

Classroom Management and Discipline Practice Test 2

60 original multiple-choice questions for teacher test preparation (FPSC / FGEI / PPSC style). Choose one answer for each question. The full answer key is on the last page — worked explanations for every question are free on the test page at QuaidianPoint.com.

Name: _____ Class: _____ Score: _____ / 60

Classroom Rules as Prevention

Q1. In preventive discipline, classroom rules work best when they are:

- (A) Numerous, so every possible behaviour is covered, because a rule for each situation is thought to leave no room for dispute or excuse
- (B) Secret, so learners cannot argue about them
- (C) Changed weekly to keep learners alert
- (D) Few, clear, positive and known to all from the start

Q2. A rule stated as "Respect others and their work" is preferable to "Do not disturb others" because it:

- (A) Tells learners what to do, not only what to avoid
- (B) Is longer and harder to remember, because a positive statement needs more words to describe the desired behaviour in full
- (C) Covers fewer behaviours
- (D) Sounds more formal to visitors

Q3. Learners are more likely to keep rules they helped to form because participation gives them:

- (A) A chance to remove rules they dislike, because learners who help form rules are expected to drop any standard that restricts them
- (B) Ownership of the standards and a reason to defend them
- (C) Less work in lessons, because learners who take part in rule-making are thought to expect lighter tasks as a reward for cooperating
- (D) Higher marks in examinations, because well-behaved learners are expected to score better when the class runs smoothly

Q4. Which rule best protects learning time in a discipline plan?

- (A) Bring a new pen every day
- (B) Sit only in the front row
- (C) Raise a hand and wait to be called before speaking
- (D) Keep bags under the desk in matching colours, because tidy matching storage is thought to reduce tripping hazards and keep walkways clear for learning

Q5. Merely displaying rules on the wall is weak prevention because learners also need rules to be:

- (A) Written in difficult words, because formal language is thought to make rules sound serious and worthy of respect by learners
- (B) Changed without notice
- (C) Explained, modelled, practised and reviewed
- (D) Memorised as a punishment

Q6. Fair rule-keeping in a class means that rules are:

- (A) Applied only to talkative learners
- (B) Relaxed for learners with high marks, because strong academic performance is thought to show responsibility that earns more freedom in class
- (C) Enforced only when visitors are present
- (D) Applied consistently to all learners, with help given according to need

Q7. Which classroom rule most directly protects learners' safety?

- (A) Move calmly in the room and use materials only as directed
- (B) Raise a hand before asking a question, because an orderly turn-taking system is thought to prevent shouting and protect learners from disruption
- (C) Complete homework on the due date
- (D) Keep notebooks neatly covered

Q8. A teacher who announces forty separate rules on the first day is most likely to find that learners:

- (A) Remember every rule perfectly
- (B) Cannot remember or follow them all, and enforcement becomes uneven
- (C) Respect the teacher more for thoroughness, because a detailed list of forty rules is thought to show that the teacher takes order seriously
- (D) Need no further teaching of rules

Q9. Stating the consequence of breaking a rule in advance helps prevention because learners:

- (A) Know what will follow and can choose to avoid it
- (B) Fear the teacher from the first day, because knowing a consequence in advance is thought to make learners wary of testing the teacher
- (C) Compete to test the consequence
- (D) Forget the rule itself

Q10. The difference between a classroom rule and a classroom procedure is that a rule states:

- (A) The steps for borrowing a book from the class library, because borrowing follows a fixed sequence that learners must follow to use shared books properly
- (B) A standard of conduct, while a procedure states the steps for carrying out a routine task
- (C) The timetable for the day
- (D) The seating plan for the term

Q11. After a long holiday, a wise teacher revisits class rules because:

- (A) Learners enjoy repetition for its own sake, because revisiting familiar rules is thought to reassure learners after a long break from school
- (B) The school requires a fresh punishment list
- (C) Habits weaken over a break and need re-teaching to prevent a drift into disorder
- (D) New textbooks have arrived

Q12. Which rule most directly teaches respect in discussion?

- (A) Finish work before the bell rings, because completing tasks on time is thought to show respect for the teacher's time and the lesson plan
- (B) Keep the classroom floor clean
- (C) Bring all books every day
- (D) Listen while another person speaks and respond to the idea, not the person

Q13. Letting learners help draft class rules does NOT mean that learners may:

- (A) Suggest how turns should be taken, because turn-taking is a routine detail that learners can help arrange without affecting safety or learning
- (B) Veto rules needed for safety and the learning of others
- (C) Propose a rule about tidiness
- (D) Discuss why a rule matters

Q14. A rule is most likely to prevent misbehaviour when it is:

