence?" Is for critical thinking skill- "What if?" "What are the possibilities?" Is for creative thinking skill.**

**Critical Thinking- Finding the best solution based on evidence with debate, discussion and brainstorming. Solve problems requiring logical reasoning.**

**Creative Thinking Exploring multiple solutions, including novel ones. Role-Playing: Act out scenarios to explore different perspectives. Engage in drawing, painting, or other visual arts.**

# LOGIC versus CREATIVITY

## CRITICAL THINKING

- ☐ Analytical
- ☐ Convergent
- ☐ Left brain
- ☐ Logical
- ☐ Sequential
- ☐ Objective
- ☐ Reasoning
- ☐ Reality based
- ☐ Vertical
- ☐ Probability
- ☐ Judgmental
- ☐ Verbal
- ☐ Hypothesis testing
- ☐ Close-ended
- ☐ Pattern users



## CREATIVE THINKING

- ✓ Generative
- ✓ Divergent
- ✓ Right brain
- ✓ Intuitive
- ✓ Imaginative
- ✓ Subjective
- ✓ Speculating
- ✓ Fantasy based
- ✓ Lateral
- ✓ Possibilities
- ✓ Non-judgmental
- ✓ Visual
- ✓ Hypothesis forming
- ✓ Open-ended
- ✓ Pattern seekers

The difference between critical and creative thinking.

## Activity(3-8-1): Critical Thinking and Creative Thinking skills

Classify the following into creative or critical thinking activities:

**Grade**

**12.00 out of 12.00 (100%)**

Reasoning

Critical Thinking

Probability

Critical Thinking

Verbal

Critical Thinking

Convergent

Critical Thinking

Possibilities

Creative Thinking

Open-ended

Creative Thinking

Hypothesis forming

Creative Thinking

Visual

Creative Thinking

Hypothesis testing

Critical Thinking

Close-ended

Critical Thinking

Divergent

Creative Thinking

Speculating

Creative Thinking

## Activity(3-8-2): Critical Thinking and Creative Thinking skills

Instruction:

- View the slides
- Answer the question



### Critical Thinking

**REFLECT | Culture** In small groups, make a list of at least three environmental issues for each of the categories below.

- 1 The most urgent issues to deal with.
- 2 Ideas for how people could easily change their behaviour.
- 3 The issues that most affect you.

### Creative Thinking

**6 SPEAKING** In small groups, ask and answer the question.

If you could communicate with animals, which animal would you like to talk to most? Why?

Students can practice creativity and critical thinking through the activities provided in their student book.



## How can we promote creativity in our classrooms?



- Think of creativity as a skill!
- Participate in or create a programme to develop creative skills
- Use emotional connections
- Be aware of during discussions
- Reward your students
- Give students time to ask questions
- Give importance to their interests
- Give them responsibility
- Team work
- Publish or share their work

**Activity(3-8-2): Critical Thinking and Creative Thinking skills**

Joining or creating programs can help students develop their creativity.

Question 1Answer

- ☒ True
- ☐ False

Emotional connections don't play a role in fostering creativity.

Question 2Answer

- ☐ True
- ☒ False

Giving students time to ask questions encourages their creativity.

Question 3Answer

- ☒ True
- ☐ False

Teamwork stops students from being creative.

Question 4Answer

- ☐ True
- ☒ False

**Grade**  
**4.00 out of 4.00 (100%)**

**Activity 3-9-1: slides**

Instructions: o Review the slide and explanation carefully about SOLE o Mark the correct answer



Sugata Mitra's SOLE approach represents a shift towards more student-centered learning environments where curiosity and collaboration drive education. It highlights the potential of technology to empower students and transform traditional educational practices.  
**Implementation of SOLE**

Create a physical or virtual space where students can work in groups. - Ensure access to necessary resources like computers, internet, books, and other learning materials. - Start with a thought-provoking, open-ended question relevant to the students' curriculum or interests. - Pose the big question and provide initial guidance on where to find information. - Step back to let students explore and collaborate. - Encourage students to work together, discuss their findings, and help each other understand complex concepts.



## Activity 3-9-1: Sugata Mitra's SOLE approach

What's the main idea behind Sugata Mitra's SOLE approach?

Question 1 Answer

- ☒ a. Learning that puts students at the center, encouraging curiosity and teamwork
- ☐ b. Teaching that focuses only on the teacher

What kinds of resources do you need to set up a SOLE activity?

Question 2 Answer

- ☐ a. Just textbooks
- ☒ b. Computers, the internet, books, and other learning materials

How should a teacher begin a SOLE session?

Question 3 Answer

- ☐ a. By assigning students a lot of individual work
- ☒ b. By asking an open-ended, thought-provoking question

How should students work together in a SOLE setting?

Question 4 Answer

- ☒ a. Collaborate, share ideas, and help each other understand difficult concepts
- ☐ b. Avoid discussing their work with others

Grade

4.00 out of 4.00 (100%)

## Activity 3-9-2: slides

Instructions: o Review the image and explanation carefully about using creativity model o Answer the fill in question based on your understanding.



### Use a creativity model!

The Osborne- Parnes creativity model is the oldest and most widely accepted model. Each step shows us a thinking pattern we can follow to challenge our ideas.

- Mess-finding (Identify goal or objective)
- Fact finding (gathering data)
- Problem-finding (clarify the problem)
- Idea-finding (generating ideas)
- Solution-finding (strengthening & evaluating ideas)
- Acceptance-finding (plan of action for implementing ideas)

## Activity 3-9-2: Sugata Mitra's SOLE approach

---


**Fill in with the correct answer:**

1. The first step is to **Mess-finding** (Identify the goal or objective).
2. The second step is to **Fact finding** (Gather data and information).
3. The next step is to **Problem-finding** (Clarify the problem you're trying to solve).
4. Then, you move on to **Idea-finding** (Generate new ideas).
5. After that, you **Solution-finding** (Strengthen and evaluate your ideas).

**Grade**

**5.00 out of 5.00 (100%)**

## Activity 3-9-3: slides



Activity 4.

Let's try the creativity model

### What will we be eating in the future?

By 2075 the population of the world <sup>1</sup>\_\_\_\_\_ to more than nine billion. This <sup>2</sup>\_\_\_\_\_ that we will need to use more and more land for housing.

- Mess-finding (Identify goal or objective)
- Fact finding (gathering data)
- Problem-finding (clarify the problem)
- Idea-finding (generating ideas)
- Solution-finding (strengthening& evaluating ideas)
- Acceptance-finding (plan of action for implementing ideas)

Check the sample from High Note Grade 11- What will we be eating in the future? (Gallery Walk)



The Power of Stories



Stories capture students' interest and hold their attention, making learning more enjoyable. Relatability and Context and it is great for emotional connection. Stories stimulate imagination, encouraging students to think creatively and explore new ideas.

- Ask pupils how art can help them express themselves. Use pictures from Activity 5 to create a class exhibition at school. Pupils draw or design their own frame and a label with their name and the picture title to place under the picture.

