

Teaching Methodology Practice Test 6

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 lesson plan is best defined as

- (A) a list of chapters to be covered in a term
- (B) a teacher's advance blueprint of objectives, activities, and assessment for one lesson
- (C) a record of pupils' marks
- (D) the school timetable

Q2. The main purpose of writing objectives before teaching is to

- (A) fill the plan format
- (B) impress a supervisor
- (C) lengthen the lesson
- (D) give teaching and assessment a clear target

Q3. Which of the following objectives is observable and measurable?

- (A) Pupils will label the parts of a flower on a diagram.
- (B) Pupils will understand flowers.
- (C) Pupils will appreciate nature.
- (D) The teacher will teach flowers well.

Q4. A teacher plans a lesson without considering the pupils' age and level. The likely result is that the

- (A) discipline improves
- (B) coverage becomes faster
- (C) activities prove too easy or too hard for the learners
- (D) homework increases

Q5. The teaching aids section of a lesson plan should specify

- (A) the examination syllabus
- (B) the aids to be used, at which stage, and for what purpose
- (C) the names of the pupils
- (D) the school timings

Q6. A plan that includes a backup activity in case the main activity finishes early shows

- (A) over-planning
- (B) flexibility and realistic pacing
- (C) weak objectives
- (D) poor discipline

Q7. Lesson planning saves teaching time mainly because the

- (A) teacher enters the class with decisions already made
- (B) pupils write notes faster
- (C) fewer aids are needed
- (D) homework becomes shorter

Q8. Which item belongs under the evaluation part of a lesson plan?

- (A) A list of teaching aids
- (B) Homework only
- (C) Questions or tasks that check whether the objectives were met
- (D) The title of the next chapter

Q9. Two teachers teach the same topic, one with a plan and one without. The planned lesson is more likely to

- (A) be longer
- (B) use more aids
- (C) skip revision
- (D) keep activities sequenced toward the objective

Q10. The motivation or introduction part of a lesson plan answers the question of

- (A) how interest will be aroused at the start
- (B) how marks will be given
- (C) how homework is checked
- (D) how the class is seated

Q11. A lesson plan is judged mainly by

- (A) its length
- (B) neat handwriting
- (C) whether it helps pupils learn the intended objectives
- (D) the number of aids listed

Q12. Including pupils' likely difficulties in a lesson plan helps the teacher to

- (A) avoid asking questions
- (B) prepare explanations and examples to address them in advance
- (C) shorten the lesson
- (D) set a harder test

Herbartian Steps of Lesson Planning

Q13. Herbart's formal steps were based on the idea that learning moves from the

- (A) known to the unknown
- (B) unknown to the known without any links
- (C) test to the teaching
- (D) homework to the lesson

Q14. In Preparation, a teacher asks about the previous lesson on food before teaching a balanced diet. The purpose is to

- (A) award marks
- (B) give homework
- (C) recall prior knowledge to anchor the new learning
- (D) fill time at the start

Q15. The Presentation step differs from Preparation because in Presentation

- (A) old knowledge is tested
- (B) homework is given
- (C) the lesson is summarised
- (D) new content is actually taught

Q16. Association is sometimes called comparison because pupils

- (A) copy notes
- (B) relate new ideas to old ones and note similarities and differences
- (C) memorise rules
- (D) answer a final test

Q17. Generalisation is complete when pupils can

- (A) repeat the teacher's exact words
- (B) copy the rule from the board
- (C) state the rule or principle in their own words
- (D) finish their homework

Q18. Application in a grammar lesson is best shown when pupils

- (A) use the rule to correct new sentences
- (B) listen to the rule again
- (C) copy the examples
- (D) recall the previous lesson

Q19. A teacher teaches the area of a rectangle with several examples, and pupils derive the formula length multiplied by breadth. The step reached is

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

Q20. A teacher who jumps from Preparation straight to Application skips the stages of

- (A) homework only
- (B) the summary only
- (C) the teaching aids only
- (D) Presentation, Association, and Generalisation