- (A) Short, observable and taught with examples of keeping and breaking it
- (B) Long, general and left unexplained, because broad rules are thought to cover every situation without needing examples or discussion
- (C) Known only to the teacher
- (D) Enforced only after serious incidents

Q15. A good small set of class rules usually covers:

- (A) Only the use of pens and notebooks, because careful handling of shared materials is thought to be the main source of classroom disorder
- (B) Only silence during tests, because quiet during examinations is thought to be the one occasion when rules truly matter for fairness
- (C) Safety, respect for people and property, and responsibility for learning
- (D) Only the arrangement of furniture, because a tidy room layout is thought to prevent crowding, movement problems and disputes over space

Routines and Procedures that Prevent Misbehaviour

Q16. A routine prevents misbehaviour mainly by:

- (A) Filling time with copying, because copying keeps every learner occupied and leaves no idle moment in which misbehaviour can start
- (B) Keeping learners silent at all times
- (C) Reducing the subjects taught
- (D) Making expected behaviour automatic, so learners need not guess what to do

Q17. A calm entry routine prevents early misbehaviour mainly because learners who enter to a clear starter task

- (A) must copy a long passage before sitting down
- (B) are kept waiting outside for a long time, because waiting in an orderly line is thought to calm learners before they enter the room
- (C) are allowed to wander freely for ten minutes
- (D) settle at once instead of milling about and testing limits

Q18. When learners do not know how to ask for help, the preventive step is to teach a help routine, because without one learners tend to

- (A) work silently for longer periods, because learners who cannot ask for help are thought to keep trying quietly on their own
- (B) finish all tasks without difficulty
- (C) call out, copy from neighbours or give up noisily
- (D) ask the teacher politely at once

Q19. A clear transition signal followed by practised steps prevents misbehaviour during activity changes by

- (A) making transitions longer and slower, because a slow changeover is thought to give every learner time to finish and settle before the next activity
- (B) removing the uncertain gap in which learners drift off task
- (C) giving learners a free break each time
- (D) removing the need for any instruction

Q20. A fixed procedure for giving out books and materials prevents trouble because it

- (A) stops crowding, waiting and disputes over resources
- (B) lets the fastest learners take extra books, because quick learners are thought to benefit from additional material while others catch up
- (C) removes the need for any materials
- (D) keeps materials locked away all lesson

Q21. Group work stays orderly when the teacher assigns roles and steps, because learners who know their job are

- (A) more likely to argue about marks, because assigned roles are thought to make learners compare contributions and dispute who deserves credit
- (B) less likely to learn anything
- (C) less likely to drift, dominate or distract the group
- (D) more likely to finish in silence

Q22. A procedure for learners who finish early prevents disturbance because it

- (A) sends fast finishers out of the room
- (B) gives fast finishers useful work instead of idle time
- (C) gives fast finishers the next test at once, because early finishers are thought to need the hardest available work immediately to stay challenged
- (D) lets fast finishers chat freely

Q23. A settled homework-submission routine prevents daily disputes by

- (A) making the time, place and format the same every day
- (B) changing the submission rules each week, because varied routines are thought to keep learners alert and prevent homework from becoming dull
- (C) collecting homework only when remembered
- (D) letting each learner choose any format

Q24. A procedure for leaving the room during a lesson prevents wandering because learners know they must

- (A) leave whenever they wish without telling anyone, because freedom of movement is thought to respect learners' needs and avoid interrupting the lesson
- (B) wait until the end of the day
- (C) send a friend in their place
- (D) ask permission, take the pass and return promptly

Q25. An attention signal, such as a raised hand or a short phrase, prevents misbehaviour by

- (A) gathering the whole class focus quickly without shouting
- (B) frightening learners into silence, because a sudden signal is thought to warn learners that the teacher expects immediate attention
- (C) stopping the lesson for several minutes
- (D) singling out one learner for correction

Q26. When a new learner joins a class mid-term, the preventive step for routines is to

- (A) Let him watch for a week without any explanation, because he is expected to pick up routines by observation alone
- (B) Excuse him from class routines until the end of term, because a newcomer should not be burdened with rules he did not help to make
- (C) Give him the longest list of routines to memorise at once, because learning every procedure on the first day is thought to prevent later mistakes
- (D) Teach him the routine privately, pair him with a reliable partner and practise it before expecting full compliance

Q27. A washroom and water procedure prevents constant interruptions because learners

- (A) are forbidden to leave their seats at all, because keeping every learner seated is thought to be the only way to stop constant interruptions
- (B) know when they may go and how long they may take
- (C) may leave in groups whenever they like, because group trips are thought to be safer and less disruptive than learners leaving one by one
- (D) must wait for the head teacher's permission, because approval from the head is thought to ensure that leaving is always justified and recorded

Q28. A start-of-lesson routine in which materials are ready and books are open prevents

