

**P.O Box 3422 Boynton Beach FL 33424**

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**#NA15MA**

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**100 questions for this course**



#### *“Training hundreds to teach thousands to reach millions.”*

#### *2 Timothy 4:2*

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### PRESIDENT’S WELCOME

The faculty, administrators and staff join me in welcoming you to the **NEW ALLIANCE THEOLOGICAL SEMINARY (NATS).** We stand for high academic standards, excellence in programs and services, and personal approach to helping each individual student succeed.

At our Seminary you will find a wide and diverse array of Programs leading to Pastoral Diploma, Different Associates, Bachelors, Masters and Doctorate Degrees that you can easily and freely complete by correspondence and online at your own pace in a very short amount of time. We exist to train, equip and license individuals to become ministers of the word of God, to serve and to impact people lives through solid teachings, in order to expand God’s kingdom worldwide. Nothing else really matter to us than preaching his word to all nations to bring back our King Jesus-Christ as found in Matthew 24:14. Therefore, we are committed to be part of this Great Commission effort by training hundreds to teach thousands to reach millions.  To do so, we know that everyone’s support would be crucial to the cause.

 To assist our staff to serve you better, NATS will let you study for free only if you are incarcerated while asking you to support us with the registration process, data, printing and mailing of materials and diplomas, by giving a tax-deductible donation whenever you can before you finish your courses. If you live in the free world, We welcome and appreciate the support of Christians all around the globe who wish to be part of the process. Assist us with the required little fees to help us help you and those who cannot afford to support us.

We firmly declare that your hard labors will not be forgotten and destroyed. Your kids will know what you have accomplished because we will confer the credentials you deserve to you that will last a lifetime. Bring all your experience to us and we will credit you for them and allow you to be rewarded for all your works. As you read through our catalog and webpages, you will also find complete information about the programs, courses, requirements and policies. Furthermore, we stand ready to assist you in any other way that we can to achieve your goals. We will make study as simple possible for you to become an ordained licensed Minister once your degree is completed.

Be sure to complete our registration form and follow the instructions for these next 10-15 courses of study. We will be with you to help along the way when you write to us with your questions.

Feel free to complete these courses whenever you feel like it and continue to climb your way to success as we cheer you on. We know you had many other choices, so we thank you so much for choosing NATS for your training in ministry. We will make sure you do not regret this noble decision.

***Dr. Dieugrand Jacques, THD. PHD.,***

***President***

**GENERAL REQUIREMENTS**

1. Free registration and tuition for inmates only. However, at least a $300 will be needed before the end of your courses to complete all registration process, diplomas, data, mailing and others.

2. If not incarcerated, a fee of $1, 300 will be needed to complete any of these 7 degrees. All ordination and license request must also come with an additional $150 fee. The registration fee is only $50.

3. Student must have an acceptable bachelor’s degree or equivalent credits to enroll in this program.

4. Students must answer all 100 questions per book he/she orders and complete a 5 pages essay for at least 7 of these courses. (5 pages for each one of the 7 courses of your choice). NATS will not provide books of study to students.

5. All courses must be completed, and all 5 essays submitted, all fees required must be received in full before your degree can be processed and printed. There will be NO REFUND as your fees are considered a Donation to advance the ministry.

**GENERAL GUIDELINES FOR TESTING**

A. All ISBN are given to help you order your own textbook. Some ministries will provide them for free if they are not already in your church or institution library. NATS will not provide any books.

B. The questions asked are directly from the text. Although many answers seem to be a good one, only the answer from the book is the right one. Therefore, find your answer in the text.

C. All your 1,000 questions for the 10 courses must be completed before you send your complete answer sheet to us or to your onsite Facilitator for grading unless he/she gives you the okay to do so. You can take your test online too at namusa.org/nats, click on take a test.

D. At least 70% scale is required for each test or you will write an additional 5-page essay on the text which test you have failed. Your Facilitator can also require you to take a new test.

