

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.

H5P: 2

التقديم: 2 / 1

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)

• 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



go to school
have lunch
have art lessons
play



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

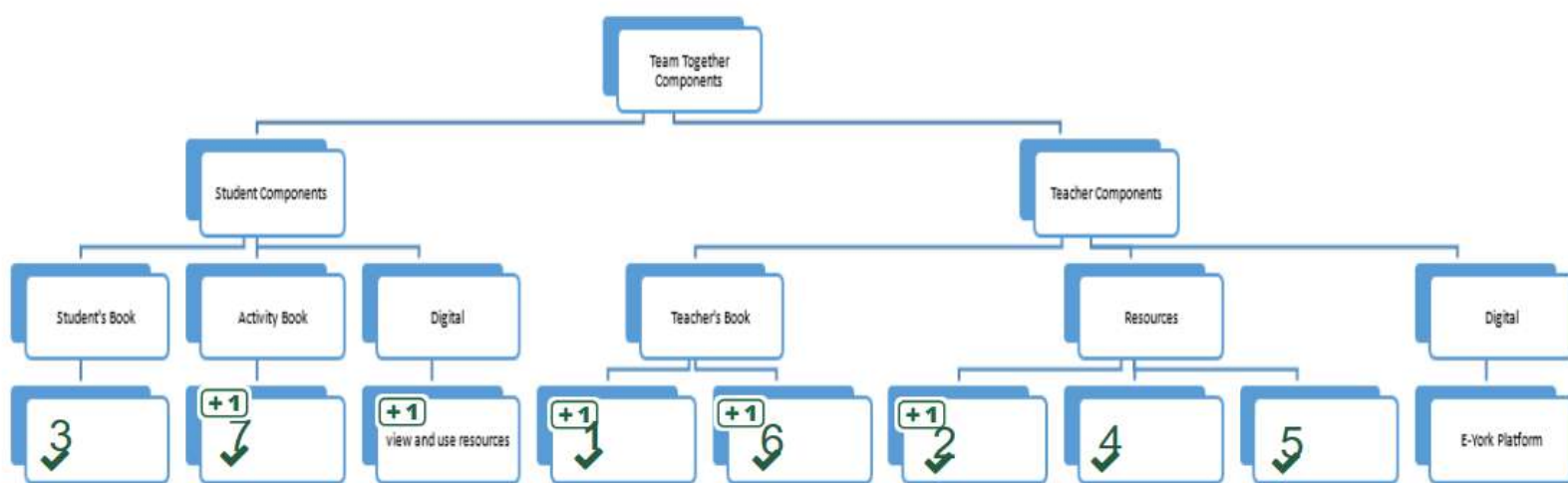
Digital

- Complete homework on any device
- View and use resources



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

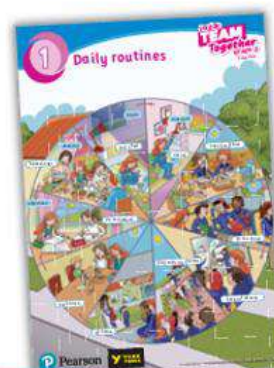
1. Games Bank
2. Story Cards
3. Bo's Learning Club: Language Boosters & CLIL
4. Tests
5. Posters
6. Detailed lesson Plans
7. Picture dictionaries



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.