- (A) learners asking any questions, because a ready start is thought to remove the need for learners to ask what to do next
- (B) the teacher checking understanding
- (C) the slow, noisy settling period that invites misbehaviour
- (D) group discussion entirely

Q29. A teacher who greets learners at the door prevents many problems because a personal greeting

- (A) delays the lesson by several minutes, because greeting each learner individually is thought to use time that could be spent on teaching
- (B) sets a warm, watchful tone and notices learners who need help
- (C) replaces the need for rules
- (D) frightens learners into silence

Q30. An end-of-lesson pack-up routine prevents the last-minute rush by

- (A) letting learners leave as soon as the bell rings, because a quick exit is thought to avoid congestion and let learners reach their next class on time
- (B) keeping learners back every day
- (C) assigning extra homework at the bell
- (D) giving clear steps for tidying, homework notes and orderly leaving

Engaging Lessons that Prevent Misbehaviour

Q31. Boredom is a common cause of misbehaviour, so an engaging lesson prevents trouble mainly by

- (A) filling every minute with copying, because continuous written work is thought to hold attention and leave no time for misbehaviour
- (B) removing all challenge from tasks
- (C) holding attention on work that is interesting and within reach
- (D) letting learners choose to do nothing

Q32. Work that is far too hard for learners often produces misbehaviour because frustration leads learners to

- (A) disrupt, withdraw or seek attention instead of working
- (B) work harder without any help, because frustration is thought to motivate learners to prove themselves and overcome the difficulty alone
- (C) ask for easier examinations
- (D) complete the task silently

Q33. A lesson that keeps learners actively answering, discussing and doing prevents misbehaviour because

- (A) active learners never make mistakes, because learners who are busy answering and discussing are thought to understand everything at once
- (B) discussion removes the need for rules
- (C) doing replaces all teacher explanation
- (D) participation leaves little idle time for disruption

Q34. Brisk pacing with no long dead gaps prevents misbehaviour because learners who wait too long tend to

- (A) concentrate even harder, because a long wait is thought to give learners time to think and prepare for the next task
- (B) chat, wander and invent their own entertainment
- (C) finish homework for other subjects
- (D) sit in perfect silence

Q35. Unclear instructions cause off-task behaviour because learners who do not know what to do will

- (A) guess, copy, disturb others or sit idle
- (B) work out the task perfectly alone, because unclear instructions are thought to encourage independent thinking and problem solving
- (C) ask no questions at all
- (D) complete the work faster

Q36. Early success in a lesson prevents misbehaviour because learners who succeed feel

- (A) bored with the subject
- (B) entitled to leave early
- (C) confident and willing to keep trying
- (D) afraid of harder work

Q37. Offering learners a real choice within a task prevents resistance because choice gives learners

- (A) permission to skip the task
- (B) higher marks automatically
- (C) a sense of ownership over their work
- (D) less work than classmates

Q38. Work connected to learners' lives and interests prevents misbehaviour because learners see

- (A) a reason to care about the task
- (B) no need for teacher guidance
- (C) a chance to avoid homework
- (D) the lesson as entertainment only

Q39. Checking understanding early in a lesson prevents later misbehaviour because the teacher can

- (A) give marks to the whole class
- (B) correct confusion before it hardens into frustration
- (C) skip the rest of the lesson
- (D) punish learners who are confused

Q40. Group work with clear roles and a visible product prevents misbehaviour because every learner

- (A) works entirely alone
- (B) is free from any expectation
- (C) receives the same mark regardless
- (D) knows what to contribute and is accountable for it

Q41. Questioning that reaches all learners, not only volunteers, prevents misbehaviour because every learner knows

- (A) the teacher will ask only the learners who are already off task, because targeted questioning is thought to bring wandering learners back
- (B) attention may be required at any moment
- (C) their answers will not be marked, because unmarked questioning is thought to lower pressure and keep learners willing to try
- (D) a quiet learner will never be called upon, because respect for shyness is thought to require leaving silent learners undisturbed

Q42. Prompt feedback during a lesson prevents misbehaviour because learners who know how they are doing can

- (A) ignore the teacher entirely
- (B) finish without any effort
- (C) avoid all future tasks
- (D) correct errors and stay confident

Q43. A short purposeful movement break between long seated tasks prevents misbehaviour because it

- (A) releases restlessness before it becomes disruption
- (B) wastes the whole lesson
- (C) replaces all written work
- (D) lets learners leave school early

Q44. A teacher's enthusiasm for the subject prevents misbehaviour partly because enthusiasm is

- (A) a substitute for lesson planning
- (B) effective only with young learners
- (C) contagious and draws learners into the lesson
- (D) a form of punishment

Q45. Stating the purpose of a lesson in plain words prevents misbehaviour because learners who understand why they are learning

