

Classroom Pedagogy  
ICT 7<sup>th</sup> Sem Objectives  
by

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Objectives

1. Reasons is the prime source of pure knowledge is advocated by
  - a) Empiricism
  - b) Rationalism & Empiricism
  - c) Empiricism & Nativism
  - d) Rationalism
2. Knowledge is acquired through sense organs supported by
  - a) Rationalism
  - b) Empiricism
  - c) Nativism
  - d) Empiricism & Rationalism
3. Which philosophical background is very closed to behaviourist theories of learning
  - a) Constructivism
  - b) Humanism
  - c) Empiricism
  - d) Rationalism
4. The cognitivism is closed to the philosophy
  - a) Rationalism & Empiricism
  - b) Empiricism & Nativism
  - c) Rationalism
  - d) Empiricism
5. Knowledge is constructed by the learners active interaction with environment is closed to
  - a) Constructivism
  - b) Behaviorism
  - c) Connectionism
  - d) Humanism
6. Learner's behaviour's can be shaped with the chain of S-R learning is given by
  - a) Constructionism
  - b) Behaviorism
  - c) Cognitivism
  - d) Humanism

7. The meaning of teaching method is
- a) styles of teaching
  - b) ways of teaching
  - c) Art of teaching
  - d) Substitution of the knowledge from outer world into child's intellect
8. The end product of teacher-centered method is
- a) To depend on teacher authority
  - b) To memorize the fact
  - c) To express belief in traditional agencies
  - d) All of the above
9. Both information processing theorist and behaviorists fail to
- a) examine the potential learner's long-term memory
  - b) Consider the individual learner as isolation
  - c) Address the power of social content on learning
  - d) Evaluate outcome behavior of learners
10. Most instructional techniques focusing on shared learning have roots in the same fundamental principle, which is
- a) Zone of proximal development
  - b) Equilibration
  - c) Private speech
  - d) Self-efficacy
11. Which of the following is not included in process dimension of teacher centered method of teaching
- a) Reception
  - b) Authority
  - c) Memory
  - d) Discovery

Answer: 1(d) | 2(b) | 3(c) | 4(c) | 5(a) | 6(b) | 7(d) | 8(d) | 9(c) | 10(a) | 11(d)

## Unit-2

## Teacher, Learners and Classroom

### Objectives

1. Which of the following feature about classrooms were identified by Doyle?
  - a) Classroom have histories and events are often unpredictable
  - b) They are multidimensional and public places
  - c) Activities occur at the same time and things happen quickly
  - d) All of these
2. Which of the following points is one of the three reasons for effective class management?
  - a) It allows pupils to manage their own learning
  - b) It permits greater allocation of workloads to teaching assistant
  - c) It permits increased learning time
  - d) It permits increased learning time
3. Who recommended that effective classroom design should reduce congestion, ensure that teacher can see all students, ensure that materials are accessible and allow students to easily observe teaching?
  - a) Evertson Emmer and Worha
  - b) Herring & Whaler (2003)
  - c) Barbetta, Norana and Ricard
  - d) Shin and Koh
4. Which of the following definitions is consistent with the Fishbowl style of classroom lay out?
  - a) Some pupils sit closed together in a circle in the center of the room while the rest of the pupils stand at the back of the classroom & observe the group discussion

- b) Students sit in horizontal rows allowing clear line of sight but this doesn't facilitate group discussion
- c) Students are grouped together on small tables, allowing for small group discussion
- d) U shape formation

5. Which of the following recommendations was made by Little and Alan Little?
- a) Respect and politeness can encompass all of the main rules in a classroom to facilitate a pleasant learning environment.
  - b) Rules should be firm but fair, written in simple language and concise.
  - c) Students should be included in rule development to promote engagement
  - d) Classroom rules do not need to be consistent with school rules if they are based on a teacher's wider experience.