1

8 You read this advertisement on your college website about a competition and decide to enter.

Write a story beginning or ending with the sentence:

*It was the most unusual day Omar had ever had!*

We look forward to reading your story!

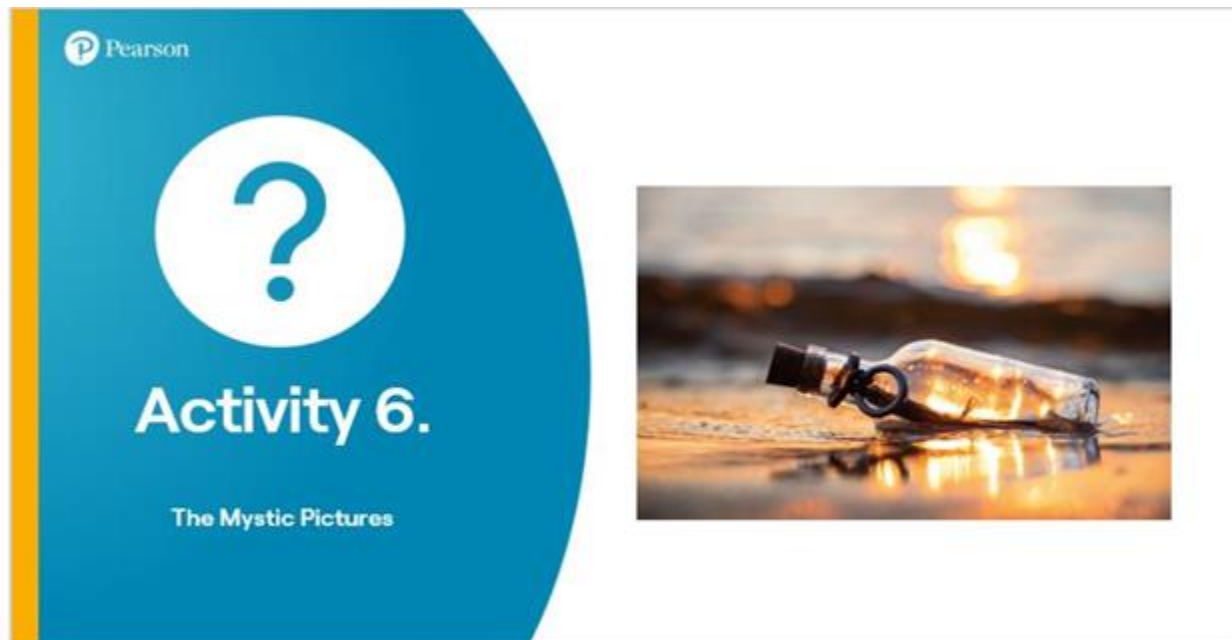
**Write your story.**

- Tree
- Run
- Penguins
- Responsibility
- Influence
- Social Media

## Activity 5.

## The power of Stories

A sample from High Note Grade 11. You can put the students in pairs to write a story as shown in High Note Grade 11. But they need to use the key vocabulary below in their stories. .



the teachers can use the pictures to discover a story. The books should be closed for this kind of activity and you will ask students to imagine what the story is about just by showing the picture of the story and ask students to write a story around it. you can also give clues, or share some key vocabulary. Thinking Routines: Use routines like "See-Think-Wonder," "Think-Pair-Share,". Then you can share the original story in the HN 11

# High Note- Grade 11

## 01 Get the message

**VOCABULARY** Collocations with contact, message and touch, phrasal verbs, emotion adjectives (see the word list on page 72)

**GRAMMAR** Present and past tenses, question tags, echo questions *line of English* - page 91

**LISTENING** Understanding a radio interview about emotional intelligence

**READING** Understanding an article about how animals communicate

**WRITING** An analytical essay

**VIEWING AND PRESENTING** grammar, animals, conversations, emotional intelligence, emotions

### LESSON 1A VOCABULARY AND GRAMMAR

**1 Read the article and check which forms of communication...**

- make it easier to **stay in touch** nowadays.
- were a good way to quickly **spread the message** that an enemy was coming.
- can **carry a message** over a long distance.
- can be used to **convey** a short and simple **message**.
- could be a good way to **make contact** if you were stuck on a desert island.

**Messaging through time...**

Since the dawn of time, people **have been using** different ways of communicating at a distance. In ancient times, they used smoke signals and after writing developed, they **passed** more ingenious methods of delivering messages. For example, sending a message in a bottle. At the turn of the 20<sup>th</sup> century, bottles were found which had been sent by people who **were floating** on board the Titanic. Hopper phones have also come to light. In 1958, Arne Viking, a Swede, tossed a letter into the sea, hoping it would reach his future wife. Two years later, he received a letter from a Sicilian girl, Pookina, who **had found** his bottle and soon after they were married!

The invention of the telegraph in 1837 sped up communication dramatically. A criminal, John Tweed, was caught after he had scribbled on the train to London. A telegram was sent to the London police, and they **were waiting** for him when he arrived there.

In Jordan, there are over 16 million mobile phones in use by the population. But you can still send telegrams through the Jordan Post Corporation!

Since the invention of the mobile phone and the internet, the world **has become** a different place. People **are still sending** messages and it usually **takes** only seconds to deliver them. But **it's still** **difficult** to communicate face-to-face! Without a doubt there are some challenges.

But here are two examples of when the internet **has changed** someone's life for the better. Look at Tara Taylor's case, a mother who **was** in the USA, when she uploaded a photo of her daughter on social media, a friend spotted a problem with one of the child's eyes. It turned out that the girl had a rare disease, but her sight was saved!

**2 Make more collocations with the nouns contact, message and touch, using the verbs from the box. You can use one word twice.**

deliver establish lose maintain pass on

1 **\_\_\_\_\_** **\_\_\_\_\_** contact

2 **\_\_\_\_\_** **\_\_\_\_\_** the message

3 **\_\_\_\_\_** touch

**3 Discuss in pairs. How can a means of communication change someone's life? Find examples in the text.**

The following slide show where you can apply it in TT



Write an alternative end



asking students to write an alternative end for a story. Is another way to use the stories in a creative way. Read the story in the sample and have the students guess what they will wear? What is the best idea? Ask the students to create an alternative end for Little Red Riding Hood.

**Project**

**Viewing and presenting** **Make a book about your favourite sports. Work in groups.**

- 1 Together, choose sports for the book.
- 2 Find photos or draw pictures.
- 3 Write. ... likes ... He/She plays ... on ...  
He's/She's got ...
- 4 Make a book.
- 5 Present it to the class.

**34** thirty-four

Projects in the books are also very helpful for the creativity skills. A sample from Team Together.

# One more idea...

Instructions: o Review the slide and explanation carefully about Project Zero o Answer the multiple-choice questions based on your understanding.



Project Zero, an educational research group at the Harvard Graduate School of Education, focuses on understanding and enhancing learning, thinking, and creativity in individuals and groups. Teachers can use several frameworks and strategies from Project Zero to boost creativity in their classrooms. For example, in Artful Thinking, the teacher can use "Perceive, Know, Care About" to analyze a character in a text, considering what they perceive, know, and care about.