E. You can complete your degree whenever you wish and study at your own pace. No time limit to complete your program.

THE SEVEN LAWS OF TEACHING

Textbook Author: John Milton Gregory

Questions Prepared by: Dr. R. Clifton Drawdy

Introduction:

1. An infant differs from a man in which of the following ways?
   1. His body and limbs are small, weak, and without voluntary use.
   2. His feet cannot walk.
   3. His hands have no skill.
   4. All of the above.
2. The two notions of education rest on which of the following two facts?
   1. The acquisition of capacities, and the development of experience.
   2. The development of capacities, and the acquisition of experience.
   3. The observation of surrounding elements, and the understanding of them.
   4. None of the above
3. The art of education is a two-fold one, the...
   1. art of studying and the art of learning.
   2. art of training and the art of teaching.

c. Both A and B

D. Neither A nor B

1. The work that occupies the time of the teacher is

* assigning the work to the students.

B. explaining the lesson to the students.

C. hearing the lesson recited from the students.

D. All of the above.

Chapter One: "The Laws of Teaching"

1. To discover the laws of any process makes it possible to bring that process under control of one who knows the laws and can command the conditions.
   1. True
   2. False
2. Teaching, in its simplest sense, is...
   1. the discovery of facts.
   2. the explaining of facts.
   3. communication of experience.
   4. the explaining of experience.

The seven distinct elements of the act of teaching are...

* 1. two personal factors; two mental factors; and three functional acts or processes.
  2. three personal factors; one mental factor; and three functional acts or processes.
  3. One personal factor; three mental factors; and three functional acts or processes.
  4. None of the above

1. A Teacher is one who...
   1. attends with interest to the lesson.
   2. knows the lesson or truth or art to be taught.
   3. Both A and B
   4. Neither A nor B
2. Teaching is...
   1. used as a medium between teacher and learner.
   2. thinking into one's own understanding a new idea or truth or working into habit a new art or skill.
   3. arousing and using the pupil's mind to grasp the desired thought or to master the desired art.
   4. All of the above
3. All of the following are rules for teachers except...
   1. know thoroughly and familiarly the lesson you wish to teach.
   2. gain and keep the attention and interest of the pupils upon the lesson.
   3. stimulate the pupil's own mind to action.
   4. begin with new material unfamiliar to the pupil in order to reduce boredom.

Il. The laws and rules applied to the teaching of all subjects are valid and useful for...

* 1. the instructor in the university.
  2. the teacher in the elementary school.

C. teaching of a law in logic.

D. All of the above

1. Unreflecting superintendents and school boards often prefer educated or experienced teacher to those who are enthusiastic.
   1. True
   2. False
2. The most serious objection to systematic teaching, based on the laws of teaching, has sometimes come from...
   1. superintendents.
   2. principals. 
   3. pastors.

D. school boards.

Chapter Two: "The Law of the Teacher"

1. The mind has freedom within law, but no liberty to produce effects contrary to laws.

 True

B. False

1. The Law of the Teacher is which of the following?
   1. The truth to be taught must be learned through truth already known.

 The learner must attend with interest to the material to be learned.

* 1. Excite and direct the self-activities of the pupil, and as a rule tell him nothing that he can learn himself.
  2. The teacher must know that which he would teach.

1. If the terms of the law are reversed, the following important truth is revealed.
   1. What the teacher knows he must teach.
   2. It is affirmed that one who has fullness of knowledge will always succeed.

 Both A and B

D. Neither A nor B

1. is the material with which the teacher works.



* 1. The lesson
  2. Knowledge

C. Experience

D. None of the above

1. All of the following are stages we experience as we learn except...
   1. faint recognition.
   2. the ability to recall for ourselves what we have learned.
   3. the power readily to explain, prove, illustrate, and apply.
   4. There are no exceptions, all are stages.
2. Our conduct is modified by the knowledge we learn.
   1. True
   2. False
3. It is not affirmed that
   1. no one can teach at all without a fullness of knowledge.
   2. Everyone who knows his subject matter thoroughly in order to succeed.

c. Both A and B

D. Neither A nor B

1. A truth is known by its resemblance's, and can best be seen in
   1. the grades of the pupils.
   2. the light of other truths.
   3. the material that is taught.
   4. None of the above
2. The author likens an unknowing teacher as...

 a ship without a sail.

* 1. the blind trying to lead the blind with only an empty lamp to light the way.
  2. a well without water.
  3. a rowboat without an oar.