6. How many characteristics did Kounin identify in his work discussing effective teachers and the ability to prevent problems?
- a) 6
  - b) 8
  - c) 3
  - d) 4

7. Which of the following definitions is consistent with movement management?
- a) Having the ability to supervise and several activities at once
  - b) Maintaining smoothness and continuity in lessons
  - c) Being aware of everything that is going on in the classroom

- d) Encouraging all students in a variety of challenging activities rather than focusing on one or two pupils.
8. Santrock and Halonen (2006) Emphasized the importance of which of the following in classroom management?
- a) Speaking at an appropriate pace
  - b) Effective listening
  - c) Using grammar correctly
  - d) Using vocabulary that matched the level of the student
9. Which of the following statements reflect and contingent -cy contract programmes
- a) Tokens are used as incentives during everyday classroom
  - b) None of these
  - c) The teacher draws up a contract with each student describing what they must do in order to earn certain privileges
  - d) Measures are put into place to stop any negative reinforcement within the classroom
10. Kohn (1993) presented which of the following arguments?
- a) Behavioral approaches are techniques for controlling pupils, doing things to them rather than with them
  - b) Improving classroom conduct doesn't ensure academic learning
  - c) Rewards may decrease intrinsic motivation for interesting activities
  - d) Rewarding pupils may decrease interest in learning for its own sake.

Answers

1(d)	2(c)	3(c)	4(a)	5(b)	6(a)	7(b)	8(g)	9(d)	10(b)
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## Teachers role

1. What are three general sets of factors that affect the way teachers teach?
  - a) personal characteristics, experience, and context of teaching
  - b) age, gender and personality
  - c) class personality, past experience, and teaching style preference
  - d) knowledge of subject matter, professional preparation, and class size
2. Why have less experienced teachers have been found to be more controlling and authoritarian?
  - a) They fear losing control
  - b) They are often counseled to be strict
  - c) They are often given many assignments and many students
  - d) All of the above
3. Research shows that male and female teachers react in which of the following ways?
  - a) They perceive boys and girls as having equal capacity for initiative and independent learning
  - b) They give boys and girls equal attention in the classroom
  - c) They reward girls for good behaviour and tidiness
  - d) They hold both boys and girls to equally high academic standards

4. In direct teaching (or expository teaching), teachers generally tend to do which of the following most often?
- make the most of the student diversity
  - use more learning styles
  - serve as facilitators
  - prescribe what students will do and how they will do it
5. Some teachers hold beliefs such as: attractive children are bright, more capable, and more sociable; girls' behavior is preferable to boys'; math is a male subject; and so forth. These teacher beliefs are:
- likely to change when attempts are made to clear up misconceptions or counter negative beliefs
  - not likely to affect the everyday classroom
  - likely to be resistant to change
  - well founded on research
6. What benefits does extensive knowledge in content areas have for teachers?
- Students have more coverage in those areas in which teachers are knowledgeable
  - Students will be asked more critical and challenging questions in those areas
  - It enables the teacher to be more motivating and enthusiastic
  - All of the above

7. Jefferson MS teachers were in the process of revamping their overall curriculum. They wanted to ensure that all important areas were taken into consideration in planning, particularly context in

teaching. The term "context in teaching" refers to all but which of the following:

- a) knowledge of subject matter
- b) national education imperatives
- c) the evaluation of the availability of materials and time

d) classroom size and the number and kinds of learners

8. Mrs. Jamison teaches in a block schedule where there is more time to teach. For what does this allow?

- a) for more expository teaching
- b) for more indirect teaching strategies
- c) for more lecture time

d) for none of the above

9. National imperatives affect the kinds of teaching that have been championed. What does one of the current national imperatives, accountability, urge teachers to do?

a) promote and celebrate diversity in a system where many different children come to be educated.

b) encourage enquiry and discovery

c) employ values clarification

d) define goals of instruction by stating precisely what students must know and be able to do

10. If you were taught in a direct style of teaching, how is it most likely that you will teach?

- a) using multiple styles of teaching

- b) Using a direct style of teaching
- c) permitting choice with varied materials
- d) using both a student- and a teacher-centered style equally