### Activity 3-9-3: Sugata Mitra's SOLE approach

What is the main goal of Project Zero?

Question 1 Answer

- ☐ a. To create tests for schools
- ☒ b. To help people learn, think, and be creative
- ☐ c. To research how technology impacts learning

## Where is Project Zero located?

Question 2 Answer

- ☐ a. Stanford University
- ☒ b. Harvard Graduate School of Education
- ☐ c. Oxford University

## How can teachers use Project Zero in their classrooms?

Question 3 Answer

- ☒ a. By using strategies to encourage creativity
- ☐ b. By sticking to traditional memorization
- ☐ c. By avoiding group work

Grade

3.00 out of 3.00 (100%)

### Activity 3-9-4: Sugata Mitra's SOLE approach

An interesting survey was carried out in UK some years ago;

Think about the characteristics of a great teacher

**700 students**

- 1- Original
- 2- Caring
- 3- Fair

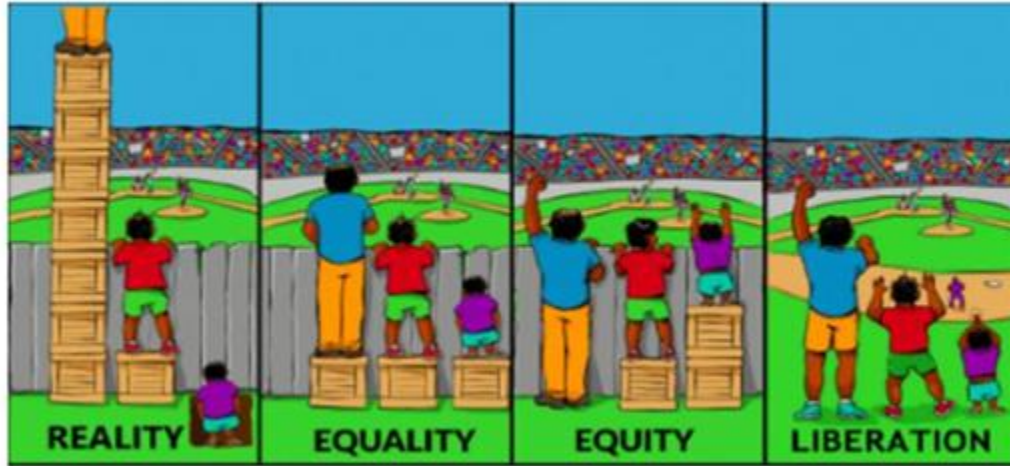
Characteristics of a great teacher (forum)

- Passionate
- Knowledgeable
- Communicative
- Patient
- Adaptable
- Empathetic
- Encouraging
- Organized
- Creative
- Lifelong Learner

### Activity 3-10: slides

Instructions: o Review the image and explanation carefully about the four stages: Reality, Equality, Equity, and Liberation. o Answer the multiple-choice questions based on your understanding. REALITY: Not all of our learners are at the same level, enjoying the same view... So, some said we should aim for EQUALITY. But this assumes everyone will benefit from the same support, but we're still left with some Ss enjoying the view more than others. So, we moved on to focusing on EQUITY: In this image, everyone is given different support so they can have equal access to the game, they're treated with equity (differentiated learning) If we can implement differentiation, this will eventually lead to LIBERATION: that is all people have the same view without any support because the problem was addressed in the first place, barriers are removed. These images basically help us visual what differentiation encompasses.

These images basically help us visual what differentiation encompasses.



### Activity 3-10: Differentiated learning with Team Together & High Note

What does the "Reality" stage represent in the image?

- a)
- b)
- c)
- d)

Question 1Answer

- ☐ a. Everyone receives equal support, but some learners still cannot see the game.
- ☒ b. Some learners have access to the game while others are left unsupported.
- ☐ c. All learners are given the exact same number of boxes to stand on.
- ☐ d. Barriers to the game have been removed entirely.

Which of the following best describes "Equality" in the image?

Question 2Answer

- ☐ a. Providing learners with support that matches their individual needs.
- ☐ b. Removing barriers entirely to ensure no support is needed.
- ☒ c. Giving everyone the same amount of support regardless of their needs.
- ☐ d. Leaving some learners unsupported while others succeed.

**What is the main difference between Equality and Equity?**

Question 3Answer

- ☐ a. **Equality ensures everyone receives the same resources, while Equity addresses individual needs.**
- ☐ b. Equity gives everyone the same resources, while Equality removes all barriers.
- ☐ c. Equality focuses on individual support, and Equity focuses on treating everyone the same.
- ☐ d. There is no difference between Equality and Equity.

**What is the ultimate goal of "Liberation" as shown in the image?**

Question 4Answer

- ☐ a. Providing continuous support for all learners.
- ☒ b. **Ensuring that everyone has equal access without requiring additional support.**
- ☐ c. Giving more resources to those who need it the most.
- ☐ d. Treating everyone with fairness by addressing their unique needs.

**Which stage of differentiation focuses on providing customized support based on individual needs?**

Question 5Answer

- ☐ a. Reality
- ☐ b. Equality
- ☒ c. **Equity**
- ☐ d. Liberation

**In the image, what symbolizes the barriers to learning or participation?**

Question 6Answer

- ☐ a. The baseball field.
- ☐ b. The boxes used for support.
- ☒ c. **The wooden fence blocking the view.**
- ☐ d. The spectators in the background.

**Grade**

**6.00 out of 6.00 (100%)**



## Activity 3-11: slides

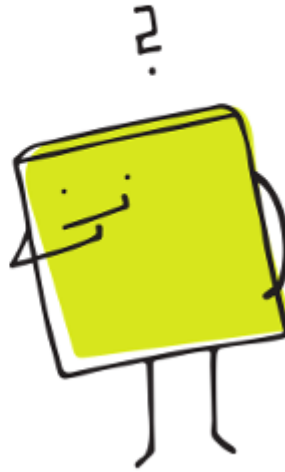
**Reading Text:** Review the definition of “**Differentiation**” carefully.



### Differentiation

“...is the process of adapting an activity or its instruction to make the content accessible and appropriately rigorous to *all children*. *All children* is the key phrase! Differentiation is not just limited to students who struggle academically and need support but is done authentically based on the needs of *each student in a classroom*”.

Model Teaching: Education for better Educators



## Activity 3-11: Defining differentiation

Differentiation is helping students achieve the same goal, in different ways.

Question 1 Answer



True



False

Differentiation requires teachers to adapt all of the lesson, tasks, instructions, or activities to suit the needs of particular learners.

Question 2 Answer



True



False

Students' needs, interests and language level are all important considerations when applying differentiation.

Question 3 Answer



True



False

Differentiation is a student-centered approach.

Question 4 Answer



True



False

Assessment data is not an important consideration in differentiation.

