

# Teaching Methodology Practice Test 7

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](http://QuaidianPoint.com).

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Score: \_\_\_\_\_ / 60

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## Teaching Aids: Selection and Principles

**Q1. A teacher is planning a lesson on the water cycle for Class 6. She has a choice between a costly imported model, a simple chart she can draw, and a short classroom demonstration with a kettle and a cold plate. Which principle should guide her choice most?**

- (A) The most expensive aid is always the most effective one
- (B) The aid should match the lesson objective and the learners' level
- (C) The aid should cover the whole chapter in a single display
- (D) The aid should be the one the teacher personally enjoys using

**Q2. Before using a globe in a geography lesson, an experienced teacher checks it in advance, turns it slowly, and confirms that the markings are clear from the back benches. What is the main purpose of this preview?**

- (A) To impress the head teacher who may visit the class
- (B) To reduce the time spent on the actual teaching
- (C) To allow learners to handle the globe before the lesson starts
- (D) To check accuracy, working condition and visibility for all learners

**Q3. Which statement best describes the proper role of a teaching aid in a lesson?**

- (A) It supplements the teacher's explanation and helps learners grasp the point
- (B) It replaces the teacher's explanation so learners study on their own
- (C) It fills time when the teacher has finished the planned content early
- (D) It decorates the classroom wall for the rest of the school term

**Q4. A Class 5 teacher wants pupils to understand that one-half is larger than one-third. Which aid is most likely to build that understanding directly?**

- (A) A written definition of numerator and denominator on the board
- (B) A list of fraction rules to be memorised for homework
- (C) Fraction strips that pupils can fold, compare and arrange side by side
- (D) A chart showing the symbols used for fractions in textbooks

**Q5. During a lesson on road safety, a teacher shows a poster, reads out every word on it, and then moves on without asking any question. What is the main weakness in this use of the aid?**

- (A) The poster was too colourful for a serious topic
- (B) The aid was presented without learner involvement or checking of understanding
- (C) The poster should have been shown only at the end of the lesson
- (D) The teacher should have used a video instead of a poster

**Q6. Which of the following is the strongest reason for keeping a teaching aid simple?**

- (A) A simple aid keeps attention on the concept instead of distracting detail
- (B) A simple aid is always cheaper to prepare than a detailed one
- (C) A simple aid can be reused in every subject without change
- (D) A simple aid needs no preparation before the lesson

**Q7. A teacher prepares five different charts for a single 40-minute lesson on nouns. Learners spend most of the period looking at new displays and little time practising. What lesson does this illustrate?**

- (A) Charts should always be prepared in sets of five
- (B) Learners prefer charts to all other kinds of aid
- (C) A lesson needs a chart for every example used
- (D) Too many aids in one lesson crowd out practice and confuse learners

**Q8. In selecting a chart for a lesson on the human heart, a teacher rejects a chart that labels parts in very small print and uses incorrect spellings. This decision is mainly based on which criterion?**

- (A) The chart must match the colour scheme of the classroom
- (B) The chart must be large enough to fill the whole board
- (C) The aid must be accurate, clear and legible to the class
- (D) The aid must be prepared by the teacher herself

**Q9. A science teacher uses real leaves, a magnifying glass and a simple hand lens when teaching leaf structure. These materials are best classified as:**

- (A) Real objects and direct experiences brought into the lesson
- (B) Audio aids that learners listen to carefully
- (C) Projected aids that need electricity and a dark room
- (D) Programmed materials that learners complete in sequence

**Q10. A teacher displays a map during a history lesson but keeps it facing only the front row while she talks. Most learners later fail a question that required reading the map. The most likely cause is that:**

- (A) Maps are unsuitable for history lessons
- (B) Learners in this class dislike geography topics
- (C) The map should have been replaced by a textbook passage
- (D) The aid was not visible and accessible to the whole class