Answers [1(g) | 2(d) | 3(c) | 4(a) | 5(c) | 6(d) | 7(a) | 8(b) | 9(d) | 10(c)]

## Classroom Diversity:

1. Today's classrooms are characterized by diversity. It is critical that teachers create classrooms where all students learn and where all are treated equally. This statement is reinforced by that fact that
  - a) students of non-European backgrounds will soon make up a majority of most classroom populations.
  - b) the United States has a very high rate of childhood poverty and homelessness
  - c) It is no longer acceptable to put students with disabilities in special classrooms
  - d) all of the above
2. One of the differences between the melting pot idea and cultural pluralism is that cultural pluralism envisions \_\_\_\_\_, while the melting pot sees \_\_\_\_\_.
  - a) a single culture / cultural diversity
  - b) cultural diversity / cultural assimilation
  - c) cultural assimilation / cultural diversity
  - d) Cultural assimilation / a single culture
3. Which of the following recommendations was not offered by most experts with respect to teaching students with

disabilities?

- a) Expect improvements on a long-term basis.
- b) Provide immediate feedback
- c) Avoid drill and practice
- d) Use highly structured materials

4. The Supreme Court case Lau vs Nichols (1974) legally required that educational institutions accommodate \_\_\_\_\_.

- a) students with disabilities
- b) socio-economically stressed students
- c) minority students
- d) language-different students

5. The practice of integrating all students - even those with severe disabilities - into regular classroom is known as \_\_\_\_\_.

- a) mainstreaming
- b) inclusion
- c) individualized educational planning
- d) Americanization

6. Today, the educational ideal is to have most students with special needs \_\_\_\_\_.

- a) placed in regular classrooms for the entire day and receive help from a special education resource teacher as needed
- b) attend regular classes for most of the day and be pulled out to a resource room for special instruction for a minority of class work
- c) spend most of the school day in special education classes and possibly attend regular classes in certain

Subjects

- d) be placed in special schools to meet their specific needs

7. If an Individualized Education Plan (IEP) is developed for a student, it means \_\_\_\_\_.

- a) that the student is talented and being considered for an excellence award
- b) that the student is being considered for dismissal
- c) that the student is likely to have a special need
- d) none of the above

8. Jacques is a student in Mrs. Johnson's classroom who uses a wheelchair. When Mrs. Johnson refers to ~~this~~ the student's special needs, she is least likely to offend anyone by using the term \_\_\_\_\_.

- a) handicapped
- b) disabled
- c) challenged
- d) different

9. Crystal Chavez, one of Mr. Woods' best students, always handles her work well. Because of an illness in the family, Crystal handed in a very substandard writing assignment, with many errors. She was surprised to receive an A on the project and noticed that the teacher ignored many mistakes and wrote "another good job" on the paper. This is most likely an example of \_\_\_\_\_.

- a) self-fulfilling prophecy
- b) self-fulfilling prophecy
- c) a proctgy
- d) cheating

10. If a person's mental age is 12 and his chronological age is 10, his IQ is \_\_\_\_\_.

a) 100 b) 150 c) 120

d) Unable to determine IQ using the information provided

11. Barb O'Brien is a physical education teacher who incorporates teamwork and respect for others into every lesson. She continually stresses the importance of controlling aggressive urges and the undesirable wish to win at all costs. Barb is helping to teach what kind of intelligence to her students?

