

1. I Why is "Today's Goal" important? 1/1

Because it motivates students.

Because students will find out what to master today.

Because it informs students about what will be taught in the lesson. ✓

Because it informs students about what will be asked in the Exercise later.

2. I The student has to read "Today's Goal" aloud. 1/1

Yes

No ✓

1. I Choose the ONE correct lesson procedure about Today's phrase from among the four choices. 1/1

You let the student repeat the phrase or phrases after you once.

You let the student repeat the phrase or phrases after you twice. ✓

You let the student repeat the phrase or phrases after the audio once.

You let the student repeat the phrase or phrases after the audio twice.

2. I Which of the following sentences is true about the "Grammar Point"? 1/1

Every chapter of the Grammar textbook contains a "Grammar Point."

As Japanese students don't learn grammar at school very much, this section is important.

If the student is familiar with the grammar, you'll ask them to explain the rule. ✓

If the student is NOT familiar with the grammar, you'll tell them to read the grammatical rule on their own.

3. I The following choices are the questions from the student and the answers from the teacher. Choose the most correct pair from among the four choices. 1/1

"What is an adjective?"—"It is called 'Keiyoshi' in Japanese."

"What is an adjective?"—"Let's check the definition in the dictionary. It's a word that describes a noun or a pronoun."

"What is an adjective?"—"You don't need to remember grammatical terms because they are difficult."

"What is an adjective?"—"It's a word that describes a noun or a pronoun. For example, 'big', 'beautiful', and 'good' are all adjectives. ✓

4. I If in case you are not entirely confident in explaining grammar rules, what do you need to do? Choose the most appropriate sentence from among the four choices. 1/1

You need to tell the student that you don't know honestly.

You need to take the time to study the textbooks and familiarize yourself with the grammar rules. ✓

You need to get the explanation about grammar written in Japanese ready and copy and paste it into the chatbox.

You should not make the student realize that you are not confident, which can make them concerned.

1. | Phrasal verbs section is found only in the advanced level of the grammar textbook. 1/1

True



False

2. | The following sentences are about Phrasal verbs. Choose the wrong sentence from among the four choices. 1/1

Phrasal verbs are not common for Japanese people.

Most Japanese students find phrasal verbs difficult.

Phrasal verbs are extremely useful, especially for beginner and intermediate English learners.



Students can acquire a wider range of expressions by learning phrasal verbs.

3. | The following sentences are how you teach Phrasal verbs: Put them in order and choose the correct order from among the four choices. A. Students read out the words. B. Students read the meaning written in the textbook. C. Students describe the meanings with their own words. 1/1

A ⇒ B ⇒ C

A ⇒ C ⇒ B



C ⇒ B ⇒ A

B ⇒ A ⇒ C

4. | Choose the TWO correct tips to teach Japanese students from among the four choices. 2/2

They hesitate to interrupt the teacher even when they have questions, so you should confirm with them if they understand properly or not.

When they say something unclear, you should just smile and ignore it because they don't like to be pointed out.

As they are very sensitive, you should avoid making impolite remarks or facial expressions.



Some of them might feel pressured when they are asked, "Do you have any questions?".

1. I The aim of this section is to make the () words and expressions in () () to the students. 1/1

complicated / the Exercise / simple

complicated / the short conversation / simple

unfamiliar / the Exercise / clear

unfamiliar / the short conversation / clear



2. I Choose the ONE correct lesson procedure from among the four choices. 1/1

You have your student listen to US pronunciation once and repeat the example sentence after you once.



You have your student listen to both US and UK pronunciation once and repeat the example sentence after you once.

You have your student repeat US pronunciation and the example sentence after you once.

You have your student repeat both US and UK pronunciation and the example sentence after you once.

3. I Choose the correct sentence about the model video from among the four choices. 1/1

The teacher and the student practiced "What's happened?" and "upset."

The teacher and the student practiced "What's happened?" and "sad."

The teacher and the student practiced "What's wrong?" and "upset."

The teacher and the student practiced "What's wrong?" and "sad."