1. In the Law of the Teacher, truth must be clearly understood before it can be..
   1. taught to others.
   2. valuable to pupils.
   3. vividly felt.
   4. eally become truth.
2. The earnest feeling of truths clearly conceived is the secret of the enthusiasm so much admired and praised in teachers and preachers.
   1. True
   2. False
3. A teacher ‘sand evident helps to give the pupil needed confidence.

 enthusiasm and love

* 1. confidence and concern
  2. ready and knowledge
  3. None of the above

1. In some unfortunate cases, great knowledge is unaccompanied by the ability to inspire pupils with a...
   1. desire to learn.
   2. zeal to succeed.

C. determination to achieve greatness.

D. love of study.

1. All of the following are listed as the most important rules which arise out of the Law of the Teacher except...
   1. depend upon knowledge accepted by previous pupils as a starting point for preparing lesson plans for the next school year.
   2. find in the lesson its analogies to more familiar facts and principles.
   3. study the lesson until it takes shape in familiar language.

D. have a plan of study, but do not hesitate, when necessary, to study beyond the plan.

1. Which of the following is/are (a) frequent violation(s) of the Law of the Teacher?
   1. The very ignorance of his or her pupils may tempt the teacher to neglect careful preparation and study.
   2. Some teachers assume that it is the pupil's work, not theirs, to study the lesson, and that with the aid of the book in hand, they will be able easily to ascertain whether the pupils have done their duty.
   3. Both A and B
   4. Neither A nor B

Chapter Three: "The Law of the Learner"

1. The Law of the Learner may be stated as follows:

* The learner must attend with interest to the instructions of the teacher.

B. The learner must attend with interest to the experiences of the teacher.

c. The learner must attend with interest to the material to be learned.

D. The learner must attend with interest to the daily schedule of classes.

1. Attention means...
   1. keeping eyes upon the teacher.
   2. the direction of the mind upon some object.

c. listening intently to the lesson taught.

D. retaining what is being taught.

1. When we speak of "concentrated" or "absorbed" attention we mean
   1. that the object attended to is occupying the whole of consciousness.
   2. That the pupil is listening, watching, and understanding the lesson.

c. Both A and B

D. Neither A nor B

1. There are different kinds of attention.
   1. two C. six
   2. four D. three
2. Attention of the "fitting" kind is often called attention because

it involves no effort of will.

* 1. active
  2. action

c. sincere

D. passive

1. One type of attention is called attention because its first

condition is an effort of the will, a determination to do what should be done in spite of allurements to do something else that is pleasanter and more attractive.

 passive

* 1. action
  2. active
  3. sincere

1. This type of attention resembles passive attention, but grows out of active attention, out of effort and persistence.
   1. Active-passive attention
   2. Secondary passive attention
   3. Passive-active attention
   4. Secondary active attention
2. Human experience during the long ages has taught few lessons that are more dependable than that which...
   1. predicates effort, sacrifice, and persistence as the chief ingredients of success.
   2. predicates effort, determination, and persistence as the chief ingredients of success.
   3. predicates effort, determination, and luck as the chief ingredients of success.
   4. predicates effort, persistence, determination, and luck as the chief ingredients of success.
3. The mind is only a receptacle in which to stow other people's ideas.
   1. True
   2. False
4. Since attention follows interest, it is folly to attempt to gain attention without first...
   1. creating interest.
   2. stimulating interest.

c. Both A and B

D. Neither A nor B

1. All of the following are rules of teaching that emerge out of the Law of the Learner except...
   1. one way to get the attention of the pupils is to begin class.
   2. pause whenever the attention is interrupted or lost and wait until it is completely regained.

 of the Learner except...

* 1. pupils are urged to listen after their power of attention has been exhausted, and when fatigue has set in.
  2. many teachers kill the power of attention in their pupils by failing to utilize any fresh inquiries or any new, interesting statements to stimulate interesting statements to stimulate interest in the subject.
  3. teachers try to wait until complete attention is gained from pupils before recitations commenced.
  4. little or no effort is made to discover the tastes or experiences of the pupils, or to create a real interest in the subject.

Chapter Four: "The Law of the Language"

1. The Law of the Language may be stated as follows:
   1. the language used in teaching must be grammatically correct.
   2. the language used in teaching should challenge the pupils in that they have to learn new words.
   3. Both A and B

D. the language used in teaching must be common to teacher and learner.

1. Language has been called the...
   1. vehicle of thought.
   2. instrument ofthought.

c. Both A and B

D key to success.