Question 5 Answer



True



False

Grade

5.00 out of 5.00 (100%)

## Activity 3-12: slides

) Leaflet (3\_12 Differentiating for Readiness, Interest, and Learning Profile Introduction to Differentiation

Differentiation is a teaching approach that acknowledges and accommodates the diverse needs, interests, and abilities of students in a classroom. By tailoring instruction to individual learners, teachers can ensure that every student is engaged and challenged at their appropriate level. Carol Ann Tomlinson, a pioneer in differentiated instruction, emphasizes that effective differentiation is not about creating entirely separate lessons for each student but rather about being flexible in planning and responding to student needs. Key Elements of Differentiation Teachers can differentiate in three main areas:

1. Content: What students learn. • Example: Simplifying text for students who need extra support while providing advanced materials for those ready for a challenge.
2. Process: How students learn. • Example: Offering hands-on activities for kinesthetic learners and discussions for verbal learners.
3. Product: How students demonstrate their learning.
  - Example: Allowing students to choose between writing an essay, creating a video, or presenting a project. These areas are adjusted based on three critical factors:
4. Readiness: A student's current knowledge, skill level, or understanding of a topic. • Example: Providing more structured guidance for beginners while encouraging independent exploration for advanced learners.
5. Interest: Topics or activities that engage students based on their passions or curiosity.
  - Example: Incorporating student-chosen themes into writing assignments or projects.
6. Learning Profile: The unique ways in which students process information, influenced by their strengths, preferences, and needs. • Example: Designing activities that accommodate visual, auditory, and kinesthetic learners.

The Role of Teachers in Differentiation The diagram (Figure 1) outlines how teachers can strategically differentiate content, process, and product based on readiness, interest, and learning profiles. By analysing student data, such as assessments, surveys, and observations, teachers can identify areas where students need support or enrichment. For example:

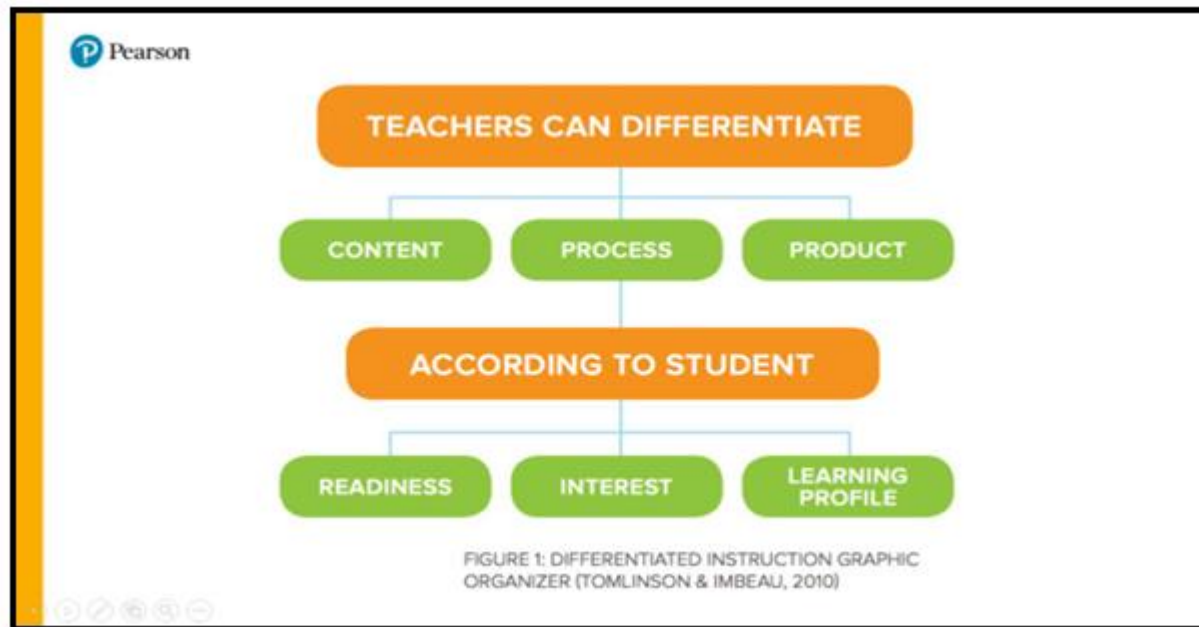
- For a student struggling with a new math concept (low readiness), the teacher might offer guided practice and scaffolding.
  - For a student passionate about technology (high interest), the teacher could integrate tech-related examples into lessons.
  - For a student who learns best through visuals (learning profile), the teacher might provide infographics or charts.
- Applying Differentiation in Teaching Differentiation requires thoughtful planning and flexibility.

Teachers should:

- Continuously assess and understand students' needs.
- Plan lessons that include multiple options for engaging with content, practicing skills, and demonstrating learning.

- Use strategies like tiered assignments, flexible grouping, and choice boards to provide varied learning experiences.

Conclusion Differentiation is not about teaching every student individually but about creating a learning environment where all students can succeed. By considering readiness, interest, and learning profiles, and by adjusting content, process, and product, teachers can foster an inclusive and effective classroom. As you proceed with this activity, reflect on how these principles can apply to your teaching practices and consider the strategies you can implement to meet your students' diverse needs.



References: 1. Tomlinson, C. A. (2001). How to differentiate instruction in mixed-ability classrooms (2nd ed.). ASCD.

2. Tomlinson, C. A., & Imbeau, M. B. (2010). Leading and managing a differentiated classroom. ASCD.

3. Sousa, D. A., & Tomlinson, C. A. (2018). Differentiation and the brain: How neuroscience supports the learner-friendly classroom (2nd ed.). Solution Tree Press.

4. Heacox, D. (2017). Making differentiation a habit: How to ensure success in academically diverse classrooms (2nd ed.). Free Spirit Publishing.

## Activity 3-12: Differentiating for Readiness, Interest, and Learning Profile

### Why is differentiation important?

Question 1 Answer

- ☐ To give all students the exact same tasks.
- ☒ To provide learning experiences tailored to students' readiness, interests, and learning profiles.
- ☐ To ensure all students complete assignments at the same speed.
- ☐ To limit the variety of tasks in the classroom.

### What does "readiness" refer to in differentiation?

Question 2 Answer

- ☐ How much interest a student has in the subject.
- ☒ A student's current skill level and knowledge base.
- ☐ A student's preferred way of demonstrating learning.
- ☐ How much support a teacher is willing to provide.

**Differentiation based on “interest” involves:**

Question 3Answer

- ☐ Providing identical tasks to all students.
- ☐

**Matching instruction to students’ current skill levels.**

- ☒ Incorporating topics or activities that engage students based on what they enjoy.
- ☐ Designing a single method of assessment for all students.

**Which of the following is an example of differentiation by “process”?**

Question 4Answer

- ☐ Allowing students to demonstrate learning through a video, presentation, or written report.
- ☒ Providing students with different tasks or activities to help them understand the same concept.
- ☐ Offering varied reading materials based on skill level.
- ☐ Giving the same lesson to all students and assigning identical worksheets.

**When differentiating by “content,” a teacher might:**

Question 5Answer

- ☒ Provide students with reading material at different difficulty levels.
- ☐ Assign the same textbook to all students.
- ☐ Use one method of instruction for the entire class.
- ☐ Ask all students to complete identical worksheets.