1. I Choose the wrong sentence about Short conversation from among the four choices. 1/1

The dialog contains roles for both the teacher and the student.

The dialog shows how Today's Phrases or Phrasal Verbs and the New Words and Expressions should be used in a conversation.

In the Entry-level and Beginner-level textbooks, there is no direction to role-play.



For Middle-level and Advanced-level, there is no repeating after the teacher.

2. I What do you have to keep in mind when you read the conversation? Choose the correct sentence from among the four choices. 1/1

You have to read the sentences with a flat tone.

You have to read the sentences with emotion.



You have to read as fast as you can.

You have to read as slow as you can.

3. I Choose the TWO correct sentences about the model video from among the four choices. 2/2

As the student didn't have any major mistakes in pronunciation, the teacher said, "Great!" and proceeded to the next.

As the student mispronounced "shortages," the teacher pointed it out on the spot.



The teacher had the student read the whole sentence again which she couldn't read smoothly.



The teacher didn't use the chatbox at all when she corrected the student's mistakes.

1. I Choose the ONE correct lesson procedure from among the four choices. 1/1

- It is the audio which read each question to your student.
- You will give your student two chances to give a good/correct answer.
- If the content of the student's answer is similar to the sample answer, the student's answer is correct. ✓
- If the student can't give the correct answer, you will type your own answer in the chatbox.

2. I The following sentences are reactions that teachers took when students gave a wrong answer to the question. Choose the TWO correct reactions from among the four choices. 2/2

- The teacher went back to the short conversation and gave some clues. ✓
- The teacher immediately gave the correct answer and had the student repeat it as the question was too difficult.
- The teacher smiled unconsciously, though she or he had always been careful of his or her facial expression.
- The teacher mentions the line where the student can find the answer. ✓

3. I When the student has been thinking for a long time, what could that mean? Choose the TWO correct sentences from among the four choices. 2/2

- They are trying hard so that they can tell the perfect answer on their own.
- They want the teacher to tell them the correct answer.
- They are struggling to answer the question. ✓
- They didn't understand the question. ✓

1. I Exercise is necessary to make sure the students achieve the goal of the lesson. 1/1

- True ✓
- False

2. I Choose the ONE wrong lesson procedure from among the four choices. 1/1

- The format and style of the Exercises Section are almost the same in every textbook. ✓
- The student's lines are labeled "YOU," while the teacher's lines are labeled "TEACHER."
- Photos help students answer the questions in the activity.
- You have to always type your student's answers and the corrections in the chatbox.

1. I Choose the ONE wrong lesson procedure from among the four choices. 1/1

You will give your students a chance to speak by asking additional questions.

You have to make sure that the student uses the words from a word bank. ✓

You should be careful not to talk too much when you are asked about your opinion.

You will have free conversation as if you were having a real conversation.

2. I What should you avoid asking? Choose the ONE wrong sentence from among the four choices. 1/1

Personal questions

Questions not related to the textbook.

Questions that could offend them.

Questions that the teacher is not interested in. ✓

1. I As Free Talk has no fixed lines, the textbook contains () colored instructions, but there are no () colored instructions. 1/1

green / yellow

yellow / green

red / blue

blue / red ✓

2. I When your student hasn't decided or chosen a topic, and if you ask such questions as "What do you want to talk about?", what would the student possibly feel? Choose the ONE wrong sentence from among the four choices. 1/1

The student would think that you are very interested in them. ✓

You will generally get a poor/low evaluation from your student.

The student would be disappointed.

The student might think you are not ready for a lesson.

3. I What is the ideal speaking ratio between teacher and student? 1/1

70:30

30:70 ✓

60:40

40:60

4. I What does the ideal speaking ratio between teacher and student mean? Choose the TWO correct sentences from among the four choices. 2/2

Listening to the teacher's English a lot improves the student's vocabulary skill.

You must not talk too much; rather, please encourage your student to talk more. ✓

You always ask follow-up questions to show your interest in your students' opinions. ✓

It will be good training for the English listening test.

1. I Choose the correct sentence about the model video from among the four choices. 1/1

The topic that the male student prepared was "Daily life."

