Teaching Methodology Practice Test 10

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

Assignment and Homework

Q1. A teacher sets homework that asks pupils to interview a family member about how prices have changed over ten years. This task is best described as:

(A) An assignment that links classroom learning with home and community experience
(B) A task that tests only handwriting
(C) A punishment for poor classwork
(D) A replacement for classroom teaching

Q2. Which homework habit most helps pupils develop responsibility?

(A) Doing homework only when reminded by parents
(B) Copying answers from a friend before school
(C) Recording the task, planning when to do it and submitting it on time
(D) Leaving all work until the morning of submission

Q3. A teacher gives a short reading task before the next lesson so pupils arrive with questions. This kind of assignment is mainly meant to:

(A) Revising the previous lesson at home
(B) Practising skills learned in class
(C) Checking what pupils already know
(D) Prepare pupils for the next lesson and spark curiosity

Q4. Homework that is never checked or discussed in class is likely to:

(A) Motivate pupils to work harder
(B) Lose value, because pupils see that it does not matter
(C) Improve examination scores automatically
(D) Teach pupils to work independently

Q5. A pupil with no quiet study space at home struggles with long written homework. The fairest teacher response is to:

(A) Give even longer written work
(B) Ignore the pupil's difficulty
(C) Blame the parents for the situation
(D) Offer shorter tasks, class time for starting the work, or alternative ways to show learning

Q6. A teacher marks homework by writing only a tick or a cross, with no explanation. This marking is weak mainly because it:

(A) Takes too much time
(B) Gives pupils no guidance on how to improve
(C) Uses too much ink
(D) Is too encouraging

Q7. Which assignment best checks whether pupils can apply a grammar rule rather than just recall it?

(A) Writing five new sentences that use the rule correctly in context
(B) Copying ten solved examples
(C) Listing the names of grammar terms
(D) Writing the rule from memory

Q8. A teacher sets the same assignment for revision before a test and for introducing a brand-new topic. The main problem with using one task for both purposes is that:

(A) Pupils enjoy variety too much
(B) The teacher will have less marking
(C) Revision and introduction need different kinds of tasks and support
(D) Parents prefer a single type of task

Q9. When pupils return homework with the same error repeated, the teacher should first:

(A) Increase the amount of homework
(B) Punish the whole class
(C) Re-teach the point and give targeted practice on that error
(D) Move on to the next chapter at once

Q10. The best time to explain a homework task is:

(A) In class, before pupils leave, with a chance to ask questions
(B) After pupils have already tried it at home
(C) Only in a note to parents
(D) During the next examination

Classroom Interaction and Flanders' Interaction Analysis

Q11. In Flanders' system, teacher talk is divided broadly into:

(A) Silence and confusion only
(B) Indirect influence and direct influence
(C) Pupil response and pupil initiation only
(D) Written work and homework only

Q12. A teacher says, "Open your books to page 42, read silently and answer question 3." This is an example of:

(A) Accepting pupils' feelings
(B) Praising pupils
(C) Using pupils' ideas
(D) Giving directions, a direct influence behaviour

Q13. A teacher repeats a pupil's answer in a clearer form so the whole class can hear it. In Flanders' terms this is closest to:

(A) Criticising the pupil
(B) Using the pupil's idea
(C) Lecturing on a new topic
(D) Giving homework directions

Q14. During observation, an observer records a code every few seconds to capture the flow of talk. This method is useful because it:

(A) Judges the teacher's personality
(B) Replaces all other forms of assessment
(C) Measures pupils' handwriting
(D) Shows the pattern of interaction over time, not just a single moment

Q15. Which behaviour belongs to indirect influence rather than direct influence?

(A) Giving a strict command
(B) Criticising a wrong answer harshly
(C) Asking an open question that invites pupils to think and respond
(D) Lecturing without pause for twenty minutes

Q16. A pupil says, "I feel nervous when I answer in front of everyone." The teacher replies, "That is understandable; we will practise in pairs first." This response shows:

(A) Accepting the pupil's feeling and reducing fear, an indirect behaviour
(B) Criticising the pupil for nervousness
(C) Giving a direction about seating only
(D) Lecturing on the topic

Q17. In Flanders' analysis, the category of "silence or confusion" would best fit a moment when:

(A) Several pupils speak at once and no clear speaker can be identified
(B) One pupil answers clearly
(C) The teacher explains a diagram step by step
(D) The teacher praises a good answer

Q18. A teacher who wants more pupil-initiated talk should most likely:

(A) Lecture for the whole lesson
(B) Answer every question herself immediately
(C) Forbid pupils from raising new points
(D) Welcome pupil questions, allow discussion time and value new ideas

Q19. An observer finds high direct influence and almost no pupil initiation. A fair interpretation is that the classroom is probably:

(A) Full of pupil-led discussion
(B) Teacher-controlled, with limited pupil choice in the talk
(C) Silent for the whole lesson
(D) Without any teacher present

Q20. Which sequence shows a healthy shift from teacher talk to pupil talk?