**What is the relationship between readiness, interest, and learning profile?**

Question 6Answer

- ☐ Teachers can use these to decide which students need less challenging tasks.
- ☐ Teachers can use these to provide the same lesson to all students.
- ☒ These factors help teachers design personalized learning experiences for students.
- ☐ These factors determine how many students can succeed without differentiation.

**Differentiation by content, process, and product means:**

Question 7Answer

- ☐ Giving the same tasks and assessments to everyone.
- ☒ Adjusting what students learn, how they learn, and how they show their understanding.
- ☐ Letting students decide all aspects of their learning on their own.
- ☐ Reducing expectations for certain students.

**Which statement best describes the role of differentiation in teaching?**

Question 8Answer

- ☐ Differentiation is about making the teacher’s job easier.
- ☒ Differentiation is about tailoring instruction to meet the diverse needs of students.
- ☐ Differentiation eliminates the need for assessments.
- ☐ Differentiation only applies to advanced learners.

**Grade**

**8.00 out of 8.00 (100%)**

### Activity 3-13: slides

Instructions:

- o Read TT Level 5 TB pg. 16 and remember as much as you can.
- o GO through the slides to highlight features integrated in TT TBs to help implement differentiation.
- o Drag and Drop to complete the grid with the 5 different features.

Start  
Here

Work on  
your own –  
in silence!  
(4 minutes)

Read TT  
Level 5 TB  
pg.16

Try to remember as much  
as you can! (take *brief*  
notes if needed, focus on  
what you think are the  
important bits)

1 different 'Extra Activities' suggestions	2 'Fast finishers' activities in a box	3 different 'Extension' suggestions
4 different 'Support' suggestions in a Diversity box	5 different 'Challenge' suggestions in a Diversity box	6 Anything else?

Use this grid to be filled after going through the slides:



### Differentiated learning

Using a taxonomy to prepare your lessons can help them be more effective and flexible and, therefore, more likely to be learnt by all the pupils. Here are some examples of strategies to cope with mixed-ability pupils in the classroom.

- **Low level pupils are a majority.** Since a taxonomy is a hierarchy of cognitive skills we must try to extend children's thinking skills from LQs to HQs by practising first at lower levels (remembering and understanding) and progressively moving towards higher levels (applying, analysing, evaluating and creating). Therefore, if the average level of the class is very low, we will have to take this into account and provide them with more activities from the lower levels at the beginning and gradually include some of higher levels.
- **High level pupils are a majority.** If the average of the class is very high, you should try to provide them with more activities from the higher levels in order to ensure a motivating and challenging context.
- **Heterogeneous pupils.** Prepare activities at lower levels (remembering and understanding) for some children and activities at higher levels to work and practise the same content at the same time. For example, list the main stages of metamorphosis (LQ): find out and describe the main stages of metamorphosis (HQ).
- **Fast finishers.** All pupils work first on the same set of activities, then pupils who finish earlier can design their own activities at a higher level. You can teach them to use the taxonomy for this purpose.
- **Gifted pupils with a special curricular adaptation.** Prepare compulsory activities for all the children at lower levels and voluntary activities for 'those who want to go further'. This strategy will provide more pupils with the opportunity to do the higher order activities and will allow the teacher to include different activities for the class and for the gifted pupil in an easy and unforced manner. For example, prepare a set of activities from different levels about the properties of light, then offer the possibility to investigate what a shadow is, when it can be seen, why it changes length, etc. You can give pupils a book or website, etc. for them to find out about it.

TT Level 5, TB pg. 16

### Support for mixed-ability classes

*Jordan Team Together* supports teachers who work with mixed-ability classes in a number of ways. The Teacher's Book includes teaching tips for mixed-ability classes, labelled **Diversity**, **Support/Challenge** and **Extra activity**: **Fast finishers**.

The photocopiable resources include extra worksheets for grammar, vocabulary and communication lessons to help teachers cater for the different needs of their pupils.

TT Level 5, TB pg. 5

Read TT Level 5 TB pg. 16 and remember as much as you can. Go through the slides to highlight features integrated in TT TBs to help implement differentiation.

# 1. 'Extra Activities'

## Presentation

- Explain that in this lesson pupils will learn how to ask and tell the time.
- On the board write *What time is it?* Explain that this is the term we use to ask the time.
- Show pupils the clock. Point to numbers 1–12 and elicit the words. Then place hands to show three o'clock and ask *What time is it?* Continue with a few more different times.

## Extra activity Collaborative work

- Place pupils in small groups and give them a sheet of paper. Ask pupils to write seven different times of the day on it.
- Have pupils say the time and what activity they do at that time.

TT Level 5, TB pg. 48

## 2. 'Fast Finishers'

### Extra activity Fast finishers

- Pupils write a paragraph about what they and their friends are wearing and what colour the clothes are.

TT Level 5, TB pg. 58

**Lesson 1 Vocabulary and listening**

1 Listen and stick. Then listen and say.

dress	sandals	socks	hat	scarf
jeans	pyjamas	trousers	baseball cap	short

2 Find the clothes in the picture on page 58.

3 Listen and chant.

We're wearing jeans, shirts and trousers.  
We're ready to play.  
We look cool.

You're wearing a dress, a hat and sandals.  
You're ready to play.  
You look cool.

They're wearing pyjamas, socks and scarves.  
And baseball caps, too.  
That's not cool!

4 Think of you and your friends. Then say.

We're wearing baseball caps and shorts.

They're wearing baseball caps and shirts.

### 3. 'Extension Activities'



#### 2 1.5 Listen and read.

- Have pupils read or listen to the story. Ask them what happens in it.
- Play the audio again and pause at frame 5. In pairs, pupils discuss the question in the box.
- Using the Thumbs up/down technique, say different statements about the story, e.g. *The children have an English lesson (down). Atomic and Bo make a mess (up).*
- **Extension** Use the story cards to ask about the story.
- Refer pupils to the question box again. Ask if their guesses were correct.



TT Level 5, TB pg. 40

### 4. 'Support' suggestions

#### Diversity

##### Support

- Place pupils in pairs and give them ten strips of paper. Have pupils write the new vocabulary and cut the strips in half after the words *get*, *go*, *have* and *do*. Pupils then mix up the strips and form phrases again. Then they say them to their partners. Keep strips of paper for Activity 3.

##### Challenge

- Have pupils write the new vocabulary on strips of paper. Pupils mix them up and place them in the correct order.

TT Level 5, TB pg. 36



## 5. 'Challenge' suggestions



### Diversity

#### Support

- Divide the class into two groups. Explain that you will read the story aloud and one group has to repeat after you the first five frames and then the other group, the next five frames. As pupils repeat, they trace the words in their books.

#### Challenge

- Pupils rewrite one frame using different vocabulary, and draw it on a sheet of A4 paper to present to the class. Make a classroom display.

