

Teaching Methodology Practice Test 5

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

Lesson Planning: Foundations and Purpose

Q1. A teacher who decides the objectives, activities, materials, and method of checking learning before entering the classroom is mainly practising

- (A) lesson planning
- (B) timetable preparation
- (C) record keeping
- (D) syllabus coverage

Q2. A teacher prepares a lesson on fractions but writes no statement of what pupils will be able to do by the end of the lesson. The missing element is a

- (A) teaching aid
- (B) homework task
- (C) behavioural objective
- (D) board summary

Q3. Which of the following is the best-written behavioural objective?

- (A) Pupils will appreciate the importance of fractions.
- (B) Pupils will solve five addition problems involving unlike denominators correctly.
- (C) The teacher will explain fractions clearly.
- (D) Pupils will enjoy the lesson on fractions.

Q4. A lesson plan should be treated by the teacher as

- (A) a script to be read word for word
- (B) a substitute for subject knowledge
- (C) a record written only for inspection
- (D) a flexible guide that may be adapted during teaching

Q5. A teacher prepares extension tasks for pupils who finish the main activity early. This shows that the plan provides for

- (A) repetition of content
- (B) individual differences among learners
- (C) classroom discipline
- (D) homework completion

Q6. The first step in planning a lesson is usually to

- (A) identify the learning objectives
- (B) select the homework
- (C) prepare the end-of-lesson test
- (D) arrange the classroom seating

Q7. Why should a lesson plan allocate time to each stage of the lesson?

- (A) To impress an observer
- (B) To make the lesson longer
- (C) To reduce the amount of content
- (D) To pace activities so that the objectives are covered within the period

Q8. A plan that lists only the topics to be covered, without objectives, activities, or assessment, is weak because it

- (A) is too short to file
- (B) contains no homework
- (C) gives no direction for teaching or checking learning
- (D) ignores the textbook

Q9. During a lesson, a teacher discovers that pupils have already mastered the planned content. A good lesson plan allows the teacher to

- (A) cancel the remaining period
- (B) adapt the activities to extend learning
- (C) repeat the same examples
- (D) move to the next chapter without checking

Q10. The main benefit of lesson planning for pupils is

- (A) more homework
- (B) longer explanations
- (C) fewer questions asked
- (D) organised, purposeful learning with clear direction

Q11. The previous knowledge section of a lesson plan should state

- (A) what pupils learned in earlier lessons that this lesson builds on
- (B) the new terms to be introduced
- (C) the date of the next examination
- (D) the teacher's qualification

Q12. A teacher writes the lesson plan only after teaching the lesson. The main loss is that the

- (A) record looks untidy
- (B) supervisor will disapprove
- (C) plan cannot guide decisions during the lesson
- (D) pupils miss their homework

Herbartian Steps of Lesson Planning

Q13. The Herbartian lesson plan is built on

- (A) the project method
- (B) the play-way method
- (C) lecture teaching only
- (D) five formal steps of instruction

Q14. In the Herbartian model, the Preparation step mainly serves to

- (A) recall previous knowledge and arouse interest
- (B) present new content
- (C) test the pupils
- (D) assign homework

Q15. During the Presentation step, the teacher

- (A) tests pupils on previous work
- (B) presents new material using explanations, examples, and aids
- (C) gives homework
- (D) compares new ideas with old ones

Q16. In the Association step, pupils are required to

- (A) memorise definitions
- (B) copy notes from the board
- (C) compare new knowledge with previous knowledge and find relationships
- (D) answer a final test

Q17. The Generalisation step leads pupils to

- (A) draw a general rule or principle from the examples studied
- (B) write their homework
- (C) repeat definitions aloud
- (D) prepare wall charts

Q18. The Application step is best demonstrated when pupils

- (A) listen to a summary
- (B) copy the rule from the board
- (C) recall the previous lesson
- (D) use the learned rule to solve new problems

Q19. A teacher revises the previous lesson on nouns, then tells a short riddle to arouse curiosity before starting the new topic. This opening is the

- (A) Presentation step
- (B) Application step
- (C) Preparation step
- (D) Generalisation step

Q20. After teaching the rule for forming plurals, a teacher asks pupils to state the rule in their own words. This is the

- (A) Presentation step
- (B) Generalisation step
- (C) Application step
- (D) Preparation step

Q21. A common criticism of a rigidly followed Herbartian plan is that it

- (A) uses teaching aids
- (B) states objectives
- (C) checks previous knowledge
- (D) can make teaching mechanical if steps are followed without regard to pupils' responses

