

Classroom Management 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

Concept, Definitions and Goals of Classroom Management

Q1. Classroom management is concerned with all of the following EXCEPT:

- (A) How learners enter, work and leave the room
- (B) How time and materials are used
- (C) The content of the national examination paper
- (D) How behaviour expectations are set and maintained

Q2. The phrase "managing a classroom" most accurately means:

- (A) Directing the daily life of the class so that learning can happen in an orderly way
- (B) Keeping a record of attendance only
- (C) Decorating the room before inspection
- (D) Giving homework every day

Q3. Which teacher is demonstrating preventive management?

- (A) A teacher who scolds the class after a noisy lesson
- (B) A teacher who cancels a lesson after disruption
- (C) A teacher who waits for complaints from other teachers
- (D) A teacher who plans an engaging starter, clear instructions and a seating plan before the lesson

Q4. A management objective for a term might reasonably be stated as:

- (A) Learners will pass the board examination
- (B) Learners will follow agreed routines for group work, materials and transitions independently
- (C) Learners will memorise fifty new words
- (D) Learners will complete the textbook

Q5. Which view of classroom management is most defensible?

- (A) It is needed only in large classes
- (B) It is the same as punishing misbehaviour
- (C) It is the head teacher's job, not the classroom teacher's
- (D) It is a continuous part of teaching in every class, large or small

Q6. The main reason classroom rules should be few, clear and positively stated is that:

- (A) Long lists impress parents
- (B) Learners can remember, understand and follow them more easily
- (C) Teachers can avoid explaining them
- (D) Inspectors prefer short documents

Q7. A rule differs from a procedure in that a rule:

- (A) States an expectation for behaviour, while a procedure describes how a routine task is done
- (B) Is written on the wall, while a procedure is not
- (C) Applies only to teachers
- (D) Never changes during the year

Q8. Which of the following is a procedure rather than a rule?

- (A) Respect other learners
- (B) Be honest in all work
- (C) How learners collect and return worksheets during group work
- (D) Do not damage school property

Q9. Effective classroom management aims at learner self-management in the long run because:

- (A) Teachers want less work
- (B) Learners who internalise routines and responsibility need less external control
- (C) Parents demand it
- (D) Examinations test self-management directly

Q10. Which goal belongs to classroom management rather than to subject teaching?

- (A) Learners understand photosynthesis
- (B) Learners solve quadratic equations
- (C) Learners write a summary of a story
- (D) Learners use classroom resources responsibly and return them ready for the next group

Q11. A teacher who involves learners in agreeing class rules is most likely to gain:

- (A) Less respect from learners
- (B) More arguments about every rule
- (C) Greater learner ownership and willingness to follow the rules
- (D) A longer syllabus

Q12. Classroom management includes the management of:

- (A) Behaviour, time, space, materials and relationships in the class
- (B) The school budget
- (C) Teacher salaries
- (D) The admission of new learners

Why Management Matters for Learning

Q13. "Academic learning time" is best increased by management that:

- (A) Keeps learners actively engaged in worthwhile tasks with little wasted time
- (B) Lengthens the school day
- (C) Adds more homework
- (D) Reduces the number of subjects taught

Q14. Two teachers teach the same topic for the same number of periods. The better-managed class is likely to learn more because:

- (A) Its learners are naturally brighter
- (B) Its textbook is newer
- (C) Less of its lesson time is lost to settling, waiting and disruption
- (D) Its classroom is larger

Q15. When learners are unsure what they should be doing, the usual result is:

- (A) Pupils settle quickly once they see others working
- (B) Off-task talk, wandering and wasted time
- (C) Pupils ask fewer questions because they do not want to look unsure
- (D) Pupils focus harder to work out the task alone

Q16. Good management helps high-achieving learners as well as struggling learners because it:

- (A) Gives high achievers harder examinations
- (B) Lets high achievers leave early
- (C) Removes all challenge from lessons
- (D) Provides extension work, smooth routines and uninterrupted time to go deeper

Q17. Which management failure most directly harms a learner's concentration?

- (A) A display that is changed monthly
- (B) A seating plan reviewed each term
- (C) A timetable printed in small type
- (D) Frequent, unpredictable interruptions during focused work

Q18. A teacher who gives learners a clear purpose, a time limit and a signal for finishing a task is managing:

- (A) Attention and pacing so that learners stay focused and finish together
- (B) The school assembly
- (C) The marking of examinations
- (D) Parent-teacher meetings

Q19. Management supports inclusion when it ensures that:

- (A) All learners sit in the same place all year
- (B) Only confident learners answer questions
- (C) Every learner can see, hear, reach materials and take part in the lesson
- (D) Learners with difficulties work separately at all times

Q20. The strongest reason for a teacher to keep a lesson moving at a brisk but manageable pace is that:

- (A) The bell may ring early
- (B) Learners stay engaged and have less idle time in which to go off task
- (C) Parents like fast lessons
- (D) Slow lessons use more chalk

Q21. A well-managed lesson is most likely to end with learners who:

- (A) Are confused about what was taught
- (B) Know what they learned, what remains to do and what comes next
- (C) Have forgotten the lesson already
- (D) Are waiting to be told the homework by friends

Q22. Why is management especially important in the first lesson after a break?