The topic that the male student prepared was "Business life."

The topic that the male student prepared was "Family life."

The topic that the male student prepared was "Hospital life." ✓

2. I If the student likes to talk a lot, you don't need to ask additional questions that relate to what the student is saying. 1/1

True

False ✓

3. I In the model video, which follow-up question did the teacher ask when the student said, "I've been to about 20 countries so far"? 1/1

Which one was your favorite country? ✓

Where do you want to go next?

Did you go to those countries to study English?

With whom did you go to those countries?

4. I Free talk is like having (). 1/1

an advanced conversation

a unique conversation

a normal conversation ✓

1. I Choose the ONE correct lesson procedure from among the four choices. 1/1

You should start the lesson with a cheerful greeting. ✓

You should start the lesson by asking the student's name.

You should start the lesson with a polite bow.

You should start the lesson with a greeting to the student's parents.

2. I What did the teacher do to entertain the lesson after confirming the student's name in the model video? 1/1

She sang a song.

She asked the student to give her a high-five. ✓

She introduced her puppet to the student.

She showed a smiley face written on a whiteboard.

3. I What should you do to make your students feel comfortable during the lesson? Choose the TWO correct answers from among the four choices. 2/2

You should speak in a high voice to attract the kids.

You should keep smiling even if the kids can't speak well. ✓

You should wear bright clothes.

You should try to speak slowly when you speak. ✓

4. I What are two items that can help you catch the children's attention? Choose the TWO appropriate items from among the four choices. 2/2

Alphabet cards ✓

Cartoon movies

Stuffed animals ✓

Juice

5. I Students always have a piece of paper and a pencil for the lesson. 1/1

True

False ✓

6. I You should not talk to the student while they are concentrating on their drawing. 1/1

Yes

No ✓

7. I What did the teacher and the student draw in the model video? 1/1

A cat.

A candy.

A dog.

An ice cream. ✓

1. I Usually, the expressions found here are words that are () to the student or difficult to (). 1/1

useful / pronounce

new / understand ✓

useful / understand

new / pronounce

2. I Choose the correct lesson procedure from among the four choices. 1/1

Students repeat words after you and sample sentences after the audio.

Students repeat words after the audio and sample sentences after you.

Students repeat words and sample sentences after you. ✓

Students repeat words and sample sentences after the audio.

3. I In the model video, which word did the student repeat after the teacher? 1/1

healthy

wealthy

course

cause ✓

1. I What is "Listening Focus"? 1/1

Listening Focus contains some questions that will be asked later. ✓

Listening Focus contains the main points of the article.

Listening Focus points out the sections that the student should focus on while listening to the article.

Listening Focus tells some important words.

2. I Choose the correct lesson procedure about Listening Focus from among the four choices. 1/1

You read at your natural speed the first time and then read slowly the second time.

You read slowly the first time and then read at your natural speed the second time. ✓

You don't have to care about reading speed.

You should advise the student to read for themselves.

3. I Choose the incorrect sentence that explains "Listen to the article" from among the four choices. 1/1

It is the main part of the Daily News Textbook.

To listen to it, you will click the audio button found in the textbook.

You play the audio while putting a pause after each sentence so that the student can understand well. ✓

It includes the topic source for the whole lesson and introduces all the other activities.

4. I "Answer the Questions" has subjective-type questions to be asked in order to check the comprehension of the student. 1/1

True

False ✓

5. I What should you do if the student is having a hard time answering some questions? 1/1

You can tell the answers soon.

You should provide clues on where answers are found. ✓

You can change the three choices to two.

You should ask the student, "Are you giving up?"

1. I For the Read Out, the student will read the article (). 1/1

alone



as fast as they can

after the audio

after the teacher

2. I Choose the TWO correct sentences that describe "the red slash lines between sentences." 2/2

They are guides for students to understand the meaning of the article.

They are guides for students to breathe while reading.



Students can turn it On or Off as they wish.



The teacher can turn it On or Off according to the student's level.