Q21. A strength of the Herbartian plan is its

- (A) flexibility
- (B) systematic, step-by-step organisation of teaching
- (C) focus on projects
- (D) use of tests only

Q22. Recapitulation questions in a Herbartian lesson are asked to

- (A) introduce a new chapter
- (B) punish inattention
- (C) check learning and consolidate the lesson
- (D) assign homework

Q23. A trainee asks why the Generalisation step in a Herbartian lesson comes after Association rather than before it. The best answer is that:

- (A) Pupils can only draw a general rule once they have compared examples with what they already know
- (B) Application must come before any rule is stated
- (C) Presentation alone gives pupils the rule without comparison
- (D) Rules are best memorised before examples are examined

Q24. Critics of the Herbartian model argue that its steps suit

- (A) all lessons equally
- (B) homework only
- (C) revision lessons only
- (D) knowledge lessons better than skill or appreciation lessons

Modern Lesson Plan Formats

Q25. Modern lesson planning gives a central place to

- (A) the teacher's lecture notes
- (B) textbook pages
- (C) the inspection file
- (D) pupil learning outcomes and evidence of learning

Q26. In the 5E model, the Explain phase is the stage when

- (A) pupils explore freely
- (B) teacher and pupils formalise concepts, terms, and explanations
- (C) the final examination is held
- (D) homework is set

Q27. The Elaborate phase of the 5E model asks pupils to

- (A) recall definitions
- (B) listen to a summary
- (C) apply the new concept to new situations
- (D) take attendance

Q28. Evaluation in the 5E model is

- (A) ongoing and final checking of understanding
- (B) only the end-of-term examination
- (C) marking homework
- (D) a teacher self-rating

Q29. A lesson plan with learning intentions plus success criteria helps pupils because

- (A) it lengthens the lesson
- (B) they know what they are learning and what success looks like
- (C) it reduces teacher talk
- (D) it adds homework

Q30. A starter activity in a modern lesson plan is used to

- (A) end the lesson
- (B) give a test
- (C) settle the class, arouse interest, and link to prior learning
- (D) mark attendance

Q31. A plenary differs from a starter because the plenary

- (A) comes at the end to review and assess learning
- (B) introduces the topic
- (C) is homework
- (D) prepares teaching aids

Q32. In a differentiated modern plan, support for struggling pupils may include

- (A) harder tasks only
- (B) no tasks at all
- (C) the same task repeated
- (D) a simplified task, prompts, or peer support

Q33. Extension tasks are meant for pupils who

- (A) are absent
- (B) misbehave
- (C) finish core work early and need challenge
- (D) missed the previous lesson

Q34. A plan stating that pupils will be able to distinguish two concepts uses an objective from the

- (A) affective domain only
- (B) cognitive domain
- (C) psychomotor domain only
- (D) no recognised domain

Q35. Which modern planning practice best supports inclusion?

- (A) The same pace for all pupils
- (B) Ignoring learner differences
- (C) Whole-class lecture only
- (D) Varied activities, groupings, and supports for different learners

Q36. Checking for understanding during a lesson, in Hunter's model, means the teacher

- (A) uses questions and responses to judge learning before moving on
- (B) waits for the final examination
- (C) checks homework
- (D) counts attendance

Questioning Techniques and Wait Time

Q37. A factual or recall question mainly checks

- (A) memory of learned facts
- (B) creativity
- (C) attitudes
- (D) practical skill

Q38. What would happen if there were no electricity for a week? is an example of a

- (A) recall question
- (B) closed question
- (C) leading question
- (D) open-ended, divergent question

Q39. Wait time I refers to the pause

- (A) after a pupil's answer
- (B) after the teacher's question before a pupil responds
- (C) after homework is set
- (D) between periods

Q40. Wait time II is the pause

- (A) before the question is asked
- (B) during homework
- (C) after a pupil's answer before the teacher reacts
- (D) before the lesson starts