**Q11. Which practice shows the best timing for introducing a model of a volcano in a lesson?**

- (A) Leaving it on the teacher's table throughout the day so pupils notice it casually
- (B) Bringing it out when the lesson reaches eruption, and linking it to questions at that point
- (C) Showing it at the start of the school assembly for general interest
- (D) Keeping it covered until homework time so pupils remember it better

**Q12. A teacher asks pupils to prepare flashcards for learning new English vocabulary. The main educational value of pupils making the aid themselves is that:**

- (A) The teacher saves money on printed materials
- (B) The classroom walls look more attractive to visitors
- (C) Preparing the aid itself involves learners actively with the words and their meanings
- (D) Flashcards are the only aid suitable for language learning

**Q13. A school has no projector and an unreliable electricity supply. For a lesson on the life cycle of a butterfly, which choice shows sound judgement?**

- (A) Postponing the topic until a projector can be purchased
- (B) Reading the textbook chapter aloud twice without any visual support
- (C) Showing a long online video on a single small mobile phone
- (D) Using a sequence of large pictures and real specimens that work without power

**Q14. Which question should a teacher ask first when deciding whether to use a particular aid?**

- (A) What learning point will this aid help my pupils understand better?
- (B) How much time will it take to colour and mount this aid?
- (C) Will other teachers admire this aid in the staff room?
- (D) Has this aid been used in the school in previous years?

**Q15. After a lesson on the solar system, several pupils still describe the sun as orbiting the earth. The teacher had shown a detailed poster but asked no questions about it. The most reasonable next step is to:**

- (A) Show the same poster again without any change
- (B) Re-teach the point with a model pupils can move, plus questions that expose the misconception
- (C) Blame the poster for being too detailed
- (D) Move on to the next chapter and return to the topic next term

## **Audio-Visual Aids and Edgar Dale's Cone of Experience**

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**Q16. A radio broadcast, a recorded speech and a classroom discussion heard through a speaker are all examples of aids that mainly appeal to which sense?**

- (A) Sight through printed words
- (B) Touch through handling objects
- (C) Hearing through sound
- (D) Smell through classroom materials

**Q17. Which of the following is an audio-visual aid, in the strict sense of combining both sound and sight?**

- (A) A film with narration that shows a process while explaining it aloud
- (B) A silent wall chart with labelled diagrams
- (C) A tape recording of a poem recited by the poet
- (D) A textbook passage read silently by pupils

**Q18. A teacher plays a five-minute video clip during a lesson on how a seed germinates, pauses it twice, and asks pupils what they expect to happen next. This use is effective mainly because:**

- (A) Videos are always superior to live demonstrations
- (B) The video fills the lesson so the teacher can rest
- (C) Pupils enjoy watching screens more than listening
- (D) Pausing and questioning turn passive viewing into active thinking

**Q19. According to Edgar Dale's cone of experience, learning experiences at the base of the cone, such as doing a real task or a dramatisation, are best described as:**

- (A) Purely verbal and abstract
- (B) Limited to reading symbols and texts
- (C) Direct, purposeful and concrete experiences
- (D) Useful only for very young children

**Q20. In Dale's cone, where would listening to a recorded lecture and reading a written account of an event be placed relative to a field trip?**

- (A) At the same level, because all three are classroom activities
- (B) Higher up the cone, as more abstract and symbol-based experiences
- (C) Lower down the cone, as more direct than a field trip
- (D) Outside the cone, because they are not learning experiences

**Q21. A teacher wants pupils to understand how a local market works. She could read them a description, show pictures, or arrange a short visit to the market. Dale's cone would suggest that the visit is likely to be most memorable because:**

- (A) Visits require no preparation or follow-up work
- (B) Pupils enjoy leaving the school building
- (C) A visit replaces the need for any classroom teaching
- (D) Direct experience engages several senses and real participation

**Q22. Which classroom activity best illustrates a dramatised experience in Dale's cone?**

- (A) Pupils role-playing a shopkeeper and customer to practise polite bargaining
- (B) Pupils copying notes about a historical event from the board
- (C) Pupils listening to a radio drama without acting
- (D) Pupils silently reading a play from their textbook