- (A) need no further instruction
- (B) complete the task without thinking
- (C) engage with the task instead of resisting it as pointless
- (D) forget the purpose at once

Classroom Climate and the First Days of School

Q46. The first days of school matter most for discipline because the patterns set then tend to

- (A) govern behaviour for the rest of the year
- (B) be forgotten within a week
- (C) matter only for new teachers
- (D) affect only examination classes

Q47. On the first day, a teacher who rushes into heavy syllabus coverage without teaching expectations is likely to face

- (A) perfect discipline all year
- (B) grateful learners
- (C) fewer discipline problems
- (D) disorder later, because learners never learned how the class works

Q48. Learning learners' names quickly supports discipline because being known by name makes learners feel

- (A) afraid of the teacher
- (B) recognised, valued and accountable
- (C) free from all rules
- (D) entitled to special treatment

Q49. Consistency in the first weeks matters because learners test boundaries, and a teacher who holds the same standards

- (A) quickly ends boundary testing, because a clearly stated standard settles the question for most learners
- (B) proves that the teacher is friendly, because learners read steady standards as personal warmth
- (C) removes the need for reminders, because learners who hear one consistent standard remember it without prompting
- (D) teaches learners that expectations are real

Q50. Agreeing class rules together in the first week prevents later disputes because learners can be reminded of

- (A) rules imposed without discussion
- (B) standards they helped to make
- (C) punishments they fear
- (D) marks they may lose

Q51. A classroom climate of respect reduces the need for correction because learners who feel respected tend to

- (A) ignore all rules
- (B) challenge the teacher more
- (C) respect others and protect class norms
- (D) avoid all classwork

Q52. Learners who feel they belong to a class are more likely to defend its standards because belonging gives them

- (A) a stake in the class community
- (B) a reason to leave early
- (C) exemption from rules
- (D) higher marks

Q53. Fair treatment in the first days builds the trust on which discipline rests, because learners who see fairness

- (A) accept correction without resentment
- (B) expect no correction at all
- (C) demand special favours
- (D) ignore the teacher

Q54. Modelling calm correction in the first week teaches learners that mistakes will be handled

- (A) publicly and harshly
- (B) by other learners
- (C) privately, fairly and without humiliation
- (D) only at the end of term

Q55. Greeting learners by name at the door each morning supports discipline because it

- (A) takes the place of teaching, because personal rapport is sometimes treated as a substitute for clear rules and planned lessons
- (B) builds a daily personal connection and early awareness of problems
- (C) delays the lesson seriously, because greeting each learner by name is thought to consume the first minutes that should be spent on teaching
- (D) works only for small classes, because remembering every name and greeting each learner is thought to be possible only with few learners

Q56. Early praise for keeping a new routine encourages learners to repeat it because praise shows them

- (A) that rules do not matter
- (B) that praise replaces rules
- (C) that only some learners matter
- (D) exactly which behaviour is wanted

Q57. Giving learners small class jobs in the first weeks supports discipline because responsibility for shared tasks builds

- (A) resentment towards the teacher
- (B) ownership of the classroom
- (C) competition for marks
- (D) avoidance of classwork

Q58. Starting the year with threats and harsh punishments is poor prevention because it builds

- (A) lasting respect for rules
- (B) genuine self-discipline
- (C) fear and resentment instead of willing cooperation
- (D) trust between teacher and class

Q59. In a climate where mistakes are treated as part of learning, learners are more willing to

- (A) hide every mistake
- (B) blame classmates
- (C) avoid all difficult work
- (D) admit faults and correct them

Q60. Preventive discipline as a whole rests on the combination of

- (A) clear rules, taught routines, engaging lessons and a respectful climate
- (B) strict punishments alone
- (C) attractive displays alone
- (D) long homework alone

Answer Key

Q1: D	Q11: C	Q21: C	Q31: C	Q41: B	Q51: C
Q2: A	Q12: D	Q22: B	Q32: A	Q42: D	Q52: A
Q3: B	Q13: B	Q23: A	Q33: D	Q43: A	Q53: A
Q4: C	Q14: A	Q24: D	Q34: B	Q44: C	Q54: C
Q5: C	Q15: C	Q25: A	Q35: A	Q45: C	Q55: B
Q6: D	Q16: D	Q26: D	Q36: C	Q46: A	Q56: D
Q7: A	Q17: D	Q27: B	Q37: C	Q47: D	Q57: B
Q8: B	Q18: C	Q28: C	Q38: A	Q48: B	Q58: C
Q9: A	Q19: B	Q29: B	Q39: B	Q49: D	Q59: D
Q10: B	Q20: A	Q30: D	Q40: D	Q50: B	Q60: A

Worked explanations for all 60 questions:

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