1. The most useful, and sometimes the most difficult processes in thinking are those in which we fit words to ideas.
   1. True
   2. False
2. Language has still another use; it is the...
   1. common denominator among people of individual cultures.
   2. storehouse of our knowledge.
   3. Both A and B
   4. Neither A nor B
3. The language of the child may be considered not only the measure of his attainments, but the...
   1. perfect medium of his thoughts.
   2. embodiment of the elements of his knowledge.

c. only medium through which to express his thoughts.

D. All of the above.

1. All of the following are ways to express thought except...
   1. using the eye, the head, the hand, the foot, and the shoulder.
   2. using symbolic actions.
   3. using pictures.

D. All of the above.

1. The discussion of language should not be interpreted as an encouragement to the teacher to become a lecturer before his or her class.
   1. True
   2. False
2. All of the following are rules that are defined in the Law of the Language except...
   1. express yourself as far as possible in your own language in order to teach your pupils new words.

 help the meaning the words used by illustrations.

* 1. study constantly and carefully the language of the pupils, to learn what words they use and what meanings they give to these words.
  2. secure from the pupils as full a statement as possible of their knowledge of the subject, to learn both their ideas and their modes of expressing them.

1. When teaching the young, it is more important to "make haste" then to tarry until new words are fully understood.
   1. True 
   2. False
2. Which of the following is/are (a) common fault(s) in teaching?
   1. The misuse of language.
   2. The cover-up of ignorance with a cloud of verbiage which the teacher knows the pupils do not understand.
   3. Teachers who are more eager to exhibit their own wisdom than to teach others.
   4. All of the above
3. It has often been found that one of the greatest obstacles to the general enlightenment of people lies in...
   1. their lack of ambition to achieve a higher plane of knowledge.
   2. their lack of willingness to increase their vocabulary.

c. their lack of the knowledge through which they must be addressed.

D. None of the above.

1. Many of the topics studied in school lie outside the daily life and language of the children.
   1. True
   2. False

Chapter Five: "The Law of the Lesson"

1. The author expresses the Law of the Lesson as follows:
   1. The lesson must be taught in such a way as to ensure understanding.
   2. The truth to be taught must be learned through truth already known.
   3. The lesson to be taught must be properly prepared by the teacher.
   4. None of the above
2. The author expresses the philosophy of the Law of the Lesson as follows:
   1. The Law of the Lesson has its reason in the nature of mind.
   2. The Law of the Lesson has its reason in the nature of human knowledge.
   3. Both A and B
   4. Neither A nor B
3. When a pupil states: "1 did not know what the teacher was talking about" the fault lies distinctly with...
   1. the pupil.

c. the parents.

* 1. the teacher.
  2. All of the above

1. The proper direction that teaching should advance should be toward...
   1. acquisition of new experiences.
   2. acquisition of new knowledge.

c. acquisition of new material.

D. acquisition of new abilities.

1. Learning must proceed by...
   1. leaps and bounds.
   2. proper understanding.
   3. giant steps.

D. graded steps.

1. New elements of knowledge must be brought into relation with other facts and truths already known before they themselves can be fully revealed and take their place in the widening circle of the experience of the learner.
   1. True
   2. False
2. The act of knowing is in part an act of...
   1. comparing and judging.
   2. finding something in past experience that will explain and make meaningful the new experience.

c. Both A and B

D. Neither A nor B

1. The very language with which new knowledge must be expressed takes it meanings from...
   1. the language of the teacher.
   2. the new material taught by the teacher.
   3. the material in the textbook.

D. what is already known and familiar.

1. All of the following are stages of thinking except...

a stage of doubt or uncertainty.



B. an organizing stage.

* 1. a critical attitude involving selection and rejection of the schemes which have suggested themselves.
  2. a stage of free-thinking and evaluation.

1. In a very important sense, what we call knowledge is...

a record of past experiences.



B. a record of solved problems.

c. Both A and B

D. Neither A nor B

1. The starting point of a teacher in teaching should be...
   1. find out what your pupils know of the subject you wish to teach to them.
   2. the beginning of the textbook.
   3. Both A and B
   4. Neither A nor B
2. All of the following are mistakes and violations of the Law of the Lesson except.
   1. oftentimes past acquisitions are considered goods stored away, instead of instruments for further use.
   2. every step is not always thoroughly understood before the next is attempted.
   3. trying to show a connection between parts of the subject that has been taught and those what are yet to come.
   4. to neglect entirely to ascertain carefully the pupils equipment with which to begin the subject.