Q41. When a teacher regularly allows longer wait time, research finds that pupils themselves tend to:

- (A) Give shorter one-word answers
- (B) Ask fewer questions of their own
- (C) Rely more on the teacher to supply answers
- (D) Ask more questions of their own and offer more speculative answers supported by reasons

Q42. A teacher asks a question and calls on a pupil before others have had time to think. The problem is that

- (A) only one pupil thinks while the rest switch off
- (B) the lesson becomes too short
- (C) the board goes unused
- (D) homework is missed

Q43. What makes you say that? is an example of a

- (A) recall question
- (B) leading question
- (C) probing question
- (D) rhetorical question

Q44. Redirecting a question is useful when

- (A) the teacher wants to answer herself
- (B) another pupil can build on, correct, or extend a peer's answer
- (C) the lesson must end
- (D) a pupil is to be punished

Q45. A rhetorical question in class is one that is

- (A) asked for effect without expecting an answer
- (B) testing recall
- (C) requiring a long answer
- (D) asked to one pupil only

Q46. A teacher rephrases a question after seeing blank faces. This is good practice because

- (A) it gives the answer away
- (B) it punishes silence
- (C) clearer wording gives pupils a fair chance to respond
- (D) it shortens the lesson

Q47. Higher-order questioning matters in teaching because it

- (A) fills time
- (B) tests memory only
- (C) avoids wrong answers
- (D) requires thinking beyond recall

Q48. The best response to a partially correct answer is to

- (A) say wrong and move on
- (B) acknowledge the correct part and probe the rest
- (C) answer it yourself
- (D) ignore the pupil

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

Q49. Set induction, the introduction skill, is successful when pupils

- (A) copy the objectives
- (B) become attentive and curious about the lesson
- (C) finish their homework
- (D) sit quietly only

Q50. The explanation skill breaks down when the teacher

- (A) uses examples
- (B) jumps between points without sequence or links
- (C) speaks clearly
- (D) checks understanding

Q51. Illustration with a diagram of the water cycle helps pupils because it

- (A) makes an abstract process visible and concrete
- (B) fills the board
- (C) replaces explanation
- (D) tests the pupils

Q52. Reinforcement in teaching should be

- (A) given only at the end of term
- (B) the same for every response
- (C) sarcastic
- (D) immediate, specific, and sincere

Q53. In reinforcement terms, extinction means a behaviour weakens when its

- (A) praise is repeated
- (B) reinforcement is withdrawn
- (C) punishment is physical
- (D) reward is occasional

Q54. The skill of closure is incomplete if the teacher

- (A) summarises the main points
- (B) checks understanding
- (C) simply stops at the bell without summarising or linking learning
- (D) involves the pupils

Q55. A teacher varies her voice, gestures, and position while teaching. This is the skill of

- (A) stimulus variation
- (B) closure
- (C) reinforcement
- (D) illustration

Q56. Teaching aids are used effectively when the aid is

- (A) colourful only
- (B) displayed for the whole lesson
- (C) expensive
- (D) relevant, visible, and used at the right stage

Q57. When a pupil gives a wrong answer, a skilled teacher

- (A) scolds the pupil
- (B) handles the error tactfully and guides the pupil toward correct thinking
- (C) laughs
- (D) moves to the next chapter

Q58. The questioning skill includes

- (A) asking only volunteers
- (B) asking one pupil repeatedly
- (C) clear, well-distributed questions with wait time
- (D) answering your own questions

Q59. A blackboard summary should be built

- (A) fully before the lesson
- (B) after pupils leave
- (C) in random order
- (D) progressively during the lesson, highlighting key points

Q60. A lesson where the introduction arouses interest, the explanation is sequenced with examples, questions are distributed with wait time, and closure consolidates learning shows

- (A) coordinated use of core teaching skills
- (B) good planning only
- (C) discipline only
- (D) use of aids only

Answer Key

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

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

Worked explanations for all 60 questions:

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