3. I In the model video, what did the teacher do after the student had read the article? 1/1

The teacher typed the word "pressure" in the chatbox and had the student practice it.

As the student read the passage smoothly, the teacher asked her immediately if she had any questions.

The teacher typed the word "pleasure" in the chatbox and had the student practice it.



The teacher played the audio and had the student listen to how a native speaker read.

1. I In Discussion section, students are encouraged to () to train their () skills. 1/1

pronounce correctly / speaking

choose the right words / vocabulary

listen to the audio / listening

express their opinions / speaking



2. I What is the "Answer Key" for? 1/1

To provide the student with more ideas to answer.



To help the student understand the questions better.

To identify the necessary key words needed to answer correctly.

To teach them how to compose their opinions.

3. I Students have to open the "Answer Key." 1/1

Yes

No



4. I You don't have to point out the grammatical mistakes or mispronunciations because it is important for students to express their opinions without hesitation in the Discussion. 1/1

Yes

No



5. I After all feedback is complete, what is the next procedure? 1/1

You will give your own opinion.

You will read the sample answer in the Answer Key.

You will send the sample answer from the Answer Key into the chatbox and let the student repeat it after you. ✓

You will have a free conversation with your student.

1. I From the list below, please choose the right procedure of starting this lesson. 1/1

The teacher reads out the directions. ✓

The teacher has the student read the directions silently.

The teacher has the student read out the directions.

The teacher plays the audio after reading the directions.

2. I In this lesson... 1/1

the ideal speaking ratio between the teacher and the student is 20:80 (teacher: student).

the ideal speaking ratio between the teacher and the student is 30:70 (teacher: student). ✓

the ideal speaking ratio between the teacher and the student is 40:60 (teacher: student).

the ideal speaking ratio between the teacher and the student is 50:50 (teacher: student).

3. I For this lesson, you will have two topics in one lesson. 1/1

True ✓

False

4. I Choose the best action below, which is true to choose the topic. 1/1

The teacher chooses the topic depending on the student's level.

The student chooses a topic, but if the teacher thinks the topic doesn't match the student's level, the teacher can refuse it.

The student always chooses the topics, whereas the teacher is not allowed to.

The teacher can choose the topic if the student hopes so. ✓

1. I Choose the best duration for the first topic. 1/1

The ideal duration for the first topic is 3 to 5 minutes.

The ideal duration for the first topic is 5 to 10 minutes. ✓

The ideal duration for the first topic is 10 to 15 minutes.

The ideal duration for the first topic is 15 to 20 minutes.

2. I You have to review the first topic. True or false? 1/1

True ✓

False

3. I Which of the following review procedures is correct? 1/1

After 5mins, cut a discussion and do a review. ✓

After 5mins, cut a discussion and ask if the student wants to continue the discussion.

After 5mins, the teacher can stop the student even in the middle of his/her speaking.

After 5mins, if there is no mistake in the student's pronunciation, the teacher can skip reviewing without saying anything.

4. I Choose the two procedures below which are true. 2/2

The teacher asks the follow-up questions which match the student's answers to all the questions written in the textbook. ✓

The teacher only reads the questions written in the textbook.

The teacher only asks the questions in the textbook and the follow-up questions below to the student.

If the student starts to talk at the same time you are about to talk, encourage the student to keep on talking. ✓

1. I Why are you supposed to talk about two topics? 1/1

- Because most students can answer many questions and discussing one topic is not interesting.
- Because time management is difficult for most students and they need to train so that they can finish their talk within 5 minutes.
- Because not all students can hold a conversation about one topic for twenty minutes. ✓
- Because teachers find it uninteresting to talk about one topic for twenty minutes.

2. I Choose the best sentence below which is true in regard to the tutorial videos. 1/1

- The student chose Movies for the first topic and Travel (Local) for the second topic. ✓
- The student chose Movies for the first topic and Travel (International) for the second topic.
- The teacher chose Movies for the first topic and the student chose Travel (Local) for the second topic.
- The teacher chose Movies for the first topic and the student chose Travel (International) for the second topic.

