



## سؤال 5

علم هذا السؤال

غير مجاب عليه بعد

What is the role of the Active Vocabulary?  
boxes

To help students memorize and  
learn new words

.a



To provide cultural insights

.b



To teach students how to write  
essays

.c



To focus on grammar accuracy

.d



أجل اختياري



الصفحة التالية

الصفحة السابقة



العودة

علم هذا السؤال

سؤال 4

غير مجاب عليه بعد

What does the Word List section include ?

Irregular verbs and their definitions

.a ☐

A record of all vocabulary for pronunciation practice

.b ☒

Literature summaries for further study

.c ☐

Tips for understanding British culture

.d ☐

أخِلْ اختياري

الصفحة التالية

الصفحة السابقة



العودة

## سؤال 3

علم هذا السؤال

غير مجاب عليه بعد

How is the Irregular Verbs section useful for ?  
students

It provides a list of verbs for  
independent learning

.a



It explains the cultural  
significance of verbs

.b



It improves students'  
pronunciation

.c



It prepares students for exams .d



أخِل اختياري

الصفحة التالية

الصفحة السابقة



العودة

## سؤال 6

علم هذا السؤال

غير مجاب عليه بعد

What does the Use of English section focus ?  
on

Literature analysis .a ☐

Exam-oriented practice .b ☒

Pronunciation improvement .c ☐

Vocabulary expansion .d ☐



أخِلْ اختياري

إنهاء المحاولة ...

الصفحة السابقة

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

صح ☐

خطأ ☒

الصفحة التالية

الصفحة السابقة



العودة

## سؤال 2

علم هذا السؤال

غير مجاب عليه بعد

What do the Literature Spot lessons aim to?  
achieve

Improve pronunciation skills .a ☐

Familiarize students with literary  
works and broaden their  
horizons .b ☒

Teach students about British  
history .c ☐

Focus on exam preparation .d ☐



أخِل اختياري

الصفحة التالية

الصفحة السابقة



## Worksheet 2.20

العودة

## سؤال 1

علم هذا السؤال

غير مجاب عليه بعد

What is the purpose of the Culture Spot?  
lessons

To teach grammar rules .a ☐

To provide insights into British  
culture .b ☒

To focus on pronunciation  
practice .c ☐

To teach irregular verbs .d ☐



أخِلْ اختياري

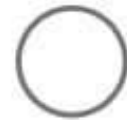
الصفحة التالية

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

صح



خطأ



إنهاء المحاولة ...

الصفحة السابقة



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

صح ☐

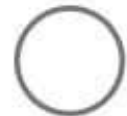
خطأ ☒

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

صح



خطأ



الصفحة التالية

الصفحة السابقة

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

صح ☒

خطأ ☐

الصفحة التالية

الصفحة السابقة

## Why are good objectives important in a lesson?

They keep students entertained.

☐

They help students stay focused and achieve better results.

☒

They reduce the need for homework.

☐

أخلى اختياري

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

15% ☐

20% ☐

27% ☒

أخِلِ اختياري

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

It makes lessons shorter.

☐

It improves classroom behavior.

☐

It directly impacts what students remember.

☒

أخِلِ اختياري



Question 5

Answer saved

Marked out of 1.00

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

Question 5 Answer

True



False

[Clear my choice](#)[Previous](#)[Submit](#)



Question 4

Not yet answered

Marked out of 1.00

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

Question 4 Answer

True



False

[Clear my choice](#)[Previous](#)[Next](#) 

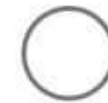


**What does the "SMART" in SMART goals stand for?**

Specific, Measurable, Achievable,  
Relevant, Timely



Simple, Manageable, Accurate,  
Realistic, Tested



Strategic, Measurable, Actionable,  
Reliable, Time-bound



أخلى اختياري



Question 1

Not yet answered

Marked out of 1.00

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

Question 1 Answer

True

☒

False

☐[Clear my choice](#)[Next >](#)



Question 3

Not yet answered

Marked out of 1.00

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

<span class="sr-only">Question 3</span> Answer

True

☐

False

☒[Clear my choice](#)[Previous](#)[Next](#) 



Question 2

Not yet answered

Marked out of 1.00

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

Question 2 Answer

True

☐

False

☒[Clear my choice](#)[Previous](#)[Next](#)