- (A) Learners are always absent after a break
- (B) Textbooks are usually missing after a break
- (C) Learners need to be re-settled into routines, expectations and work habits
- (D) The timetable always changes after a break

Physical Arrangement of the Classroom

Q23. Before rearranging desks for a new activity, the teacher should check that:

- (A) The desks are all the same colour
- (B) The board is clean
- (C) The windows are closed
- (D) Every learner will still be able to see, hear and move without blocking others

Q24. Pair seating (two learners side by side) is particularly useful for:

- (A) Short paired discussion, peer checking and quick partner tasks
- (B) Whole-class lectures
- (C) Silent examinations
- (D) Large group presentations

Q25. When desks are arranged in rows, the teacher can best support group discussion by:

- (A) Briefly turning rows into pairs or small groups for the discussion, then returning to rows
- (B) Asking learners to shout across rows
- (C) Cancelling the discussion
- (D) Moving all desks out of the room

Q26. A seating plan that keeps changing without reason is unhelpful mainly because it:

- (A) Makes the room look untidy
- (B) Uses too much time for cleaning
- (C) Requires new name cards
- (D) Prevents learners from settling, building working relationships and knowing where to go

Q27. In a large class, the physical arrangement should especially avoid:

- (A) Rows facing the board with a clear central aisle
- (B) Dead corners where learners cannot be seen or cannot see the teacher
- (C) Small groups clustered around shared tables
- (D) A horseshoe with the teacher able to see every pupil

Q28. Traffic flow in a classroom refers to:

- (A) The movement of vehicles outside the school
- (B) The order of topics in the syllabus
- (C) How learners and the teacher move around the room to reach places and materials
- (D) The flow of air through windows

Q29. A common traffic-flow problem is caused by:

- (A) A well-labelled shelf
- (B) A wide central aisle
- (C) Placing the most-used materials in a narrow passage that everyone must cross at once
- (D) A clear area near the door

Q30. To reduce congestion at the materials shelf, a teacher can:

- (A) Remove all materials from the room
- (B) Appoint group monitors to collect materials, or place sets of materials with each group
- (C) Ban learners from using materials
- (D) Keep the shelf locked all day

Q31. Displays that support classroom management include:

- (A) Posters in a language learners cannot read
- (B) Outdated examination results
- (C) Advertisements for unrelated products
- (D) The daily routine, group roles and current learning targets in a visible place

Q32. A display of learners' work is most valuable when it:

- (A) Rotates fairly so that different learners are recognised over time
- (B) Shows the same few learners all year
- (C) Is placed too high to read
- (D) Is never changed

Q33. Which storage arrangement best supports smooth lessons?

- (A) Materials mixed together in one large box
- (B) Materials kept in the head teacher's office
- (C) Materials stored at another school
- (D) Materials sorted, labelled and stored where the activity using them takes place

Q34. Learners' bags and belongings should be stored so that they:

- (A) Block the aisles
- (B) Sit on desks during work
- (C) Are out of walkways but easy for owners to reach when needed
- (D) Are piled by the door

Q35. The best place for the board or main teaching point is where:

- (A) All learners can see it without glare or obstruction
- (B) Only the front row can see it
- (C) It faces the wall
- (D) It is hidden behind a cupboard

Q36. A teacher who rearranges the room for a science demonstration should also:

- (A) Leave the new arrangement in place for the rest of the term
- (B) Plan how learners will move safely, where they will stand and how the room will be restored
- (C) Ask learners to bring their own chairs from home
- (D) Cancel the following lesson

Q37. Good classroom organisation of space is judged mainly by whether it:

- (A) Uses expensive furniture
- (B) Helps the planned learning happen with minimum confusion and movement problems
- (C) Matches other classrooms exactly
- (D) Looks the same every day

Q38. Which factor should a teacher consider when seating a learner with poor eyesight?

- (A) A seat near the front with a clear view of the board
- (B) A seat at the very back for quiet
- (C) A seat facing away from the board
- (D) A seat behind a tall learner

Learning Environment and Classroom Climate

Q39. A learning environment is more than furniture and walls because it also includes:

- (A) The school gate
- (B) The playground equipment
- (C) The examination hall
- (D) Relationships, expectations, routines and the way learners are treated

Q40. Which teacher behaviour most damages classroom climate?