- a) Creative intelligence b) Competitive intelligence  
c) Emotional intelligence d) Practical intelligence

12. The special-education population in schools is primarily made up of students having \_\_\_\_.

- a) Learning disabilities b) Speech or language difficulties  
c) emotional disturbances d) Orthopedic impairments

13. Which of the following is not for Gardner's multiple intelligences?

- a) Linguistic b) Intrapersonal  
c) Biological d) Logical-mathematical

14. David, a student who is legally blind, can see the computer screen only if he uses a special device that enlarges the print dramatically. This visual aid is best described as:

- a) computer-enhanced instruction b) The submersion approach  
c) assistive technology d) special equipment

Answers

1	2	3	4	5	6	7	8	9	10	11	12	13	14
d	b	c	d	b	a	c	c	a	c	c	a	c	c

Objectives

1. Lesson plan helps the teacher
  - a) instruct in the classroom
  - b) Evaluate the student's performance
  - c) To determine the quality of students
  - d) all of the above
2. How many essential parts of lesson structure are practising
  - a) 4
  - b) 3
  - c) 5
  - d) 6
3. A plan in which teacher mentions how to teach the total unit and evaluate, is called.
  - a) Daily lesson plan
  - b) weekly plan
  - c) unit plan
  - d) all of the above
4. Which of the following is true?
  - a) Pre-during phase is called anticipation phase
  - b) Pre-during phase is called building up knowledge
  - c) Pre-during phase is called consolidation
  - d) Pre-during phase is assessing phase
5. Building up knowledge is the
  - a) beginning phase of the lesson
  - b) middle phase of lesson
  - c) final phase of lesson
  - d) all of the above
6. A process of delivering a lesson is called
  - a) anticipation phase
  - b) building up knowledge
  - c) consolidation phase
  - d) none of them
7. Brief overview of teaching structure of totality of subject is known as
  - o

- a) annual plan
- b) monthly plan
- c) daily plan
- d) unit plan

8. Which of the following is not the elements of unit plan

- a) teaching method
- b) materials
- c) evaluating
- d) certifying rule

9. Mainly daily lesson plan helps the

- a) students
- b) teacher
- c) headmaster
- d) school

10. The first phase of lesson preparation is

- a) studying curriculum
- b) writing objective
- c) selecting teaching learning activities
- d) all of them

11. personalized instruction is a system of

- a) individual instruction
- b) Group instruction
- c) direct instruction
- d) all of the above

12. Which of the following is first component of lesson plan

- a) Introduction
- b) Antecedent
- c) Behaviour
- d) Consolidation

13. In lesson planning behaviour stage is also known as

- a) Consolidation
- b) Preparation
- c) Behaviour
- d) Evaluation

14. Who is credited on development of individualized instruction

- a) Fred S. Keller
- b) Dewey
- c) B.F. Skinner
- d) Hall

15. Annual work plan is prepared by  
a) Head teacher      b) Teacher  
c) School management Committee      d) School Supervisor

16. School Component of lesson structure fall under  
a) Anticipation      b) Consolidation  
c) Building up knowledge      d) Validation

17. Consolidation is known as  
a) Last step of lesson structure  
b) first step of lesson structure  
c) Unconcern elements of lesson structure

18. Which one of the following is not concerned with PIST  
a) An Instruction through multimediu  
b) Instructional process according to learner's need and capacity  
c) It is process of group teaching  
d) Way of individual instruction

19. Which of the following is not the principle of instructional planning?  
a) Personally meaningful      b) Age respectful  
c) Promote autonomy      d) Teacher Controls of lesson

20. The most common element of Annual work plan is:  
a) Body of information about the plan      b) Title of lesson  
c) Evaluation      d) Motivation Strategy

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
a	b	c	a	b	b	a	d	b	a	a	b	c	a	b	c	a	c	d	a

## Teacher Centered Methods

### Objectives

1. There are other names for the direct instruction model. Which of the following is not a name for direct instruction?  
a) Active teaching model   b) Explicit instruction  
c) Inductive teaching   d) mastery of teaching
2. Which of the following objectives is more appropriate for the direct instruction model?  
a) The student will correctly form and connect the cursive letters, k, l, h and f.  
b) The student will describe the impact of pollution on the rain forest.  
c) The student will correctly list the steps in preparing puff pastry.  
d) The students will correctly identify different musical instrument.
3. Which of the following has not been found to be true in the teacher effectiveness research particularly as it applies to teaching basic skills?  
a) Teachers in effective classrooms used more teacher-directed method  
b) Teachers in effective classrooms used more student-centered methods  
c) Teachers in effective classrooms had high student engagement rates  
d) Teachers in effective classrooms had well-organized learning environment

