1. During a lab session, a learner asks about an unexpected anomaly in the experiment that contradicts the day’s notes, and the explanation isn’t known. What will you do?  
   (A) Dismiss the query as off-topic and proceed with the manual  
   (B) Offer an improvised explanation to maintain authority  
   (C) Invite the class to hypothesize, document observations, and commit to verifying evidence before next class  
   (D) Ask the student to repeat the experiment alone after school
2. In a history class, a student cites a new archaeological finding posted that morning and asks its implications—something unfamiliar. What will you do?  
   (A) State that online sources are unreliable and move on  
   (B) Admit the gap, ask for the source, and plan a short evidence-check activity before presenting a verified summary next session  
   (C) Give a speculative answer to avoid delay  
   (D) Tell the student to research privately
3. In mathematics, a student proposes an alternate proof you have not seen. What will you do?  
   (A) Reject it as outside syllabus  
   (B) Ask them to present it briefly, evaluate the logic with the class, and promise to confirm rigor in the next class  
   (C) Demand a written proof graded later, without class discussion  
   (D) Warn them not to challenge standard methods
4. During a literature seminar, a student asks about a critical framework unfamiliar to you. What will you do?  
   (A) Discourage theory talk and return to plot summary  
   (B) Note the framework, request 5–7 minutes for quick reference searching after class, and schedule a mini-brief to integrate it next session  
   (C) Give a generic answer about “author’s intention”  
   (D) Assign the student to lecture the class in your place
5. In computer science, a student’s code exposes an edge case not covered yet. What will you do?  
   (A) Say it won’t appear in exams and skip it  
   (B) Defer with transparency, set up a reproducible test, and return with a documented fix and references  
   (C) Ask them to remove the edge case  
   (D) Grade them down for complicating the task
6. In economics, a question links the topic to a recent policy circular unknown to you. What will you do?  
   (A) Dismiss policy details as politics  
   (B) Acknowledge the limit, assign a brief policy-reading task to two volunteers, and synthesize verified takeaways next class  
   (C) Provide a general answer about “market forces”  
   (D) Ask the student to stop derailing class
7. In biology, a student asks about a controversial study’s methods you haven’t read. What will you do?  
   (A) Label the study “fake news”  
   (B) Invite methodological scrutiny: list what data would be needed, model critical appraisal, then commit to checking the paper and reporting back  
   (C) Provide a confident-sounding guess  
   (D) Ban discussion of controversial topics
8. During Q&A, multiple students start asking advanced questions outside scope, reducing time for core content. What will you do?  
   (A) Ignore all questions entirely  
   (B) Create a “parking lot” list for out-of-scope questions, answer one briefly now, and schedule a follow-up session or resource sheet  
   (C) Scold students for curiosity  
   (D) Ask class monitor to collect names and stop them asking
9. In civics, a student asks for case law details you don’t recall. What will you do?  
   (A) Quote any case that sounds similar  
   (B) Admit uncertainty, outline how to locate authoritative judgments, and provide the verified citation and summary next class  
   (C) Tell students case law is irrelevant  
   (D) Ask the student to stop showing off
10. In foreign language class, a student challenges an exception to a grammar rule that you can’t justify immediately. What will you do?  
    (A) Say “because rules are rules”  
    (B) Mark the exception, compare corpora/examples in the next class, and share reputable references or native-usage data  
    (C) Penalize the student for nitpicking  
    (D) Shift the topic without acknowledgment