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

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

Full guidance is .5  
provided on how  
to teach the





videos and animation

TB Helps .6

teachers with

rubrics

preparation skills

– useful for

students

regardless of

whether they take

.the exam or not

Teacher's Book .7

guide teachers on

how to work with

projects, mixed-

ability groups,

with stories, with

posters and with

Project Based Learning





Not yet answered

Marked out of 7.00

1. Teacher's Book gives additional guidance on Assessment techniques and how to develop rubrics
2. A Games bank is included to help teachers gamify their lessons using the educational resources.
3. Teachers are provided with step-by-step guidance on how to structure the lesson
4. TB Provides tips on how to include summative assessment to ensure that learning objectives have been met.
5. Full guidance is provided on how to teach the Culture lessons and how to incorporate Project Based Learning
6. TB Helps teachers with exam preparation skills - useful for students regardless of whether they take the exam or not.
7. Teacher's Book guide teachers on how to work with projects, mixed-ability groups, with stories, with posters and with videos and animation



العودة

## سؤال 2

الدرجة من 1.00

غير مجاب عليه بعد

عَلِّم هذا السؤال

Extra activities are provided for fast .2  
.finishers

True .a



false .b



أخل اختياري

الصفحة التالية

الصفحة السابقة

الانتقال إلى...







### سؤال 3

الدرجة من 1.00

غير مجاب عليه بعد

علم هذا السؤال

Support activities are designed for .3  
stronger students

True .a ☐

False .b ☒

أخل اختياري

الصفحة التالية

الصفحة السابقة

الانتقال إلى...



USAID



## سؤال 4

الدرجة من 1.00

غير مجاب عليه بعد

عَلِّم هذا السؤال

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

False .a ☐

True .b ☒

أخل اختياري

إنهاء المحاولة ...

الصفحة السابقة



الانتقال إلى...





Dashboard

Site home

## Course overview



Filter my courses

In progress ▼



Training Package of the  
Pearson & Jordan MOE  
Training Program Trainer's  
Manual

 0%

Calendar



## Recently accessed courses



## Worksheet 1.4



العودة

## سؤال 1

عَلِّم هذا السؤال

الدرجة من 5.00

غير محاب عليه بعد

Complete the following sentences about culture as presented in Team Together with the appropriate phrase from the drop down list

different contexts

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

Unit story

Values in Jordan Team Together are instilled in

global mindset

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

hip and Sustainable Goals

Festivals Include cultural elements as well as

festivals, clothes and food

Concrete examples show elements of Jordanian culture, such as

إنهاء المحاولة ...

الانتقال إلى ...





العودة

## سؤال 1

الدرجة من 1.00

غير مجاب عليه بعد

علم هذا السؤال

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

False .a



True .b



أخل اختياري

الصفحة التالية



الانتقال إلى...



✓ **5. Which of the following best encourages creativity in the classroom?** \*1/1

- ☐ A. Strict adherence to a fixed curriculum
- ☒ B. Providing opportunities for open-ended projects ✓
- ☐ C. Emphasizing rote memorization
- ☐ D. Limiting student choice in activities

✓ **6. What is the primary goal of CLIL (Content and Language Integrated Learning)?** \*1/1

- ☐ A. To focus solely on language instruction
- ☒ B. To integrate content learning with language learning ✓
- ☐ C. To teach content subjects in the students' first language
- ☐ D. To replace content subjects with language lessons


✓ **7. What is a key benefit of teaching culture in the classroom?** \*1/1

- ☒ A. Promoting cultural awareness and sensitivity ✓




\*1/1

**17. What is the primary distinction between formative assessment "of" and "for" learning?**

- ☒ A. "Of" learning involves grading students, while "for" learning provides feedback to improve learning 
- ☐ B. "Of" learning focuses on ongoing evaluation, while "for" learning involves final assessments
- ☐ C. "Of" learning is conducted by teachers, while "for" learning involves self-assessment by students
- ☐ D. "Of" learning measures achievement, while "for" learning informs and guides instructional decisions



**18. Which of the following is not a benefit of fostering student independent learning?** \*1/1

- ☐ A. Reduced reliance on the teacher
- ☐ B. Students' increased recognition of their strengths and weaknesses
- ☐ C. Greater levels of student confidence
- ☒ D. Guaranteed improvement in exam scores 



## Unit Title:

**Horizontal Integration:**

No.	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		

(Daily follow-up table)

Day & Date	Section		Period	Fulfilled Outcomes	Homework
	A	B			

*Reflection:*

*I feel satisfied with* \_\_\_\_\_

*Challenges that faced me* \_\_\_\_\_

*Suggestions for improvement* \_\_\_\_\_





**10. What is independent learning? \*** 1/1

- ☒ A. The process by which learners take control of their learning journey, making decisions about what, when and how to learn. ✓
- ☐ B. The removal of teacher support.
- ☐ C. The isolation created between students in the classroom.
- ☐ D. The process by which students learn by themselves according to the teacher's preference.