- (A) Giving clear instructions
- (B) Marking work promptly
- (C) Ridiculing a learner in front of the class for a wrong answer
- (D) Setting homework regularly

Q41. Respect between learners is best built by:

- (A) Praising only pupils who never disagree
- (B) Setting a rule that only the teacher may speak during discussion
- (C) Modelling respectful disagreement, listening and fair turn-taking in daily work
- (D) Letting the loudest pupils lead every discussion

Q42. A climate of high expectations is shown when the teacher:

- (A) Expects little from most learners
- (B) Gives the same easy work to everyone
- (C) Accepts incomplete work without comment
- (D) Communicates belief that all learners can improve, and gives support to reach the standard

Q43. When a learner gives a partly correct answer, the climate-friendly response is to:

- (A) Acknowledge the correct part and guide the learner to complete the answer
- (B) Tell the learner the answer was wrong and move on
- (C) Ask another learner to laugh at the mistake
- (D) Ignore the learner for the rest of the lesson

Q44. Which classroom practice best supports learners' confidence?

- (A) Only calling on learners who always know the answer
- (B) Giving every learner regular, achievable chances to contribute and succeed
- (C) Comparing learners' marks aloud each week
- (D) Keeping quiet learners silent all term

Q45. A positive climate in a mixed-ability class depends most on:

- (A) Valuing different strengths and giving work at a level each learner can engage with
- (B) Teaching only to the fastest learners
- (C) Seating learners strictly by marks
- (D) Avoiding group work entirely

Q46. A learner who is new to the school will settle fastest in a class where:

- (A) Nobody speaks to the new learner
- (B) A buddy helps the newcomer learn routines, places and names, and the teacher welcomes the learner warmly
- (C) The newcomer sits alone at the back for a month
- (D) The newcomer is tested on the first day

Q47. The emotional tone of a classroom is set mainly by:

- (A) The colour of the paint
- (B) The number of learners
- (C) The teacher's daily manner, fairness and way of speaking to learners
- (D) The size of the textbook

Q48. Which sign best indicates a healthy classroom climate?

- (A) Learners never talk to each other
- (B) Learners compete fiercely for the teacher's praise
- (C) Learners hide their work from each other
- (D) Learners help each other, ask questions freely and take pride in the class

Teacher Presence, Routines and the First Days of School

Q49. A teacher who scans the room while helping one group is demonstrating:

- (A) Favouritism
- (B) Distraction
- (C) Strictness
- (D) Awareness of the whole class while giving individual help

Q50. Overlapping in classroom management means the teacher can:

- (A) Teach two subjects at once
- (B) Handle a small interruption without losing track of the main lesson activity
- (C) Mark papers while learners take a test
- (D) Talk to two classes at the same time

Q51. A routine for asking a question during classwork might reasonably be:

- (A) Shout out whenever an idea comes to mind
- (B) Leave the seat and go to the teacher's desk
- (C) Raise a hand and wait, or use the agreed signal, while continuing with what is possible
- (D) Wait until the next day to ask

Q52. A routine for distributing materials should be judged by whether it is:

- (A) Quick, orderly and understood by learners, with little loss of teaching time
- (B) Done only by the teacher, however long it takes
- (C) Done loudly so everyone notices
- (D) Changed every lesson

Q53. When learners return from break, the most effective routine is to:

- (A) Let learners settle whenever they feel ready
- (B) Have a clear re-entry signal, a seating expectation and a short starter activity ready
- (C) Start with a long lecture on behaviour
- (D) Send latecomers back outside

Q54. In the first days, a teacher who explains the reason behind a rule is helping learners to:

- (A) Argue against all rules
- (B) Memorise the rule book
- (C) Understand its purpose and accept it as fair
- (D) Ignore the rule when the teacher is absent

Q55. A good first-day lesson balances:

- (A) Getting to know learners, setting expectations and beginning real learning
- (B) Getting to know learners and setting expectations, with learning starting later in the week
- (C) Beginning real learning at once, with expectations introduced as problems arise
- (D) Setting expectations firmly first, then introducing learners once routines are settled

Q56. Which first-week mistake most often creates problems later in the term?

- (A) Learning learners' names
- (B) Displaying the timetable
- (C) Giving a short welcome activity
- (D) Letting routines slide in the first week and trying to impose them later

Q57. A teacher's presence is weakened most when the teacher:

- (A) Moves around the room
- (B) Uses learners' names
- (C) Spends long periods with back turned, unaware of what the rest of the class is doing
- (D) Gives clear instructions

Q58. The best way to end the first day is to:

- (A) Review what was agreed, praise good starts and leave learners clear about tomorrow
- (B) Give a surprise test
- (C) Leave without any closing
- (D) Announce a long list of punishments

Q59. Routines should be reviewed during the year because:

- (A) Learners enjoy constant change
- (B) Routines are never useful after the first week
- (C) Teachers need to fill lesson time
- (D) Classes, activities and needs change, so routines may need adjusting and re-teaching

Q60. The overall test of teacher presence, routines and first-days work is whether:

- (A) The teacher is the loudest voice in the room
- (B) The class runs smoothly and learners know what to do even when the teacher is briefly busy elsewhere
- (C) The classroom walls are fully covered
- (D) Homework is set every day

Answer Key

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

Worked explanations for all 60 questions:

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