Chapter Six: "The Law of the Teaching Process"

1. The Law of Teaching can be stated as follows:

 excite and direct the self-activities of the pupil.

B. as a rule, tell pupils nothing that they can learn themselves.

c. Both A and B

D. Neither A nor B

1. A person can learn without a teacher.
   1. True
   2. False
2. It is the responsibility of the school to...
   1. offer curriculum that it regards as the most useful of the experiences of mankind.
   2. offer the facilities for learning.

c. offer the results of other people' s labors.

D. All of the above.

1. One might say that he teaches best who...
   1. teaches with the most enthusiasm.
   2. teaches least.

c. teaches what he knows.

D. teaches up-to-date material.

1. The great aims of education are to...
   1. acquire knowledge and ideals.
   2. develop abilities and skills.

c. Both A and B

D. Neither A nor B

1. According to the author, the difference between the pupil who works for himself and the one who works only when he is driven is...
   1. the difference between the one who succeeds and the one who fails.
   2. the difference between white and black.

c. the difference between the rich and the poor.

D. too obvious to need explanation.

1. The action of the mind is limited practically to...

the field of its acquired knowledge.



B. the ability of the one who controls it.

* 1. the willingness of the pupil to stimulate it.
  2. None of the above

1. The chief spring(s) of interest through which the mind can be aroused is/are.

the love of knowledge for its own sake.

* 1. the desire for knowledge to be used as a tool in solving problems.
  2. the desire for knowledge to be used as a tool of obtaining other knowledge.
  3. All of the above

1. The explanation that settles everything and ends all questions...
   1. is the explanation the teacher should seek to find for all questions.
   2. the explanation that needs to be given.
   3. usually ends all thinking also.
   4. None of the above
2. The education of a child begins when...
   1. as soon as he or she begins to ask questions.
   2. the day he or she is enrolled in school.
   3. the moment he or she is born.
   4. None of the above.
3. All of the following are suggested rules for teaching except...
   1. select lessons which relate to the environment and needs of the pupils.
   2. place yourself frequently in the position of a pupil among your pupils, and join in the search for some fact or principle.

c. observe each pupil to see that his or her mind is not wandering so as to forbid its activities being been to the lesson in hand.

D. There are no exceptions, all the above are rules for teaching.

1. The chief and almost constant violation of the Law of the Teaching Process is. . .
   1. to complain of memory for not keeping what it never held.
   2. the attempt to force lessons by simple telling "I have told you ten times, and yet you don't know!"
   3. the haste with which teachers require prompt and rapid recitations in the very words of the book.
   4. None of the above is the chiefand almost constant violation of this law.

Chapter Seven: "The Law of the Learning Process"

1. The Law of the Learning Process involves the means by which the selfactivities are to be awakened.
   1. True
   2. False
2. The Law of the Learning Process may be stated as follows:
   1. the pupil must reproduce in his own mind the lessons to be learned. 
   2. the pupil must reproduce in his own mind the truth to be learned.
   3. the teacher must instill in the mind of the pupil the lessons to be learned.

D. the teacher must instill in the mind of the pupil the truth to be learned.

79. True learning is memorization and repetition of the words and ideas of the teacher.

* 1. True
  2. False

1. Discovery is made by processes of original investigation and research which are usually slow, tentative, and laborious. Learn comes by...

processes of interpretation, which may be easy and rapid.



B. processes of understanding, which may be hard and rapid.

C. processes of discovery, which may be hard and rapid.

D. None of the above.

1. The author of the textbook list phases of the learning process which should be carefully noted in order that the full meaning of the law can be understood.
   1. three
   2. four
   3. five
   4. SIX
2. The highest and more fruitful stage of learning is found in the study of the uses and applications of...
   1. interpretation.
   2. discovery

c. investigation.

D. knowledge.

1. The following is/are (a) limitation(s) to this Law of the Learning Process.
   1. The age of the pupils.
   2. The different fields of human knowledge.

c. Both A and B

D. Neither A nor B

1. In each branch of knowledge there are distinct  and

, and therefore, the operation of the Law of the Learning

Process will vary to meet conditions.