4. Which of the following topics would most likely benefit from use of direct instruction?
- Understanding Shakespeare
  - Enjoying modern fiction
  - Developing appreciation of different cultures
  - Dribbling a basket ball
5. In the first phase of the direct instruction, the teacher increases student motivation by —
- Connecting lesson to students' prior knowledge
  - Explicitly describing the lesson's objective
  - Giving information about the value and usefulness of the skill about to be taught
  - all of the above
6. Which of the following is the most appropriate content for a direct instruction lesson?
- The function of the respiratory system
  - Reading and writing numbers using scientific notation
  - Cause of the civil war
  - Analysis and criticism of painting
7. In which phase demonstrate the lesson, in direct instruction →
- One
  - Two
  - Three
  - four
8. In phase five of the direct instruction model, the teacher should
- demonstrate knowledge or skill
  - Check student understanding of material
  - Structure initial practice

- d) Provide external practice
9. Which of the following is not an instructional outcome of a concept lesson?
- a) Understanding specific concepts
  - b) Understanding the nature of concepts
  - c) Providing a foundation for higher-level thinking
  - d) Communicating basic skills
10. Which of the following individuals are associated with concept teaching?
- a) Jean Piaget
  - b) Jerome Bruner
  - c) Both Piaget and Bruner
  - d) Neither of the above
11. According to Bruner, young children learn mainly in the
- a) symbolic mode
  - b) iconic mode
  - c) enactive mode
  - d) proactive mode
12. The rule structure of the concept "circle" is constant - circles are always round, closed objects. This type of concept is called a \_\_\_\_\_ concept.
- a) conjunctive
  - b) disjunctive
  - c) rational
  - d) independent
13. The approach to concept teaching that requires students to derive concepts using inductive reasoning is called \_\_\_\_\_.
- a) rule to example
  - b) example to non-example
  - c) concept attainment
  - d) direct presentation

14. Which of the following is a non-critical attribute of the concept "apple"?
- a) color
  - b) rounded shape
  - c) contains seeds
  - d) grows on a tree

15. A critical attribute of a concept is an attribute that -
- a) separates or defines the concept from all other concepts
  - b) is not found in all members of the class but must be taught to avoid confusion
  - c) specifies observable and unchanging aspects of a concept
  - d) is found only in non-examples of the concept

16. Which of the following is not a critical attribute of the concept "triangle"?
- a) three sides
  - b) equal sides
  - c) three angles
  - d) closed figure

17. A conjunctive concept —
- a) has a constant rule structure
  - b) has alternative sets of attributes
  - c) has rule structure based on relationships
  - d) varies from one context to another

18. A square is an example of —
- a) a relational concept
  - b) a conjunctive concept
  - c) a disjunctive concept
  - d) a socially constructed concept

19. A noun is an example of —
- a) a socially constructed concept
  - b) a conjunctive concept
  - c) a relational concept
  - d) a disjunctive concept

20. Which of the following examples most accurately describes a critical attribute of the planet Earth?
- a) Orbits the Sun
  - b) Non-luminous objects
  - c) Sustains life
  - d) Has a satellite

21. Which topic would not be appropriate for a concept lexicon?
- a) Hero
  - b) Independence
  - c) Verb
  - d) William Shakespeare

22. Which of the following strategies is the least effective way to assess student's learning in the Concept Model?
- a) Ask students to write a definition of the concept
  - b) Ask students to categorize newly encountered examples and non-examples of the concept
  - c) Ask students to name the critical attributes of newly encountered examples of the concept
  - d) Ask students to develop a graphic organizer that represents the concept's critical attributes

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
c	a	b	d	d	b	b	a	d	b	d	c	c	a	c	a	a	a	d	d	g	g

