1. **What is the main idea of a learner-centered approach in teaching?**

a) It emphasizes strict adherence to the curriculum, making sure all students cover the same material at the same pace.

b) It focuses on the teacher's expertise, ensuring that lessons are content-heavy and follow a strict curriculum.

c) It focuses on the student's needs, making lessons that are interesting and relevant to them.

2. **How are children described as learners, and what should teachers do to help them?**

a) Children are eager and active but lose interest quickly. Teachers should make lessons that keep them interested and fit their learning needs.

b) Children are passive and quiet, so teachers should provide direct instructions and minimize activities that involve too much movement.

c) Children prefer repetitive tasks, so teachers should provide worksheets and drills to keep them engaged.

3. **How can teachers create a good learning environment based on Vygotsky's and Piaget's ideas?How can teachers create a good learning environment based on Vygotsky's and Piaget's ideas?**

a) Teachers should use both social learning and active exploration to help students learn better.

b) Teachers should focus solely on independent learning, as both theorists emphasize the importance of students figuring things out on their own without interaction.

c) Teachers should prioritize rote memorization and individual seatwork to enhance students' independent learning skills.

4. **Why is it important for a teacher to engage in small talk and show excitement at the beginning of a lesson?**

a) It helps to fill gaps when the teacher is unprepared for the lesson content, keeping students occupied until the teacher is ready.

b) It helps to fill time before the lesson starts and ensures that the teacher can settle into the class without pressure.

c) It helps students feel relaxed and eager to learn.

5. **How does a teacher's enthusiasm affect students?**

a) It primarily serves to entertain students, making them feel like they are watching a performance rather than participating in a lesson.

b) The teacher's enthusiasm mainly keeps the class quiet and ensures that students do not disrupt the lesson.

c) The teacher's enthusiasm can inspire and motivate students to learn and participate.

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6. **What is the purpose of using a reward system in class management?**

a) It encourages good behavior and active participation by giving students points and rewards.

b) It helps to establish control over the class by ensuring students compete against each other for rewards.

c) It ensures that students are constantly trying to outdo each other, creating a competitive environment that motivates high achievers.

7. **Why should a teacher show the lesson plan to students?**

a) Showing the lesson plan to students can confuse them, so it's better to keep it a secret until each activity begins.

b) It helps students know what to expect and motivates them to work hard.

c) It allows students to know when the class will end and helps them plan for breaks.

8. **What is the benefit of using pair and group work in the classroom?**

a) It helps students practice language skills and learn to work with others.

b) Pair and group work is useful for minimizing classroom disruptions by keeping students occupied with busy work.

c) It allows the teacher to take a break from instruction while students manage their own learning.

9. **Why is it important for students to reflect on tasks and give feedback?**

a) Reflection helps students develop critical thinking and improve future lessons.

b) Reflection and feedback are time-consuming and unnecessary since the teacher's perspective is the most important.

c) Reflection mainly serves as a way for students to voice their complaints and critique the teacher's methods.

10. **How can teachers use students' immediate surroundings to enhance learning?**

a) Immediate surroundings should be ignored as they can distract students from focusing on the lesson content.

b) By avoiding real-life examples, teachers can maintain focus on academic content without distractions from the environment.

c) By using personal examples and relevant objects, which makes learning more meaningful and memorable.

11. **What should a teacher do to effectively revise vocabulary with young students?**

a) Focus on translating words into the students' native language to ensure they understand every term.

b) Use colorful visuals without translations and keep activities short and engaging.

c) Use long lists of vocabulary words and have students copy them down repeatedly.

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12. Why is it important for teachers to correct students' mistakes in a supportive way?

a) Supportive correction helps to minimize the number of mistakes students make by emphasizing strict discipline.
b) Supportive correction helps students learn without feeling discouraged.
c) It ensures students are immediately aware of their mistakes and prevents them from making the same errors in high-stakes tests.

13. Why is regular homework checking important, even if not strictly enforced?

a) It allows the teacher to identify students who are lazy and enforce stricter rules in future lessons.
b) It ensures students keep busy at home, preventing them from engaging in non-educational activities.
c) It teaches students responsibility and helps the teacher see how well they understood the lesson.

14. Why should teachers use short quizzes at the end of a lesson?

a) To check students' understanding and reflect on learning targets.
b) To remind students of the material so they remember it right before leaving class, ensuring immediate recall.
c) To grade students quickly on their performance, so they know their standing in the class.

15. How does using props and body language help in teaching?

a) It serves as a form of entertainment, keeping students distracted from more challenging content.
b) It makes lessons more engaging and helps students understand better through visual and physical cues.
c) It helps to fill time when the lesson content is not enough, adding extra activities without focusing on the lesson objectives.

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