* 1. differences and opinions 
  2. evidence and applications

c. discoveries and investigations

D. capabilities and abilities

1. All of the following are practical rules for teachers and learners concerning the Law of the Learning Process except...
   1. aim to make the pupil a dependent investigator—a student of nature and a seeker after truth.
   2. teach the pupils to hate shams and sophistries and to shun them.

c. seek constantly to develop in pupils a profound regard for truth as something noble and enduring.

D. show pupils that usually more things are implied than are said.

1. The violations of this Law of the Leaning Process are the least found in our school work.
   1. True
   2. False
2. A more common mistake made in the Law of the Learning Process is that the pupil is left in the twilight of an imperfect and fragmentary mastery by a failure to think it into clearness.

 True

B. False

1. The failure to insist upon original thinking by the pupils is one of the most common faults of our schools.
   1. True
   2. False

Chapter Eight: "The Law of Review and Application"

1. The, and of the work of teaching must be made by review and application.

 completion, test, and grading

* 1. completion, grading, and confirmation
  2. confirmation, test, and grading
  3. completion, test, and confirmation

1. All of the following are chief aims of the review of this law except...
   1. to prefect knowledge.
   2. to complete knowledge.
   3. to confirm knowledge.

D. to render this knowledge ready and useful.

1. A review is more than a repetition, it involves...
   1. confirming knowledge and ability to use that knowledge.
   2. fulfilling knowledge and expressing that knowledge.
   3. fresh conceptions and new associations.

D. fresh conceptions and old associations.

1. No teaching can be complete without the review, made either under the teacher's direction, or voluntarily by the pupil himself.
   1. True
   2. False

93. The human mind does not achieve its victories by a single effort. There is a sort of mental incubation as a result of which some splendid discovery oftentimes springs forth. The physiologist call it...

A. unconscious cerebration.

B. conscious cerebration.

C. unconscious reviewing.

D. conscious reviewing.

1. Memory depends upon...
   1. recalling facts.
   2. experiences.
   3. association of ideas.

D. storehouse accumulation.

1. The aim of true study is...
   1. merely to know.
   2. to have knowledge for use.
   3. to possess knowledge fully.
   4. Both B and C
2. The plastic power of truth in shaping conduct and molding character belongs only to the...
   1. well known influence of maxims.
   2. well known influence of proverbs.
   3. truths which have become familiar by repetitions.
   4. None of the above.
3. The Law of Review rest upon the . . .
   1. laws of knowledge.
   2. laws of teaching.

c. laws of learning.

D. laws of mind.

1. All of the following are practical rules for teachers except...
   1. consider reviews as always in order.
   2. do not have a specific set time for review, but rather be spontaneous.

c. all new lessons should be made to bring into review and application the material of former lessons.

D. at the close of each lesson, glance backward at the ground which has been covered.

1. The number one violation of the Law of Review and Application is...
   1. the wholly inadequate review.
   2. that of delaying all review work until the end of the semester or term.
   3. the total neglect of review.

 that of making the review merely a process of lifeless and colorless repetition of questions and answers and often the very questions and answers which were originally used.

1. In this course, you, as a student, should have noted all of the following except...
   1. the true teacher, equipped with the knowledge he or she wishes to communicate.
   2. the pupil, with attention fixed and interest aroused eager to pursue his or her studies.
   3. the true medium of communication between the two—a language clear, simple, and easily understood by both.
   4. All of the above.

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**END OF THE TEST**

**THE SEVEN LAWS OF TEACHING**



**Remember to shade only the correct response using the answer sheet you will return to your facilitator for grading. CONGRATULATIONS!** A group of people with their hands up in the air

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2. **WE CAN HELP TRANSFORM CREDITS EARNED INTO DEGREES.**
3. **WE CAN HELP WITH PLACING YOU IN MINISTRY**
4. **WE CAN TAKE YOU TO THE MISSION FIELD TO HELP OVERSEAS.**
5. **WE CAN HELP WITH ALL THE CREDENTIALS NEEDED FOR MINISTRY.**

**STUDENT’S NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**FINAL GRADE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**FACILITATOR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