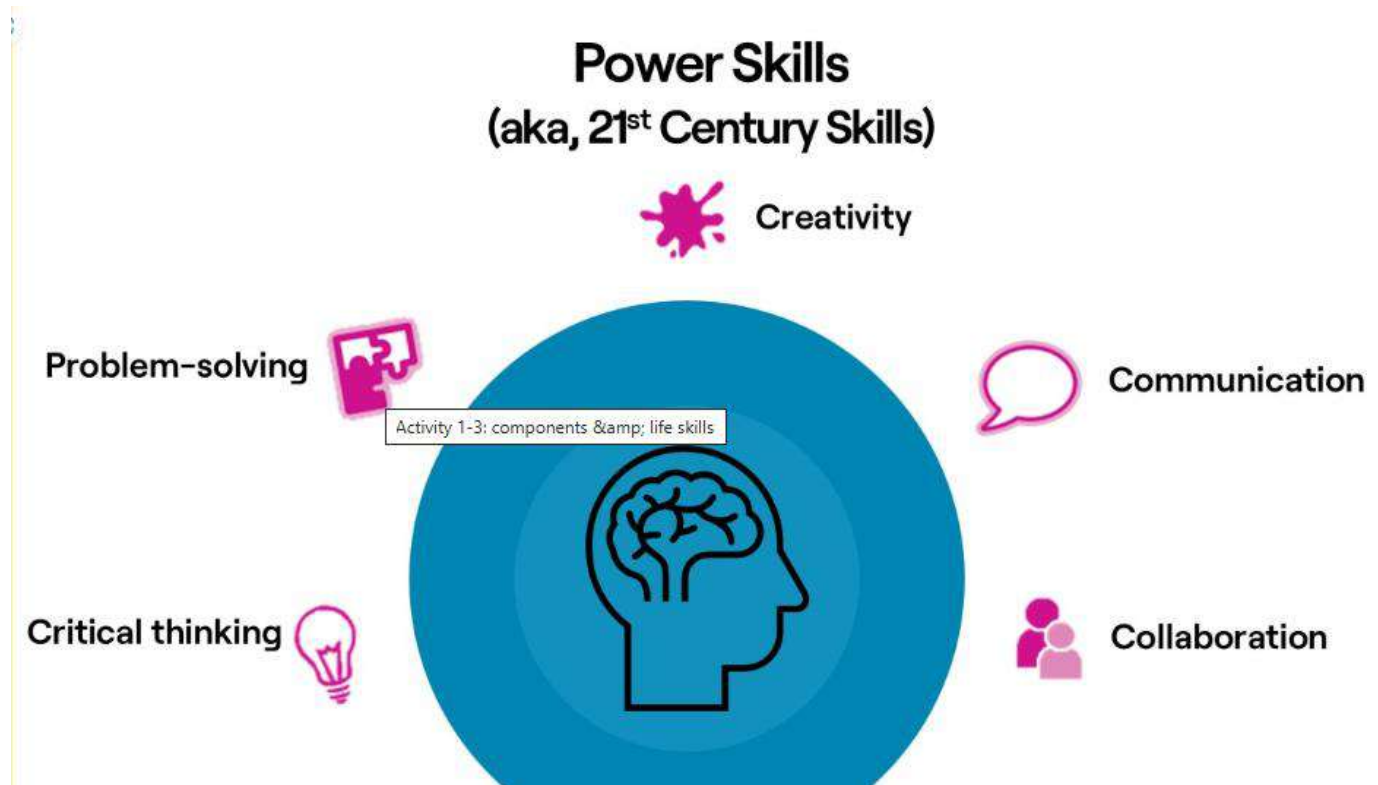
pupils found in the games Photocopiable resource **The Photocopiable resources** contains consolidation and extension worksheets for further practice of vocabulary, grammar, CLIL, English in action, communication games, stories and songs. They are all available online. Teachers can navigate the material 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

Instructions:

- Read leaflet no.2 about course components and life skills carefully.
- Drag the icons and drop them into the appropriate 21st 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


Critical thinking







Problem-solving


Creativity


Communication


Collaboration

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

hip 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

4/5 أعلى درجة:

Activity 1-7 : Teacher’s Book Walkthrough

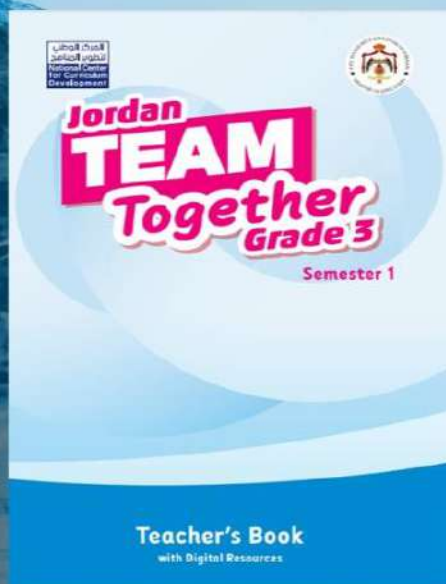
Instructions:

_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

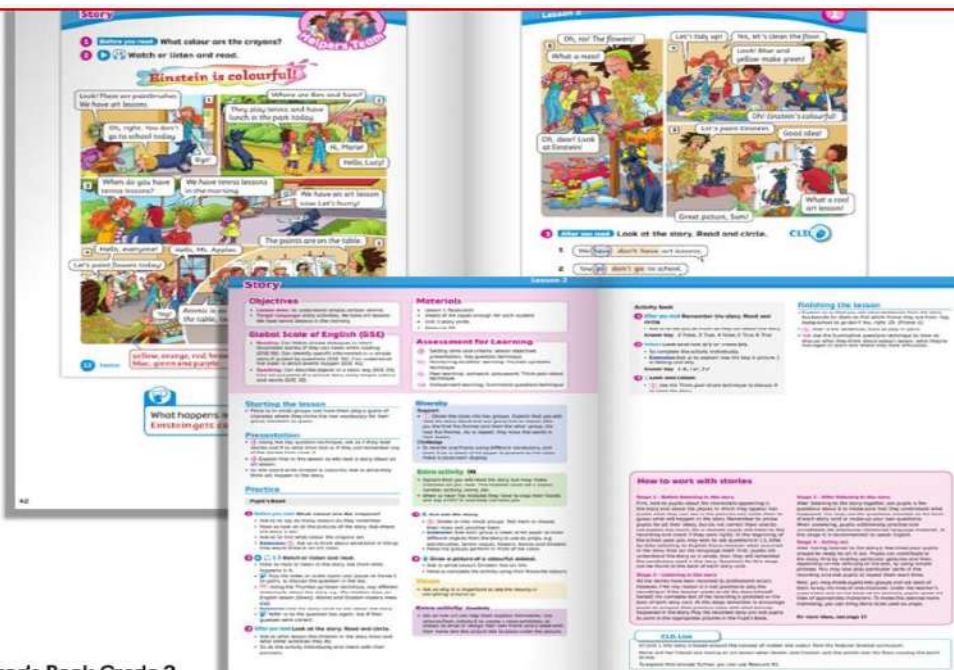
- Teacher can see everything that the students can see in the Pupil's Book
- Teachers are provided with step-by-step guidance on how to structure the lesson
- Includes tips on how to **support** and **challenge** students (mixed ability), how to encourage **critical thinking** and how to extend lesson 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

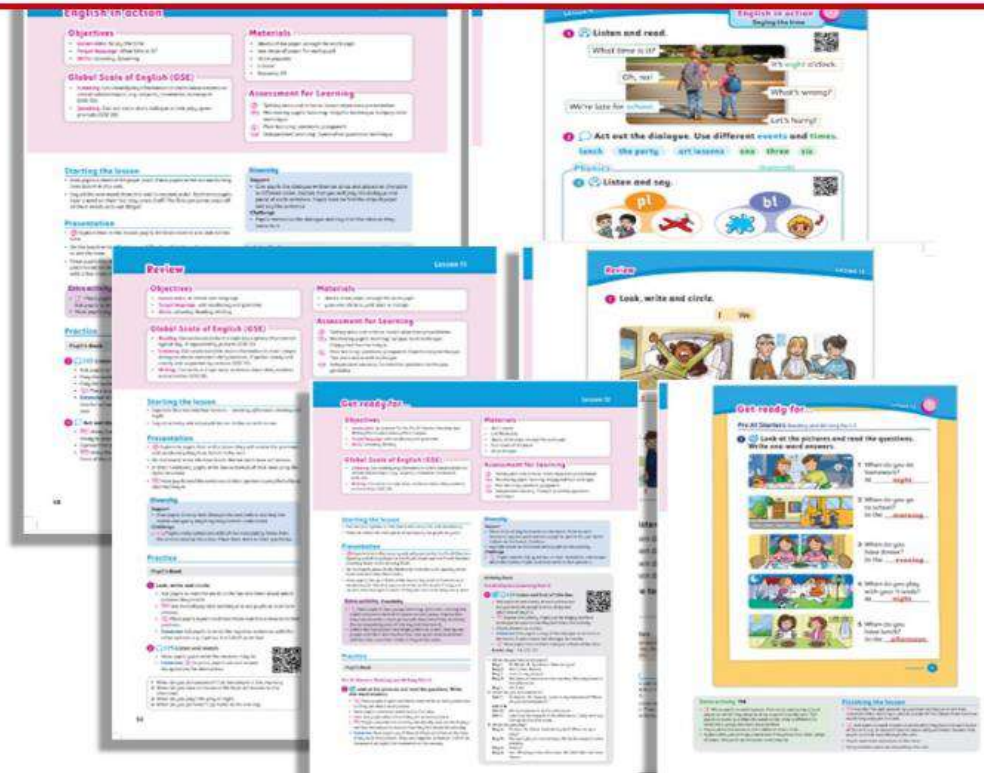
- Full guidance on how to teach the Culture lessons and how to incorporate Project Based Learning
- We know that PBL is great for independent learning – giving students autonomy. Helps with collaborative learning and critical thinking and best of all – it's fun and engaging!