(A) Lecture, then more lecture, then homework directions
(B) Criticism, then more criticism, then silence
(C) Brief explanation, open question, pupil discussion, teacher summary of pupils' ideas
(D) Directions, then directions, then directions

Q21. Flanders' system is called an interaction analysis system because it studies:

(A) Only examination marks
(B) Only the textbook used
(C) The back-and-forth verbal exchange between teacher and pupils
(D) Only the seating plan

Q22. A teacher criticises a pupil in front of the class for a wrong answer, and other pupils then stop volunteering. This illustrates that direct criticism can:

(A) Always improve learning
(B) Reduce willingness to participate
(C) Increase pupil-initiated talk
(D) Replace the need for praise

Q23. The main value of Flanders' analysis for a teacher is that it:

(A) Gives a final grade to the teacher
(B) Proves one method is best for all topics
(C) Removes the need for lesson planning
(D) Gives evidence about talk patterns that the teacher can reflect on and change

Q24. Which of these is an example of pupil talk in response to the teacher?

(A) A pupil answers the teacher's question about the lesson
(B) The teacher explains a new rule
(C) The teacher writes on the board in silence
(D) Pupils sit quietly doing written work

Q25. A teacher asks a question, waits, and then asks a quiet pupil by name. This move combines:

(A) Only direct criticism
(B) Only silence
(C) Only lecturing
(D) Questioning with wait time and fair distribution of talk

Q26. In Flanders' terms, praising a pupil is classified under:

(A) Indirect influence, because it encourages and accepts pupil effort
(B) Direct criticism
(C) Pupil-initiated talk
(D) Silence or confusion

Methods of Teaching - Revision

Q27. A teacher shows pupils several examples of regular and irregular verbs and asks them to work out the pattern. This is:

(A) Deductive teaching from a stated rule
(B) Pure lecturing
(C) Inductive teaching, from examples towards a rule
(D) Dictation of notes

Q28. A class debates whether school uniforms should be compulsory. The main learning value of the debate is that pupils:

(A) Memorise one correct answer
(B) Practise reasoning, listening and defending a view with evidence
(C) Copy notes silently
(D) Avoid all disagreement

Q29. For teaching how to conduct a simple experiment safely, the most suitable method is:

(A) Lecture only, with no demonstration
(B) Demonstration followed by guided pupil practice
(C) Silent reading only
(D) Copying safety rules only

Q30. A teacher uses storytelling to introduce a history topic, then asks pupils to retell the key events in order. This approach works mainly because it:

(A) Tests spelling
(B) Keeps pupils silent
(C) Links interest and memory through narrative and retelling
(D) Replaces all written work permanently

Q31. In the heuristic method, pupils are expected to:

(A) Discover answers through guided inquiry rather than being told at once
(B) Memorise answers without understanding
(C) Copy the teacher's notes exactly
(D) Listen passively to a long lecture

Q32. A teacher plans group work but gives no clear task, roles or time limit. The groups become noisy and unproductive. The main fault is:

(A) Group work itself is useless
(B) Pupils are naturally noisy
(C) The topic is too interesting
(D) Poor structuring of group work, with unclear purpose and roles

Q33. The lecture method becomes least effective when:

(A) It runs for a long time with no questions, examples or checks of understanding
(B) It presents an organised overview briefly
(C) It uses a clear diagram
(D) It ends with a short summary

Q34. A teacher gives pupils a real community problem, such as litter around the school, and guides them to investigate and propose solutions. This is closest to:

(A) Rote learning
(B) Problem-solving and project-based learning
(C) Dictation
(D) Silent reading

Q35. Which teaching method gives the most scope for pupils to learn at their own pace from prepared materials?

(A) Lecture to the whole class
(B) Whole-class discussion
(C) Teacher demonstration
(D) Programmed or individualised learning using prepared materials step by step

Q36. A teacher asks pupils to compare two poems and justify which one creates a stronger image. This task mainly targets:

(A) Simple recall of the poems' titles
(B) Copying lines from the poems
(C) Analysis and evaluation of literary effect
(D) Handwriting speed

Lesson Planning and Questioning

Q37. A lesson objective says pupils will "understand photosynthesis". A supervisor advises rewriting it. The best reason is that:

(A) Photosynthesis is too difficult
(B) Pupils dislike science topics
(C) The lesson is too short
(D) "Understand" is vague and hard to observe or measure in the lesson

Q38. At the start of a lesson, a teacher shows a puzzling photo and asks what pupils notice. This opening is an example of:

(A) Evaluation of the previous lesson only
(B) Marking homework
(C) Set induction to arouse interest and focus attention
(D) Giving the final summary

Q39. A teacher asks only questions that need one-word answers. Pupils rarely explain their thinking. The best change is to:

(A) Ask even more one-word questions
(B) Add open questions that ask pupils to explain, compare and give reasons
(C) Stop questioning and lecture instead
(D) Ask questions only at the end of term

Q40. Which question best tests application of knowledge?

(A) How would you use the rule for area to find the floor area of your classroom?
(B) What is the definition of area?
(C) Who first used the word area?
(D) Copy the formula for area from the board.