TT Level 5, TB pg. 40

## Activity 3-13: Discovering Differentiation: Locating Key Information in TT &TB

**Drag and Drop to complete the grid with the 5 different features:**

1	2	3
different 'Extra Activities' suggestions	'Fast finishers' activities in a box	different 'Extension' suggestions
(Pg. 48)	(Pg. 58)	(Pg. 40)
4	5	6
different 'Support' suggestions in a Diversity box	different 'Challenge' suggestions in a Diversity box	Anything else?
(Pg. 36,40)	(Pg. 40)	

Grade

5.00 out of 5.00 (100%)

## Activity 3-14: High Note Differentiated Learning Resources

Trainees search through Grade 9 HN TB to find the answer to the questions on the slide.

<https://nccd.gov.jo/Ar/Pages/Publications/?type=38>

## Activity 3-14: High Note Differentiated Learning Resources

Match the questions on the left to the correct answers.

Where are the extra photocopiable resources located?

At the back of the book, ni

On average, how much time is required to complete the extra Photocopiable resources?

10-15 minutes per Photoc

What is the purpose of the Photocopiable resources?

Various purposes: Use as

Are there Teacher's Notes for the Photocopiable resources?

Yes – located just before tl

Grade  
4.00 out of 4.00 (100%)

## Activity 3-15: slides

Instructions:

- o Read the leaflet about (Supporting Differentiated Instruction Through Tiered Activities).
- o Go through the listening activity example, then to the story pages and the ‘Act out the story’ activity, the vocabulary and reading activity, Culture pages and the highlighted activity2, in order to think of appropriate ways to differentiate the activity for struggling, borderline and high achievers.
- o Do Drag and Drop activity.

Leaflet (3 \_ 15)

Supporting Differentiated Instruction Through Tiered Activities

Introduction

While TT and HN incorporate various features to support differentiated instruction, there are additional minor adjustments we can make in our lessons to cater to learners of varying abilities. One effective strategy is the use of tiered activities.

Tiered activities involve grouping students into two or three levels based on their needs, such as struggling, borderline, or high-achieving learners.



These groupings can be kept internal to the teacher's planning and do not need to be disclosed to students.

## Differentiating Core Activities

### 1. Listening Activity

Tiered listening tasks can help engage all students at their level of comprehension:

#### ● Struggling Learners:

- o Provide transcripts or a visual summary of the audio.
- o Play the audio in short segments with pauses for reflection.
- o Offer multiple-choice questions for basic comprehension.

#### ● Borderline Learners:

- o Focus on key details with open-ended comprehension questions.
- o Use guiding questions to help identify main ideas.

#### ● High-Achieving Learners:

- o Introduce higher-order questions requiring inference or analysis.
- o Encourage note-taking for discussion or summary tasks.

### 2. Story Pages

Story pages offer opportunities for differentiated reading and comprehension:

#### ● Struggling Learners:

- o Simplify text or provide visual aids like storyboards.
- o Ask basic "who, what, when, where" questions.

#### ● Borderline Learners:

- o Sequence story events using visuals or pre-written sentences.
- o Summarize the story in their own words.

#### ● High-Achieving Learners:

- o Analyze the story's themes, characters, or moral.
- o Create an alternative ending or rewrite the story from another



character's perspective.

### 3. Act Out the Story Activity

**Drama activities** allow students to engage with content creatively:

- Struggling Learners:

- o Assign simple roles or use props to aid memory.

- o Practice in small groups with guided prompts.

- Borderline Learners:

- o Add gestures, tone, or simple improvisation to their roles.

- o Assign roles that require moderate creativity.

- High-Achieving Learners:

- o Allow them to direct or expand the story with new dialogue.

- o Encourage them to interpret the characters deeply and add creative elements.

### 4. Vocabulary and Reading Activity

Building vocabulary and reading skills can be adapted through tiered activities:

- Struggling Learners:

- o Match pictures with words or use flashcards.

- o Provide simple gap-fill exercises with a word bank.

- Borderline Learners:

- o Contextualize vocabulary through cloze passages.

- o Encourage sentence creation with new words.

- High-Achieving Learners:

- o Challenge them to use vocabulary in short paragraphs or creative writing.

- o Explore synonyms, antonyms, and word roots.

### 5. Culture Pages

**Culture pages** foster global awareness and analytical thinking:

- Struggling Learners:

- o Use visuals and bullet-point summaries to convey key points.

- o Ask simple fact-based questions.

- Borderline Learners:

- o Provide graphic organizers (e.g., Venn diagrams) to compare cultures.

- o Encourage short written responses comparing cultural aspects.

- High-Achieving Learners:

- o Assign research tasks to expand on the cultural content.

- o Facilitate group discussions on similarities and differences.

## 6. Writing Activity

Writing activities offer scope for varied complexity based on students' abilities:

- Struggling Learners:

- o Use sentence starters or fill-in-the-blank exercises.

- o Encourage drawing or labelling as part of pre-writing.

- Borderline Learners:

- o Ask for short paragraphs with a clear structure.

- o Use graphic organizers to support idea generation.

- High-Achieving Learners:

- o Encourage detailed essays, creative stories, or analytical pieces.

- o Incorporate peer review to enhance their writing skills.

Resources:

Sousa, D. A., & Tomlinson, C. A. (2018). Differentiation and the brain: How neuroscience support the learner-friendly classroom. Solution Tree Press.

- Tomlinson, C. A. (2017). How to differentiate instruction in academically diverse classrooms. ASCD

## Activity 3-15: Tiered activities for differentiated learning

**Drag and Drop the Strategies: For each activity, drag and drop the corresponding strategies to the correct student group.**

1-Provide the coloured pencils students will need before the activity starts

2-Act out the story in groups, provide prompt cards

3-Provide a list of the words in written form

- 4-Listen twice
- 5-Eliminate some of the answer options
- 6-Remains as it is
- 7-Tell Ss which line they can find the answers on
- 8-Signpost which paragraph they can find the answer
- 9-Change the story ending, what happens next or extend
- 10-Act out the story in groups
- 11-Work in pairs & practice spelling the words aloud
- 12-Challenge students to write their own question related to the text and exchange with a partner
- 13-Work in pairs to talk about their own families
- 14-Ask them to identify two extra objects and choose a colour

Activity	Struggling Students	Borderline Students	High Achievers
Listening	1	4	14
Speaking & Drama	2	10	9
Vocabulary	3	6	11
Vocabulary & Reading	5	6	13
Reading & Writing	7	8	12

## Activity 3-16: Leaflet

Instructions:

o Read the leaflet: Bloom's Taxonomy: A Framework for

Differentiated Learning.

o Watch the explanatory slides about the use of Bloom's Taxonomy and Think-Tac-Toe.

o Do the first task: Fill in the gaps.

o Do the second task: True or false.

Leaflet (3\_16)

Bloom's Taxonomy: A Framework for Differentiated Learning

Bloom's Taxonomy is a well-established framework that helps trainees and educators identify the difficulty level of tasks and questions. By categorizing learning objectives into different cognitive levels, it allows us to tailor tasks to the needs of our students, ensuring that all learners are challenged appropriately.

Why Use Bloom's Taxonomy?