Source: Jordan Team Together Teacher's Book Grade 3

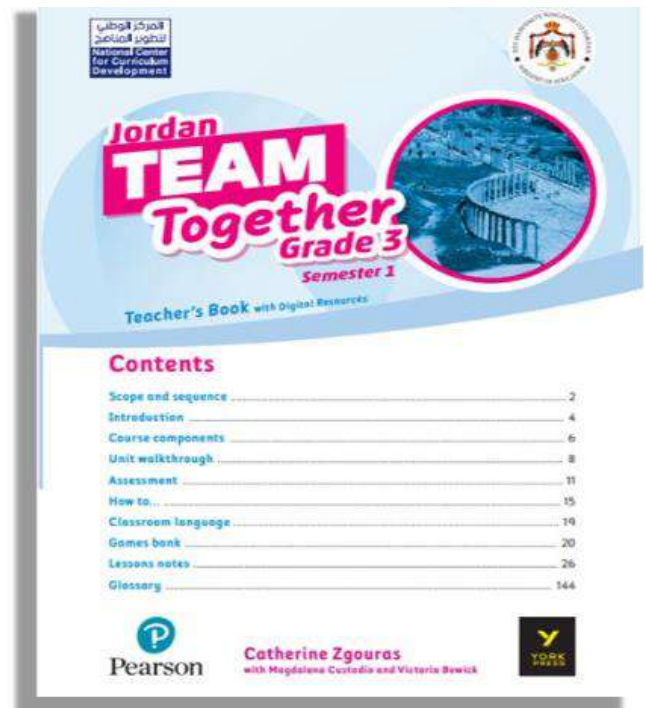
Teacher Book Walkthrough

- 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



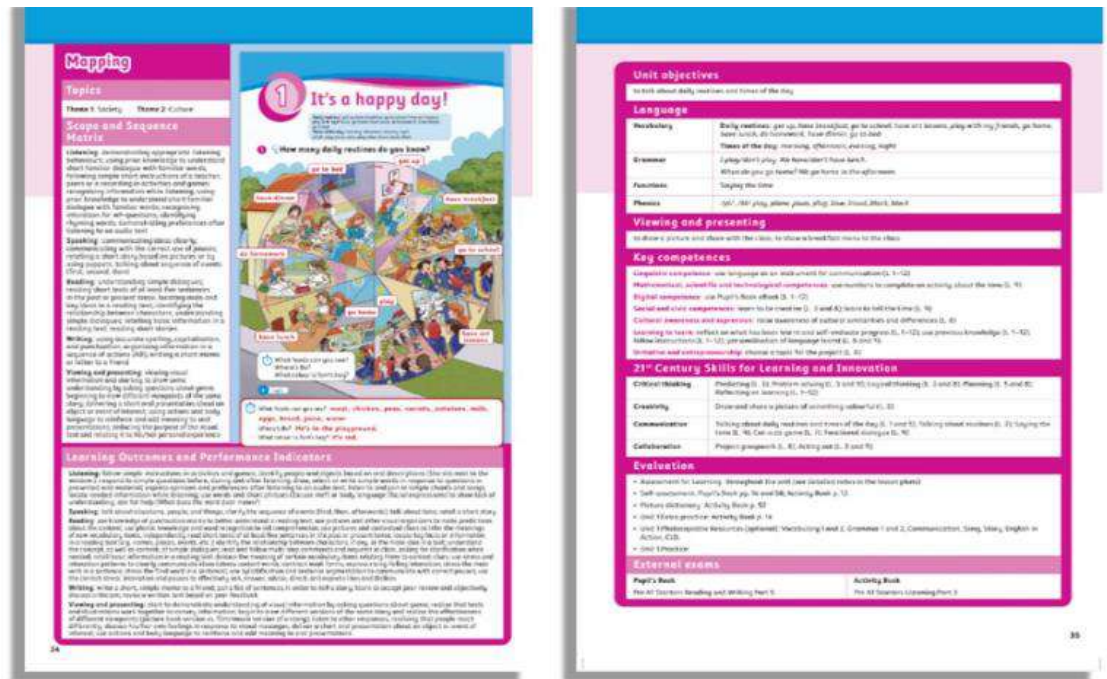
Pick Up and Go Resources!

- 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

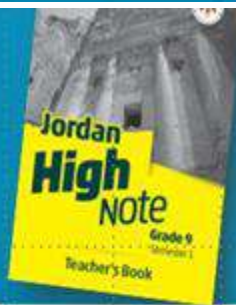
Teacher's Book

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

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

Culture Spots

Extra grammar, vocabulary, and skills lessons

Photocopiable resources

Word list with audio recordings

Answer keys

Detailed lesson plans

Literature Spots

Extra reading and listening texts

Scope & sequence

Pronunciation program

العلامات الموضوعية بشكل خاطئ: Extra reading and listening texts , العلامات المميزة ظاهرة الآن مع مواضعها الصحيحة, أنقر على العلامة لتمييز المنطقة المسموح بها.