## Unit-5

## Student Centered Methods

### Objectives

1. Brainstorming Instructional Strategy falls under
  - a) Student active strategy
  - b) Individual active strategy
  - c) Teacher centered method
  - d) Group active strategy
2. Think-Pair-Share (TPS) is a strategy for
  - a) Anticipation
  - b) Building up knowledge
  - c) Consolidation
  - d) Memorization
3. Which one of the following is helpful strategy for comprehension?
  - a) Think Pair Share
  - b) Direct Reading Activity
  - c) Text Coding
  - d) Both a & b
4. How many steps are adopted to use closed reading with text coding strategy?
  - a) 6
  - b) 3
  - c) 4
  - d) 5
5. A strategy which focus of prerequisite, learning desire and learnt behaviour.
  - a) K-W-L
  - b) DLTA
  - c) Learning centres
  - d) Concept Learning
6. Which one of the following reason is important in cooperative learning?
  - a) It allows students more control over time
  - b) It is congruent with democratic value
  - c) It reduces the need for teacher to manage student's behaviour
  - d) It allows individuals to set their own learning goal

7. Which of the following is not an outcome of Co-operative learning?

- a) Academic achievement
- b) Individual reliance
- c) Social skill
- d) Acceptance of diversity

8. Verbal learning strategy is useful for

- a) Linguistic Learner
- b) Auditory Learner
- c) Kinesthetic Learner
- d) Tactical Learner

9. Which of the following strategy known as full shape instructional strategy?

- a) Learner center
- b) Process base instruction
- c) Verbal learning
- d) All of above

10. The strategy which focus on applied knowledge is

- a) K-W-L strategy
- b) Close reading with text Coding
- c) What? So what? Now what?
- d) Verbal learning

11. Which is the most appropriate seating arrangement for the cooperative learning lesson?

- a) Cluster seating
- b) Row and Column Seating
- c) U-shaped seating
- d) Circle seating

Answers

1 (b)	2 (a)	3 (a)	4 (c)	5 (a)	6 (b)	7 (b)	8 (a)	9 (b)	10 (c)	11 (a)
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## Project-based Instruction:

1. Problem-based learning differs from the presentation and direct instruction models of teaching in that the focus of PBL is —
  - a) presenting ideas
  - b) demonstrating skills
  - c) presenting concepts
  - d) facilitating investigations
2. Problem-based learning is characterized by —
  - a) an emphasis on investigation of real-life situations
  - b) a highly structured learning environment
  - c) an emphasis on lifelong learning
  - d) a competitive task structure
3. Which of the following is not a major instructional outcome of problem-based learning?
  - a) Learning adult role behaviours
  - b) Learning important life skills
  - c) Learning required academic information
  - d) Learning inquiry skills
4. Theory supporting the use of problem-based learning comes from —
  - a) Bruner's work on discovery learning
  - b) Dewey's emphasis on schools as laboratories for democratic living
  - c) Vygotsky's research on the role of social interaction in learning
  - d) both A and B
  - e) All of the above

5. Problem-based learning would probably be the most appropriate teaching method for which of the following topics?
- a) Math facts
  - b) Learning to key the letters a & x
  - c) Minerals
  - d) Discrimination
6. In problem-based learning, the teacher's role is most similar to the teacher's role in \_\_\_\_\_.
- a) presentation
  - b) direct instruction
  - c) cooperative learning
  - d) discussion
7. The "Zone of proximal development" is \_\_\_\_\_.
- a) the zone where students feel most comfortable learning to their potential
  - b) the zone between a learner's actual development and his/her potential
  - c) the zone where students have developed to their fullest
  - d) the zone that identifies a student's current level of development
8. Mr. Parrey is planning a problem-based unit on environmental policy for her social studies class. What would be the most effective way to choose the specific topics for students to investigate?
- a) He should select topics of which he has expert knowledge
  - b) He should ask other teachers for topic ideas
  - c) He should ask students to identify topics in the overall areas that interest them
  - d) He should pick a topic that is easy to present or plan