3. I Choose the best sentence below which is true in regard to the tutorial videos. 1/1

- The student traveled only once in Japan.
- The student traveled twice in Japan.
- The student traveled only once in Cebu, the Philippines. ✓
- The student traveled twice in Cebu, the Philippines.

4. I Choose the best sentence below which is true in regard to the tutorial videos. 1/1

- The student's best trip was going to Cebu in the Philippines.
- The student's best trip was going to Okinawa.
- The student's best trip was going to Hokkaido. ✓
- The student's best trip was going to Disneyland.

1. I Choose the correct lesson flow for the review part. 1/1

- As there is no given flow for the review, the teacher doesn't need to point out the student's mistakes.
- As there is no given flow for the review, the teacher needs to point out all of the student's mistakes as many as possible.
- There is a given flow for the review, and it says that if the student's English is perfect, the teacher doesn't need to point out anything.
- There is a given flow for the review, but the teacher doesn't need to finish all of the flow. ✓

2. I Choose two wrong lesson procedures out of the following. 2/2

- Mispronunciation and Grammar mistake
- Phrase and Word choice
- Misspelled words ✓
- Linking sounds ✓

3. I Choose the best sentence below which is true in regard to the tutorial videos. 1/1

- The teacher corrected the sentence, "I want you to go to Shirakawago" to "I recommend you to visit Shirakawago."
- The teacher corrected the sentence, "I did go Shirakawago" to "I went to Shirakawago."
- The teacher corrected the sentence, "It names Shirakawago." to "It's called Shirakawago." ✓
- The teacher corrected the sentence, "I liked Shirakawago" to "I like Shirakawago."

1. I The Chapter Unit/Opening has 2 parts; 1/1

- The Topic Focus, which is in the yellow box. And the Functions, which is in the red tinted box
- The Topic Focus, which is in the red box. And the Functions, which is in the blue tinted box ✓
- The Topic Focus, which is in the blue box. And the Functions, which is in the red tinted box
- The Topic Focus, which is in the orange box. And the Functions, which is in the blue tinted box

2. I Please select one correct answer. 1/1

- In the Topic Focus, the teacher reads it ALONE. ✓
- In the Functions, the student reads it ALONE.
- In the Functions, the teacher reads it ALONE.
- In the Topic Focus, the student reads it ALONE.

3. I What questions did the teacher ask the students in the model video? 1/1

- What foods does your Mom buy?
- When you are eating in a restaurant, what do you usually order? ✓
- Do you like cooking?
- Where do you go when you go grocery shopping?

1. I Please select one correct answer. 1/1

The teacher reads it ALONE.

The student repeats after the teacher twice.

The student repeats after the teacher once and reads them again by themselves. ✓

The student listens to the audio and repeats after it.

2. I Which of the following is the most correct thing to do to correct a student's error? 1/1

Write in the chat box.

Repeat a word.

Write in the chat box and repeat the word once.

Write in the chat box and repeat the word twice. ✓

1. I In this section... 1/1

Role play with students. ✓

Listen to the audio of the model conversation.

Students read the sentences of the model conversation by themselves.

The teacher reads the sentences of the model conversation by himself/herself.

2. I Please choose one correct way to proceed with My shopping list. 1/1

Read aloud only the first three.

Read all words twice each. ✓

Students read the words alone after the instructor has read them all.

Read all words once each.

3. I Which is the correct way to proceed with the Model conversation? 1/1

All sentences are read one at a time and role-played. ✓

Read all sentences twice and role-play.

Listen to the audio of all sentences and role-play.

Role play only.

4. I Please select the incorrect description of the Activity Answer Key. 1/1

Activity Answer Key is a hyperlink.

When you finish the role play, click on the Activity Answer Key to start the activity.

The contents of the Activity Answer Key are different each time.

You don't have to do the Activity Answer Key. ✓

1. I Please select one correct answer. 1/1

New Vocabulary Words is hyperlinked. ✓

New Vocabulary Words are checked after the story is read aloud.

Click on New Vocabulary Words to hear the audio.

If students know all the words in the New Vocabulary Words, they can skip them.