- It helps create questions and tasks that are aligned with students' current abilities.
- It ensures that tasks target a range of cognitive levels, from basic recall to creative problem-solving.
- It provides a structured approach to differentiation, enabling every learner to succeed.

Differentiation with Think-Tac-Toe Boards

One effective way to apply Bloom's Taxonomy is through Think-Tac-Toe boards. These are choice boards that give students a menu of activities to demonstrate their understanding. They are versatile tools for differentiation, allowing students to select tasks that match their learning preferences and skill levels.

Using Think-Tac-Toe Boards with 'Treasure Island' (Grade 9 HN, SB pg. 71)

- After covering the reading parts of the 'Treasure Island' text, reveal

the Think-Tac-Toe board (choice board) to students.

- Students are instructed to choose three activities in a row, ensuring they complete a variety of tasks at varying difficulty levels.

- Baseline Task: The middle task in the grid can be made compulsory for all students. This ensures that all students complete a borderline level activity before choosing others based on their ability or preference.

- Flexibility: Students can complete any tasks as long as they create a 3-in-a-row pattern.

- Extended Grids: For ongoing assessment, the grid can be expanded to a 4x4 (or larger) format.

#### Customizing Think-Tac-Toe Boards

- Place easier activities on the top row, borderline tasks in the middle, and challenging tasks on the bottom row. This organization helps target various ability levels.

- Incorporate activities that align with Bloom’ s Taxonomy levels:

- o Remember: Recall specific events or characters from the text.

- o Understand: Summarize the main plot in a few sentences.

- o Apply: Create a map of the island with labelled landmarks based on the description.

- o Analyse: Compare two characters and their motivations.

- o Evaluate: Debate whether the protagonist’s decisions were justified.

- o Create: Write an alternative ending for the story.

#### Visual and Creative Versions

- For younger or low-level learners, use a version with visuals or icons to make the board more engaging and easier to navigate.

- Include a ‘Your Choice’ square to give students autonomy, encouraging creativity and critical thinking.

#### Advantages of Think-Tac-Toe Boards

- Student Choice: Encourages student ownership of their learning by allowing them to select tasks that interest them.
- Differentiation: Provides options at varying levels of Bloom’s Taxonomy, ensuring all students are challenged appropriately.
- Versatility: Can be used for assignments, projects, and end-of-unit reviews.

How to Use Think-Tac-Toe Boards:

1. Create a Grid: Design a 3x3 grid with tasks that align with different levels of Bloom’s Taxonomy.
2. Incorporate Variety: Include a mix of activities that target lower order (e.g., Remember, Understand) and higher-order (e.g., Analyse, Create) cognitive skills.
3. Provide Guidance: Explain the purpose of the choice board and how it works. Set clear expectations for task completion.
4. Evaluate Work: Use rubrics to assess the quality of student work, ensuring that all tasks are meaningful and rigorous.

Example Think-Tac-Toe Board:

- Remember
- Understand
- Apply
- Analyse
- Summarize the main idea in your own words.
- Create a diagram to explain the concept.
- Evaluate
- List key facts from the lesson.
- Compare and contrast two ideas.
- Create



Judge which solution is

best and explain why.

Design a project to

demonstrate your learning.

Ready-Made or Custom Boards

- Teachers can design custom choice boards for their class using the

‘Treasure Island’ text or other resources.

- Alternatively, they can find ready-made choice boards online,

which can be adapted to fit the curriculum.

Conclusion

Using Bloom’s Taxonomy as a framework, Think-Tac-Toe boards provide

a powerful way to differentiate learning. By offering students a range of

engaging tasks at different cognitive levels, trainees can create an inclusive

learning environment that fosters growth and understanding for all learners.

References:

Books and Articles on Bloom’s Taxonomy:

- \_ Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A Taxonomy for Learning,

Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational

Objectives. Allyn & Bacon.

Web Resources on Think-Tac-Toe and Differentiated Learning:

- \_ Edutopia: Articles on differentiated instruction and innovative classroom

strategies.

- \_ Teach Thought: Resources for creating Think-Tac-Toe boards using Bloom’s

Taxonomy.

Research Papers and Studies:

- \_ Tomlinson, C. A. (2001). How to Differentiate Instruction in Mixed-Ability

Classrooms. ASCD.

- \_ Heacox, D. (2017). Making Differentiation a Habit: How to Ensure Success in

Academically Diverse Classrooms. Free Spirit Publishing.



# Bloom's taxonomy

BLOOM'S TAXONOMY – COGNITIVE DOMAIN (2001)



## Creating tasks

01	02	03	04	05	06
<b>KNOWLEDGE:</b>	<b>UNDERSTAND:</b>	<b>APPLY:</b>	<b>ANALYZE:</b>	<b>EVALUATE:</b>	<b>CREATE:</b>
Define, Identify, Describe, Recognize, Tell, Explain, Recite, Memorize, Illustrate, Quote	Summarize, Interpret, Classify, Compare, Contrast, Infer, Relate, Extract, Paraphrase, Cite	Solve, Change, Relate, Complete, Use, Sketch, Teach, Articulate, Discover, Transfer	Contrast, Connect, Relate, Devise, Correlate, Illustrate, Distill, Conclude, Categorize, Take Apart	Criticize, Reframe, Judge, Defend, Appraise, Value, Prioritize, Plan, Grade, Reframe	Design, Modify, Role-Play, Develop, Rewrite, Pivot, Modify, Collaborate, Invent, Write

### The Wild Robot CHOICEBOARD

<b>RESEARCH</b> The student will conduct an investigation to learn more about the topic. They will use the information to create a project that shows the relationship between the two concepts.	<b>ANALYZE</b> The student will use the information to create a project that shows the relationship between the two concepts.	<b>CREATE</b> The student will use the information to create a project that shows the relationship between the two concepts.
<b>CREATE</b> The student will use the information to create a project that shows the relationship between the two concepts.	<b>EVALUATE</b> The student will use the information to create a project that shows the relationship between the two concepts.	<b>UNDERSTAND</b> The student will use the information to create a project that shows the relationship between the two concepts.
<b>REMEMBER</b> The student will use the information to create a project that shows the relationship between the two concepts.	<b>WONDER</b> The student will use the information to create a project that shows the relationship between the two concepts.	<b>EXPLORE</b> The student will use the information to create a project that shows the relationship between the two concepts.



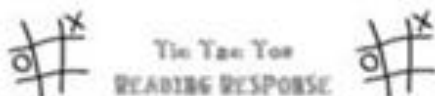
## Think-Tac-Toe Boards (Choice boards)

Choice boards that provide students with a menu of activities to demonstrate their understanding

Could include:

- Assignments
- Activities
- Projects
- Reviews
- Questions

## Think-Tac-Toe



Draw a picture of the setting of the story.	Predict what is going to happen next...	How am I like one of the characters?
This story made me feel _____ because _____. Draw and write a picture.	Write a new ending for the story.	Make a comic book page using the characters from the story.
Book Review: give it a star rating and explain why.	Design a new cover for the book. Include title and author.	Write 2 questions you have about the story.