**11. Which of the following are useful frameworks for establishing suitable learning objectives for students? \*1/1**

- ☐ A. The CEFR only
- ☐ B. The GSE only
- ☒ C. The CEFR and GSE ✓
- ☐ D. The CEFT and GSE



✓ 14. What is the scale range of the GSE (Global Scale of English)? \*1/1

- ☐ A. 0-100
- ☐ B. 10-100
- ☒ C. 10-90 ✓
- ☐ D. -10-100

✓ 15. Which of the following is a well-established model related to creativity? \*1/1

- ☐ A. Bloom's Taxonomy
- ☒ B. Osborne-Parnes's Creativity Model ✓
- ☐ C. Jim Scrivener's Creativity Model
- ☐ D. The PPP approach

✓ 16. According to Bloom's Taxonomy, which of the following is not a Higher Order Thinking Skill? \*1/1

- ☒ A. Remember ✓
- ☐ B. Evaluate

**culture in the classroom?**

- ☒ A. Promoting cultural awareness and sensitivity ✓
- ☐ B. Focusing only on language acquisition
- ☐ C. Reducing the diversity of classroom materials
- ☐ D. Limiting student exposure to different perspectives

✓ **8. Which of the following are not part of Pearson's Life Skills Development Program? \*1/1**

- ☐ A. Personal and Social Capabilities
- ☐ B. Core Academic Competencies
- ☐ C. Career Knowledge and Transition Skills
- ☒ D. Leisure and Hobbies ✓

✓ **9. In an ELT context, what does 'mediation' refer to? \*1/1**

- ☒ A. A 3-way interaction ✓
- ☐ B. Breathing techniques
- ☐ C. Mediation isn't part of ELT teaching

✓ 1. Differentiated instruction involves: \*1/1

- ☐ A. Teaching all students in the same way
- ☐ B. Using the same resources for every student
- ☒ C. Tailoring instruction to meet individual needs ✓
- ☐ D. Ignoring individual difference

✓ 2. What is a primary benefit of differentiated instruction? \*1/1

- ☐ A. Ensuring all students complete the same work
- ☒ B. Addressing the diverse learning needs of all students ✓
- ☐ C. Simplifying lesson planning for the teacher
- ☐ D. Reducing the amount of classroom materials needed

✓ 3. Discussing alternative uses of an object develops which skill? \*1/1

- ☐ A. Communication skills

✓ 12. What is a primary advantage of the flipped classroom model? \*1/1

- ☒ A. Allowing students to review content at their own pace before class ✓
- ☐ B. Reducing the amount of homework assigned to students
- ☐ C. Emphasizing lecture-based instruction during class time
- ☐ D. Ensuring all learning takes place within the classroom setting

✓ 13. What is a commonly cited weakness of the CEFR (Common European Framework of Reference for Languages)? \*1/1

- ☐ A. It is not accepted by many regions around the world
- ☐ B. It focuses solely on written communication skills
- ☐ C. It includes too many 'Can Do' statements
- ☒ D. More than 60% of the learning objectives are based on speaking only ✓

✓ 14. What is the scale range of the GSE (Global Scale of English)? \*1/1







**19. How can teacher resource books <sup>\*1/1</sup> contribute to professional development?**



A. By providing ready-made lesson plans without adaptation



B. By restricting teachers to a single teaching style



C. By offering insights, strategies, and activities to enhance teaching practices ✓



D. By emphasizing theoretical concepts over practical applications



**20. What is the purpose of using <sup>\*1/1</sup> tiered activities in the classroom?**



A. To assign different homework to each student



B. To group students by ability level



C. To provide varying levels of challenge within the same lesson ✓



D. To limit student interaction



✓ 14. What is the scale range of the GSE (Global Scale of English)? \*1/1

- ☐ A. 0-100
- ☐ B. 10-100
- ☒ C. 10-90 ✓
- ☐ D. -10-100

✓ 15. Which of the following is a well-established model related to creativity? \*1/1

- ☐ A. Bloom's Taxonomy
- ☒ B. Osborne-Parnes's Creativity Model ✓
- ☐ C. Jim Scrivener's Creativity Model
- ☐ D. The PPP approach

✓ 16. According to Bloom's Taxonomy, which of the following is not a Higher Order Thinking Skill? \*1/1

- ☒ A. Remember ✓
- ☐ B. Evaluate

✓ **3. Discussing alternative uses of an object develops which skill?** \*1/1

☐ A. Communication skills

☐ B. Presenting skills

☒ C. Creativity skills ✓

☐ D. Negotiation skills

✓ **4. What is the primary focus of student-centered learning?** \*1/1

☐ A. Teacher instruction

☒ B. Student needs and interests ✓

☐ C. Standardized curriculum

☐ D. Lecture-based teaching

✓ **5. Which of the following best encourages creativity in the classroom?** \*1/1

☐ A. Strict adherence to a fixed curriculum

☒ B. Providing opportunities for open-ended projects ✓