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.

**It's not about what
teachers cover;
It's about what
students discover.**

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 ٨ 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 ٩ 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.

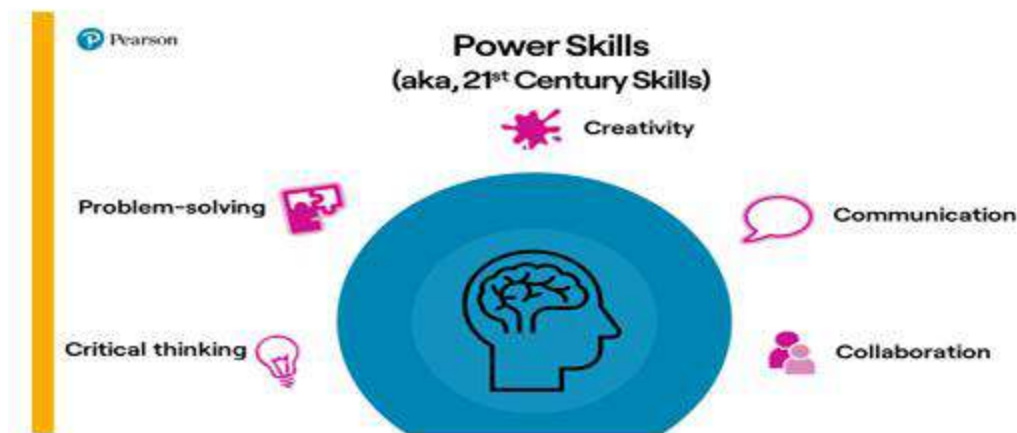
العلامة

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. There are various supplies on the table, including a pen, a ruler, and some papers.


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 colorful, stylized sculpture of a dinosaur or dragon, possibly made of paper or cardboard, standing on a grassy field. The sculpture is painted in bright colors like blue, green, yellow, and red, and has a long, flowing tail. It appears to be a creative project or a piece of art.

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

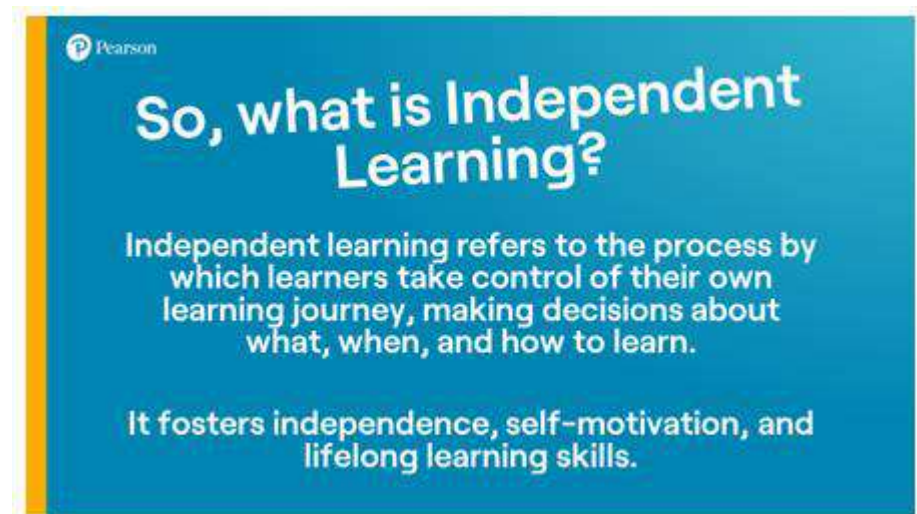
العلامة

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.

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.

أختر اختياري

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

سؤال 3 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 4 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.

Pearson

High Note

Assessment for Learning

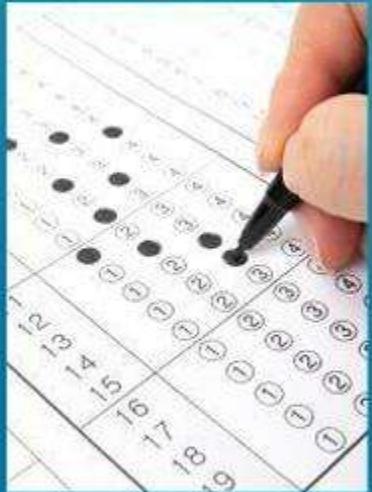
With the GSE as the solid framework for syllabus design and assessment, *High Note* offers a uniquely sound and comprehensive **Assessment for Learning** package.

STUDENT'S BOOK

- Unit objective
- Can-do statement as the end line of each lesson
- Revision section which includes exam training.

Workbook

- Self-check page per unit



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.