### Version 1: Versatile Think-Tac-Toe

- Place one compulsory task in the center of the choice board.
- Ask learners to complete three challenges, one of which must be the task in the center square



### Version 2 Versatile Think Tac Toe

- Use a 3x3 choice board as a noughts & crosses grid, in which learners must complete three tasks in a row (horizontally, vertically or diagonally).
- Design a 4x4 grid & make it "Four in a Row"



### Version 3 Versatile Think Tac Toe

- Visual = great for learners who do not read in English yet or those who struggle
- Encourages them to be more autonomous (choice square)
- OXO or give them several squares to complete

#### VISUAL STEAM CHOICE BOARD

Choose \_\_\_\_\_ activities to be completed by \_\_\_\_\_

Name: \_\_\_\_\_

Useful and practical ideas from 2



## Activity 3-16: Leaflet

Instructions: Fill in the gaps with the correct words from the box below.

1. **Bloom's Taxonomy** is a well-established framework that helps educators identify task difficulty levels.
2. One effective way to apply **differentiation** is by using Think-Tac-Toe boards.
3. A Think-Tac-Toe board is a **choice** board that provides students with a menu of activities.
4. The middle task on the board can be made a **baseline** task for all students.
5. Teachers can organize tasks on the **grid**, with easier tasks at the top and end-of-unit reviews.

Bloom's Taxonomy focuses only on lower-order thinking skills.

Question 2Answer

- ☐ True
- ☒ **False**

Think-Tac-Toe boards provide a menu of activities to cater to different learning levels.

Question 3Answer

- ☒ **True**
- ☐ False

All students must complete every task on the Think-Tac-Toe board.

Question 4Answer

- ☐ True
- ☒ **False**

A 3x3 grid is the standard size for Think-Tac-Toe boards, but larger grids can be used.

Question 5Answer

- ☒ **True**
- ☐ False

Teachers can use ready-made Think-Tac-Toe boards or create their own.

Question 6Answer

- ☒ **True**
- ☐ False

Visual versions of Think-Tac-Toe boards are suitable for younger learners or low-level learners.

Question 7Answer

- ☒ **True**
- ☐ False

The framework discourages student autonomy and creativity.

Question 8Answer

- ☐ True
- ☒ False

Tasks at the bottom row of the grid are generally easier than those at the top.

Question 9Answer

- ☐ True
- ☒ False

Grade

13.00 out of 13.00 (100%)

## Post Course Evaluation Questions

### Post Course Evaluation Questions

*These questions should be completed before the first day of the training program and again after the final day of the training to measure participants' progress.*

Differentiated instruction involves:

Question 1Answer

- ☐
- ☒ Tailoring instruction to meet individual needs

- ☐
- ☐ Using the same resources for every student

- ☐
- ☐ Teaching all students in the same way

- ☐
- ☐ Ignoring individual difference

What is independent learning?

Question 2Answer

- ☐
- ☒ The process by which learners take control of their learning journey, making decisions about what, when and how to learn.

The isolation created between students in the classroom.

- ☐
- ☐ The process by which students learn by themselves according to the teacher's preference.

The removal of teacher support.

Which of the following are useful frameworks for establishing suitable learning objectives for students?

Question 3Answer

- ☐



☐ The CEFR and GSE

☐

The CEFT and GSE

☐

The GSE only

☐

The CEFR only

What is a primary advantage of the flipped classroom model?

Question 4Answer

☐

Reducing the amount of homework assigned to students

☐

Emphasizing lecture-based instruction during class time

☐

Allowing students to review content at their own pace before class

☐

Ensuring all learning takes place within the classroom setting

What is a commonly cited weakness of the CEFR (Common European Framework of Reference for Languages)?

Question 5Answer

☐

More than 60% of the learning objectives are based on speaking only

☐

It is not accepted by many regions around the world

☐

It includes too many ‘Can Do’ statements

☐

It focuses solely on written communication skills

What is the scale range of the GSE (Global Scale of English)?

Question 6Answer

☐

-10-100

☐

0-100

☐

10-90

☐

10-100

Which of the following is a well-established model related to creativity?

Question 7Answer

☐

Osborne-Parnes's Creativity Model

☐

Bloom’s Taxonomy

☐

The PPP approach

☐

Jim Scrivener’s Creativity Model

According to Bloom’s Taxonomy, which of the following is not a Higher Order Thinking Skill?

Question 8Answer



Create



Analyse



Evaluate



Remember

**Question 9**

Not yet answered

Marked out of 1.00

Flag question

What is the primary distinction between formative assessment "of" and "for" learning?

Question 9Answer



"Of" learning involves grading students, while "for" learning provides feedback to improve learning



"Of" learning measures achievement, while "for" learning informs and guides instructional decisions



"Of" learning is conducted by teachers, while "for" learning involves self-assessment by students



"Of" learning focuses on ongoing evaluation, while "for" learning involves final assessments

**Question 10**

Which of the following is not a benefit of fostering student independent learning?

Question 10Answer



Guaranteed improvement in exam scores



Students' increased recognition of their strengths and weaknesses



Reduced reliance on the teacher



Greater levels of student confidence

How can teacher resource books contribute to professional development?

Question 11Answer



By providing ready-made lesson plans without adaptation



By emphasizing theoretical concepts over practical applications



By restricting teachers to a single teaching style



By offering insights, strategies, and activities to enhance teaching practices

What is a primary benefit of differentiated instruction?

Question 12Answer



Simplifying lesson planning for the teacher



Addressing the diverse learning needs of all students



Reducing the amount of classroom materials needed



Ensuring all students complete the same work

What is the purpose of using tiered activities in the classroom?

Question 13Answer



To provide varying levels of challenge within the same lesson



To group students by ability level



To assign different homework to each student



To limit student interaction

Discussing alternative uses of an object develops which skill?

Question 14Answer



Communication skills



### **Creativity skills**



Presenting skills



Negotiation skills

What is the primary focus of student-centered learning?

Question 15Answer



### **Student needs and interests**



Standardized curriculum



Lecture-based teaching



Teacher instruction

Which of the following best encourages creativity in the classroom?

Question 16Answer



Emphasizing rote memorization



Strict adherence to a fixed curriculum



### **Providing opportunities for open-ended projects**



Limiting student choice in activities

What is the primary goal of CLIL (Content and Language Integrated Learning)?

Question 17Answer



To focus solely on language instruction



To replace content subjects with language lessons



### **To integrate content learning with language learning**



To teach content subjects in the students' first language

What is a key benefit of teaching culture in the classroom?

Question 18Answer



Limiting student exposure to different perspectives



Focusing only on language acquisition



### **Promoting cultural awareness and sensitivity**



Reducing the diversity of classroom materials

Which of the following are not part of Pearson's Life Skills Development Program?

Question 19Answer



### **Leisure and Hobbies**



Core Academic Competencies



Career Knowledge and Transition Skills



Personal and Social Capabilities

In an ELT context, what does 'mediation' refer to?

Question 20Answer



A 3-way interaction



A 2-way interaction



Mediation isn't part of ELT teaching



Breathing techniques

Grade

20.00 out of 20.00 (100%)

# The end