Q22. The correct order of the Herbartian steps is

- (A) Preparation, Presentation, Association, Generalisation, Application
- (B) Presentation, Preparation, Association, Application, Generalisation
- (C) Preparation, Association, Presentation, Generalisation, Application
- (D) Association, Preparation, Presentation, Application, Generalisation

Q23. While teaching democracy, a teacher links it to the pupils' experience of electing a class monitor. This Association works because

- (A) it tests memory
- (B) new learning is connected with known experience
- (C) it provides homework
- (D) it summarises the lesson

Q24. Recapitulation at the end of a Herbartian lesson mainly serves to

- (A) introduce the next topic
- (B) assign homework
- (C) check whether the objectives were achieved through brief questions
- (D) prepare teaching aids

Modern Lesson Plan Formats

Q25. Modern lesson plans differ from the Herbartian pattern mainly by

- (A) dropping objectives altogether
- (B) emphasising objectives, activities, and assessment aligned together
- (C) removing all teacher talk
- (D) banning the use of aids

Q26. In a 5E lesson plan, the Explore phase is the stage when pupils

- (A) listen to a lecture
- (B) take the final test
- (C) hear the teacher's summary
- (D) investigate materials and gather evidence before formal explanation

Q27. The Engage phase of the 5E model aims to

- (A) capture interest and surface pupils' prior ideas
- (B) test mastery of the topic
- (C) assign homework
- (D) present definitions first

Q28. A plan written in the structure of objectives, introduction, development, assessment, and homework reflects

- (A) the Herbartian model only
- (B) no recognisable structure
- (C) a modern structured format
- (D) a school timetable

Q29. An objective that asks pupils to classify animals into groups mainly targets

- (A) mere recall
- (B) creating new products
- (C) attitudes and values
- (D) higher-order organisation of knowledge beyond recall

Q30. Success criteria in a modern lesson plan tell pupils

- (A) what successful learning looks like so they can judge their own work
- (B) the marks awarded in the test
- (C) the homework deadline
- (D) the seating plan

Q31. In a plan with a starter, main activities, and a plenary, the plenary mainly serves to

- (A) introduce the topic
- (B) give homework
- (C) review learning and check understanding at the end of the lesson
- (D) prepare teaching aids

Q32. A differentiated lesson plan provides

- (A) the same task for every pupil
- (B) varied tasks and support matched to pupils' readiness
- (C) only extra homework
- (D) less content for the whole class

Q33. Assessment for learning in a lesson plan means

- (A) using questions and feedback during the lesson to adjust teaching
- (B) holding only a final examination
- (C) grading homework
- (D) ranking pupils

Q34. The resources section of a modern lesson plan lists

- (A) examination dates
- (B) pupils' marks
- (C) the teacher's timetable
- (D) the materials and aids needed for the activities

Q35. A weakness of an over-detailed, fully scripted lesson plan is that

- (A) it states objectives clearly
- (B) it leaves little room to respond to pupils' understanding
- (C) it uses teaching aids
- (D) it includes assessment

Q36. Madeline Hunter's lesson model emphasises

- (A) homework only
- (B) anticipatory set, objectives, modelling, guided practice, and closure
- (C) the 5E phases
- (D) project work only

Questioning Techniques and Wait Time

Q37. A convergent question mainly

- (A) invites many acceptable answers
- (B) asks for personal opinions
- (C) seeks a single correct answer
- (D) asks pupils to create something new

Q38. Which of the following is a divergent question?

- (A) What is 7 multiplied by 8?
- (B) In how many different ways could our school reduce waste?
- (C) Define photosynthesis.
- (D) Who wrote the national anthem?

Q39. A higher-order question is one that asks pupils to

- (A) recall a date
- (B) repeat a definition
- (C) copy an answer from the book
- (D) analyse, evaluate, or create

Q40. Wait time in classroom questioning means the

- (A) pause a teacher gives after asking a question before expecting an answer
- (B) time pupils spend on homework
- (C) break between periods
- (D) time allowed for copying notes

Q41. Research on wait time shows that longer pauses of about three to five seconds tend to

- (A) reduce the number of answers
- (B) produce longer, more thoughtful responses and wider participation
- (C) waste teaching time
- (D) confuse pupils

Q42. A teacher asks a question and then immediately answers it herself. The main harm is that pupils

- (A) find the lesson too long
- (B) miss the board work
- (C) learn not to think because the answer will be supplied
- (D) miss their homework

Q43. A probing question is used to

- (A) test memory only
- (B) maintain discipline
- (C) end the lesson
- (D) push a pupil to deepen or justify an incomplete answer