Q41. A pupil answers incorrectly. The teacher says, "That is not quite right; what happens if we try the first step again?" This response is best described as:

(A) Praising the pupil and then explaining the correct answer
(B) Giving the pupil the correct answer at once
(C) Redirecting and probing to help the pupil correct the thinking
(D) Asking the class for the correct answer

Q42. A lesson plan lists objectives, materials, activities and evaluation, but the activities do not match the objectives. The plan's main weakness is:

(A) It is too short
(B) It uses too many materials
(C) It is written neatly
(D) Lack of alignment between what is taught and what is meant to be learned

Q43. During a lesson, the teacher checks understanding by asking pupils to solve one problem on mini-boards and hold them up. This is valuable because it:

(A) Gives a quick whole-class picture of who understands and who does not
(B) Replaces all examinations
(C) Keeps pupils quiet for a long time
(D) Tests handwriting only

Q44. A teacher's questions move from recall, to explanation, to judging a solution. This progression mainly follows:

(A) Random order
(B) A move from lower-order to higher-order thinking
(C) A move from hard to easy only
(D) A focus on spelling only

Q45. A lesson ends with pupils stating in their own words what they learned and one question they still have. This closing activity mainly supports:

(A) Faster dismissal
(B) Consolidation of learning and identification of remaining gaps
(C) More homework for the teacher
(D) Silent copying of notes

Q46. A teacher varies her voice, moves around the room and switches between a chart and a short example. This is an example of:

(A) Stimulus variation to sustain attention
(B) Punishment for inattention
(C) Giving homework
(D) Taking attendance

Q47. A trainee teacher wants to improve only her skill of explaining. In microteaching she should:

(A) Teach a full syllabus in one lesson
(B) Teach a large class for two hours
(C) Teach a short lesson focused on explaining, then get feedback and re-teach
(D) Avoid all feedback from observers

Teaching Skills, Aids, Microteaching and Team Teaching

Q48. Which statement about teaching aids is most accurate?

(A) More aids always mean better learning
(B) Aids can replace the teacher entirely
(C) Aids should be shown without any explanation
(D) Aids support learning only when they are relevant, clear and linked to the lesson

Q49. A teacher uses a model of the heart, points to each part and asks pupils to name its function. The model is effective here because it:

(A) Decorates the classroom
(B) Fills lesson time
(C) Is expensive to buy
(D) Makes an unseen structure concrete and supports active naming and recall

Q50. In team teaching, two teachers plan a lesson together but one does all the talking while the other only watches the clock. The main improvement needed is:

(A) More teachers in the room
(B) Clearer shared roles so both teachers contribute to learning
(C) A longer lesson
(D) Less planning time

Q51. The skill of closure at the end of a lesson involves:

(A) Starting a new topic suddenly
(B) Giving a long new homework task
(C) Summarising key points and linking them to the lesson objectives
(D) Ignoring pupils' questions

Q52. A teacher gives specific praise: "You explained your steps clearly, which helped others follow." This is better than general praise because it:

(A) Tells the pupil exactly which behaviour to repeat
(B) Takes less time
(C) Is louder than general praise
(D) Avoids all criticism

Q53. A chart prepared for a lesson has tiny writing that pupils at the back cannot read. The best fix is to:

(A) Read the chart aloud very fast
(B) Keep the chart but ignore the back rows
(C) Remake the chart with large, clear lettering visible from the back
(D) Remove all charts from lessons

Q54. Microteaching differs from ordinary classroom teaching mainly in that it is:

(A) Scaled down in time, class size and content to focus on one skill
(B) Always done without any pupils
(C) Never followed by feedback
(D) Only for experienced teachers

Q55. In team teaching, one teacher leads a discussion while the other works with a small group that needs extra help. This model is valuable because it:

(A) One teacher teaching while the other observes
(B) Allows whole-class teaching and targeted support at the same time
(C) Pupils rotating through stations
(D) Two teachers teaching the same content to halves of the class

Q56. A teacher introduces a new word, gives its meaning, uses it in a sentence and asks pupils to use it. This sequence best shows skill in:

(A) Taking attendance
(B) Setting homework
(C) Punishing errors
(D) Explaining and checking understanding through use

Q57. Which aid is most suitable for showing the steps of a process in order, such as the water cycle?

(A) A single word list with no pictures
(B) A labelled diagram or flowchart showing the sequence clearly
(C) A blank board with no content
(D) A long paragraph read aloud

Q58. A trainee teacher receives feedback that she speaks too fast and gives no wait time. In the re-teach lesson she should focus on:

(A) Speaking even faster
(B) Asking no questions at all
(C) Teaching a completely different subject
(D) Slowing down, pausing after questions and checking understanding

Q59. Team teaching fails most often when teachers:

(A) Do not plan together, so their parts contradict or repeat each other
(B) Share materials and strengths
(C) Communicate openly about pupils' progress
(D) Plan together, agree roles and review the lesson afterwards

Q60. A teacher ends a lesson by asking pupils to link the new idea with something they learned last week. This closing move mainly:

(A) Tests only memory of last week
(B) Wastes the final minutes
(C) Helps pupils connect new learning with prior knowledge
(D) Replaces the need for homework

Answer Key

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

Worked explanations for all 60 questions:
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