2. I Please select one correct answer. 1/1

All the words in New Vocabulary Words are copied and pasted one by one into the chat box and sent to students ✓

Words in New Vocabulary Words do not have to be copied and sent to students in the chat box.

Words in New Vocabulary Words are also shown to students.

Words in New Vocabulary Words are sent to the chat box by students.

3. I Please choose one correct way to proceed with Reading. 1/1

The student and teacher read the title and the text. Read the text sentence by sentence.

The student and teacher read the title and body of the text. Read the main text paragraph by paragraph. ✓

The student and instructor read the main text paragraph by paragraph.

The student and instructor read the entire text in one sitting.

1. I The Reading Check-up section contains various activities. 1/1

YES ✓

NO

2. I Please select one activity not featured in the tutorial video. 1/1

Choose the Correct Answer

Arrange the words ✓

Q&A Role Play and Q&A Comprehension

True or False and Multiple Choice

3. I Please select the action that the instructor was doing in the model video. 1/1

Student's answers were all correct, so the instructor did not send the answers to the chat box

Copied and pasted all the questions into the chat box.

All answers were copied and pasted into the chat box. ✓

Only the answers that the student got wrong were copied and sent to the chat box.

1. I Please select two incorrect listening objectives. 2/2

- This section offers students authentic listening opportunities.
- It measures a student's ability to analyze emotions. ✓
- It measures the students' ability to comprehend a situation.
- It measures a student's speaking ability. ✓

2. I Please select one correct answer about Listening. 1/1

- The audio of the questions is played in batches, and the student answers after listening to all of them.
- The question text is also displayed on the student's side of the material.
- Play the audio of the question text at random, and when the student answers each time, move on to the next question.
- Click on the hyperlink to display the audio button and the question text. ✓

1. I In this section... 1/1

- student will make a story about the Martinez family and compare it to the sample answers.
- student will make a story about the Martinez family who is at the beach using the picture and characters. ✓
- student will listen to the audio of a given story about the Martinez family who is at the beach.
- student will read a given story about the Martinez family who is at the beach.

2. I Please select a model video that is not a student-created text. 1/1

- Mr. Martinez is cooking.
- Mrs. Martinez is drinking lemonade.
- It's a sunny day today. ✓
- The sun is shining.

1. I Please select two of the following explanations that are correct. 2/2

Pronunciation exercises provide students with models of natural English accent.

The goal of the pronunciation exercises is to enable learners to improve their own pronunciation and to understand the pronunciation of native speaker ✓

Journal activities provide answers that serve as jumpstart vehicles for presentation skills and feelings using the patterns learned.

The goal of the Journal is to let the students apply the grammar rules and structures learned from the chapter in describing or telling their real-lif ✓

2. I What instruments can the student in the model video play? 1/1

Piano

Guitar

Drums

No instrument can be played ✓

3. I What did the student in the model video point out to the instructor? 1/1

Linking sound of "long have". ✓

Linking sound of "had a".

Pronunciation of "sick".

Pronunciation of "stomachache".

1. I Please select one correct description of Grammar focus. 1/1

Vocabulary Keywords contains the patterns or forms of the vocabulary used in the chapter.

Vocabulary Keywords gives the student a broad understanding of the grammar paradigm. It supports the grammar paradigm for each pattern.

It includes Grammar paradigm for the grammar structure, Vocabulary Keywords, and End-of-Chapter Expansion Activities. ✓

Grammar paradigm enables you to reinforce the grammar structures and vocabulary presented in the chapter.

2. I Please select one of the following that is correct. 1/1

You only need to read one sentence per word or phrase in the blue box per box.

The student should memorize the contents of the blue boxes and the instructor should support them.

The words and phrases in the blue boxes should be repeated once per sentence. ✓

If a member asks a question, it will be summarized and answered at the end of the session.

3. I Please select the correct one for the model video. 1/1

In the "Choose the correct word" activity in Grammar Focus, the student got the first question wrong.

In the "Choose the correct word" activity in Grammar Focus, the student answered the first question correctly. ✓

In the "Match the questions and answers" activity in Grammar Focus, the student got the first question wrong.