Q44. A teacher asks a question to the whole class, pauses, and only then names a pupil. This is good practice because

- (A) all pupils think before one answers
- (B) it saves time
- (C) it tests only one pupil
- (D) it avoids wrong answers

Q45. A leading question is poor classroom practice because it

- (A) is too difficult
- (B) hints at the expected answer, so it tests guessing rather than knowledge
- (C) is open-ended
- (D) takes too long to answer

Q46. Redirecting a question means

- (A) repeating the same question more loudly
- (B) answering it yourself
- (C) ignoring a wrong answer
- (D) passing a pupil's answer to another pupil for comment or extension

Q47. Moving a discussion through questions from broad to specific helps the teacher to

- (A) move from general discussion toward a precise point
- (B) end the lesson quickly
- (C) test only recall
- (D) avoid pupil answers

Q48. Which questioning pattern best checks whole-class understanding?

- (A) Asking only the front row
- (B) Asking the same volunteer each time
- (C) Distributing questions across the class, including quiet pupils
- (D) Asking only after the lesson ends

Teaching Skills: Introduction, Explanation, Illustration, Reinforcement and Closure

Q49. The skill of introducing a lesson is judged mainly by whether the introduction

- (A) uses a chart
- (B) is long
- (C) revises homework
- (D) arouses curiosity and links to previous knowledge

Q50. An effective explanation is one that

- (A) uses clear language, a logical sequence, and examples
- (B) uses difficult technical terms
- (C) is delivered as fast as possible
- (D) covers the most pages

Q51. The skill of illustration means that the teacher

- (A) draws only on the board
- (B) reads aloud from the textbook
- (C) uses examples, diagrams, and analogies to make abstract ideas concrete
- (D) asks questions

Q52. Positive reinforcement in the classroom includes

- (A) scolding a wrong answer
- (B) praising effort and a specific correct response
- (C) ignoring all answers
- (D) giving extra homework

Q53. Negative reinforcement differs from punishment in that it

- (A) strengthens behaviour by removing an unpleasant condition
- (B) adds an unpleasant consequence
- (C) ignores the behaviour
- (D) praises the pupil

Q54. A proper closure of a lesson should

- (A) introduce a new topic
- (B) assign homework only
- (C) repeat the whole lesson
- (D) summarise key points and check learning

Q55. A teacher explains evaporation by describing how a wet cloth dries in the sun. The skill mainly used here is

- (A) questioning
- (B) illustration through example
- (C) closure
- (D) reinforcement

Q56. The skill of stimulus variation helps learning because

- (A) it lengthens the lesson
- (B) it punishes inattention
- (C) changes in voice, movement, and aids sustain attention
- (D) it reduces the content

Q57. A teacher responds to a wrong answer with, Good try, think again about the first step. This shows

- (A) punishment
- (B) ignoring the error
- (C) sarcasm
- (D) encouraging reinforcement that keeps the pupil thinking

Q58. Skill in using the blackboard is best shown when the writing is

- (A) legible, organised, and highlights key points
- (B) spread over the entire board
- (C) done as fast as possible
- (D) written in a single colour only

Q59. Closure differs from a mere summary when the teacher

- (A) talks for longer
- (B) writes more on the board
- (C) involves pupils in recalling and connecting the key ideas
- (D) gives homework

Q60. A teacher who opens with a story, explains with examples, questions with wait time, and closes with a pupil summary is demonstrating

- (A) planning only
- (B) integrated teaching skills used as a sequence
- (C) reinforcement only
- (D) classroom management only

Answer Key

Q1: A	Q11: A	Q21: D	Q31: C	Q41: B	Q51: C
Q2: C	Q12: C	Q22: A	Q32: B	Q42: C	Q52: B
Q3: B	Q13: D	Q23: B	Q33: A	Q43: D	Q53: A

Q4: D	Q14: A	Q24: C	Q34: D	Q44: A	Q54: D
Q5: B	Q15: B	Q25: B	Q35: C	Q45: B	Q55: B
Q6: A	Q16: C	Q26: D	Q36: B	Q46: D	Q56: C
Q7: D	Q17: A	Q27: A	Q37: C	Q47: A	Q57: D
Q8: C	Q18: D	Q28: C	Q38: B	Q48: C	Q58: A
Q9: B	Q19: C	Q29: D	Q39: D	Q49: D	Q59: C
Q10: D	Q20: B	Q30: A	Q40: A	Q50: A	Q60: B

Worked explanations for all 60 questions:

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