- g. Which of the following is not a criterion for a good problem situation?
- a) It must be authentic.
  - b) It must be clearly structured and defined.
  - c) It must be appropriate to the students' level of development
  - d) It must be such that its solution will be benefited by group effort

10. In Phase One of a PBL lesson, the teacher should—
- a) Share the objectives and present the problem
  - b) Address logistical concerns and clarify behavioral expectations
  - c) Motivate student to participate
  - d) all of the above

11. In today's PBL lesson on landfills, students will go to the library to gather information from books and the Internet. This class is in phase \_\_\_\_\_ of the PBL instruction model.
- a) One
  - b) Two
  - c) Three
  - d) Four
  - e) Five

12. Which of the following outcomes is not congruent with the problem-based learning model?
- a) Mastering basic facts
  - b) Higher-level thinking
  - c) Independent learning
  - d) Decision making and problem solving

13. Mr. Berger could best assess his students' work in this problem-based activity through \_\_\_\_\_.
- a) a series of quizzes over each step in the problem situation
  - b) observation observing the role each student played on the team and the way the students cooperated
  - c) a final essay test covering economic development in Africa.
  - d) using checklists and rating skills to evaluate student work and presentation

14. Which is the best example of a problem-based lesson?
- a) Explaining the process of how to vote in a voting booth
  - b) Understanding the voting process
  - c) Understanding the presidential primary process
  - d) Conducting a mock presidential debate

15. The learning environment of problem-based learning is characterized by \_\_\_\_\_.
- a) competitive task and reward structures so students will complete all tasks
  - b) an atmosphere of inquiry and intellectual freedom
  - c) a business-like atmosphere where students always know what to do
  - d) tight controls to prevent students from getting off task

16. After students have completed and presented their solutions in PBL, the teacher should \_\_\_\_\_.

- a) Review what they have learned and move on to the next unit
- b) Ask groups to examine their own work and learning
- c) Assess students' mastery of the objectives
- d) Have students rate the contributions of each member of the group

Answers

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
d	a	c	r	d	c	b	c	b	d	e	b	d	d	b	b

## Unit-6

## Review and Revisions of Lesson

### Objectives

1. The main purpose of lesson review is  
a) Connecting learner's existing knowledge to new topic  
b) Anticipating learner  
c) Preparing student to listening the topic  
d) None of them
2. The main purpose of lesson revision is  
a) Re-connecting, refreshing, re-teaching topic briefly  
b) Assessing the students  
c) Assessing the teacher own performance  
d) Critically examine the topic.
3. Which of the following is not lesson review & strategy.  
a) Question-answer pair b) Run to the board  
c) Paired Reading paired summarizing d) Quick write
4. Which one is related to paraphrasing teaching.  
a) Lecturing  
b) Reading and explaining the book by teacher.  
c) Reading and explaining the book by student  
d) Discussion
5. Run to the board is similar to  
a) Classify, categorize, organize, Relay  
b) Question answer pair  
c) Two truth and a lie  
d) IDEAL

6. Relay race strategy is

- a) direct instruction
- b) individual instruction
- c) Co-operative learning
- d) Problem-based instruction

7. Snowballing is a method of

- a) playing question ball in learning
- b) method of selecting problem and answer pairs
- c) both a and b
- d) none of them

8. In a strategy learner match the next question or answer pair is called

- a) question answer pair
- b) Guess who
- c) Two truth and a lie
- d) all of the above

9. Which one of the following strategy is useful to teach concept?

- a) Brainstorming
- b) CCO
- c) question answer pair
- d) none of them

10. Two truth and a lie is a method of

- a) odd man out
- b) matching case
- c) KWL
- d) all of them

Answers | 1(a) | 2(a) | 3(c) | 4(b) | 5(b) | 6(c) | 7(b) | 8(a) | 9(b) | 10(a) | ...