In the "Match the questions and answers" activity in Grammar Focus, the student answered the first question correctly.

1. | What does the teacher do while the student is listening to A. Conversation? 1/1

You don't have to do anything in particular, just relax.

You entertain students by making gestures related to A. Conversation.

You send A. Conversation dialog to the chat box.

You listen to the audio with your student. ✓

2. | The teacher must ensure that the student recites A. Conversation twice. They must make the students recite it. 1/1

Yes.

No. ✓

3. | In Role-Play, when you see the words "Animal Name" in blue letters... 1/1

There is a list of character names on the right-hand side of the screen.

You put the name of the character you see on the left side of the screen. ✓

The instructor will think of a name for a plausible animal and tell you.

The teacher must learn the names of all characters before the lesson.

4. | Answer the single most correct question about the model video. 1/1

The teacher and student Role-Played a conversation between Teddy and Fanfan. ✓

The teacher and student Role-Played a conversation between FanFan and Tarsier.

The teacher and student Role-Played a conversation between Teddy and Birdie.

5. | What effect can you expect from a teacher praising a student? Please select the two most relevant ones. 2/2

Praise will keep your student motivated in the lesson. ✓

Praise will quickly improve students' English language skills.

Praise will help them to avoid giving wrong answers.

Praise will keep your student engaged in the lesson. ✓

1. I In this section, there are two points. They are... 1/1

Practice and Meaning.

Listen and Guess.

Listen and Repeat. ✓

Repeat and Q&A.

2. I Please answer one question about the model video that is most correct. 1/1

The teacher asked the student to recite the word 'fish' and praised him for doing so well.

The teacher asked the student to recite 'bananas' and corrected the student's pronunciation.

The teacher asked the student to recite the word 'fish' and corrected the student's pronunciation.

The teacher asked the student to recite the word 'bananas' and praised him for doing so well. ✓

1. I In this activity, students practice vocabularies which... 1/1

are new to the students.

the students often make mistakes with.

are often used in daily conversation.

they've learned in the previous activity. ✓

2. I Please select one correct answer to the following question on how to proceed with the lesson. 1/1

First, listen to one example sentence on the audio and recite it once following the instructor.

First, listen to the example sentence once on the audio, then follow the instructor and recite it twice. ✓

First, listen to the example sentences twice on audio, then follow the instructor and recite them twice.

First, listen to the example sentences twice on the audio, then follow the instructor and recite them once.

3. I Answer the single most correct question about the model video. 1/1

Students practiced "Do you like fish?" --- Yes, I like fish.

Students practiced "Do you like grapes?" --- Yes, I like grapes. ✓

Students practiced "Do you like fish" --- No, I don't like fish.

Students practiced "Do you like grapes" --- No, I don't like grapes.

4. I In Role-Play, there is an illustration and a written statement for every question. 1/1

True

False ✓

1. I Please select one correct answer to Chant's point. 1/1

(1) Listen, (2) Practice, (3) Chant



(1) Listen, (2) Chant, (3) Practice

(1) Chant, (2) Listen, (3) Practice

(1) Practice, (2) Chant, (3) Listen

2. I Choose one correct answer about how CHANT is practised. 1/1

Have students read at the same time as the teacher is reading and shadow them.

You have the student repeat each word one by one.

You have the student repeat each verse one by one.



The teacher reads the chant from beginning to end as a model, then the pupil reads it.

3. I Please answer one incorrect question about the 'chant' part of the model video. 1/1

The instructor was smiling and clearly chanting for the students to enjoy it too.

The instructor was shaking his head and enjoying the rhythm of the chant.

The instructor did not mind if the rhythm was a little off from the audio and chanted to set an example for the students until the end.

The instructor was a little out of rhythm with the audio, so he had to chant in whispers during the process.



4. I Please select one incorrect way to proceed with the lesson. If there is still time after the review is over, you may ask your student ... 1/1

if they want to play the audio and practice it again.

if they want to proceed to the next lesson.

if they want to have free talk.

if they want to say good-bye to the teacher.