**Q23. A common misunderstanding of Dale's cone is that the top of the cone is useless. Which response corrects this misunderstanding best?**

- (A) The top of the cone should be avoided in all school lessons
- (B) Abstract symbols at the top are valuable when learners are ready for them and they are linked to concrete experience
- (C) Only the base of the cone produces any learning at all
- (D) The cone ranks teaching methods from good to bad in every situation

**Q24. A teacher shows a short documentary about the moon landing, then asks pupils to discuss what surprised them and what they still question. This sequence mainly uses the film as:**

- (A) A reward for good behaviour during the week
- (B) A substitute for the teacher's own knowledge of the topic
- (C) A stimulus for observation, discussion and further enquiry
- (D) A test of how long pupils can sit quietly

**Q25. Which aid is most appropriate when a teacher wants the whole class to hear the exact pronunciation of a new Urdu word as spoken by a native speaker who cannot visit the school?**

- (A) A short audio recording of the speaker pronouncing the word in sentences
- (B) A photograph of the speaker in a textbook
- (C) A written phonetic description on the board
- (D) A chart listing the letters of the word

**Q26. During a lesson on traffic signals, a teacher uses only verbal description and no picture or model. Several pupils later confuse the red and amber lights. The most likely explanation is that:**

- (A) Pupils in this class cannot learn from listening at all
- (B) Traffic signals are too difficult for school pupils
- (C) The teacher should have punished pupils who answered wrongly
- (D) A visual aid would have anchored the verbal description in a clear image

**Q27. A teacher is choosing between a still picture, a working model and a field visit to teach how a dam generates electricity. Dale's cone would place these in which order from most concrete to most abstract?**

- (A) Still picture, working model, field visit
- (B) Field visit, still picture, working model
- (C) Field visit, working model, still picture
- (D) Working model, field visit, still picture

**Q28. Which statement about audio-visual aids is most accurate?**

- (A) They guarantee learning regardless of how the teacher uses them
- (B) They support learning when the teacher plans their purpose, timing and follow-up
- (C) They are effective only when they use the latest technology
- (D) They work best when shown without any teacher comment

**Q29. A teacher wants to check whether a video on soil erosion was understood. Which follow-up is most informative?**

- (A) Asking pupils whether they enjoyed the video
- (B) Playing the video a second time immediately
- (C) Asking pupils to name the title of the video
- (D) Asking pupils to explain, in their own words, why topsoil is lost and what can slow it down

**Q30. A pupil who has never seen the sea reads a poem about waves, then watches a film of waves breaking on a shore. According to Dale's cone, the film mainly provides:**

- (A) A more concrete, visual experience than words alone, bridging towards direct experience
- (B) A purely abstract experience identical to reading the poem
- (C) A direct experience equal to standing on the beach
- (D) An experience that is useful only for entertainment

## Microteaching and Its Cycle

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**Q31. Microteaching is best defined as:**

- (A) Teaching a very large class with a microphone
- (B) Teaching only primary classes in a small school
- (C) Teaching a small group for a short time with a focus on one skill, followed by feedback
- (D) Teaching a lesson that lasts less than five minutes in total

**Q32. A trainee teacher practises only the skill of asking questions for ten minutes with five pupils, then receives comments from her supervisor. This session is an example of microteaching mainly because:**

- (A) The lesson was shorter than a normal school period
- (B) One specific skill was isolated, practised in a scaled-down setting, and reviewed through feedback
- (C) Only five pupils were present in the room
- (D) The supervisor was present to observe the lesson

**Q33. In the microteaching cycle, what normally happens immediately after the teach step?**

- (A) Feedback on the performance, identifying strengths and points to improve
- (B) A written examination on teaching theory
- (C) The trainee moves at once to a full-size class
- (D) The trainee selects an entirely new teaching skill

**Q34. A trainee receives feedback that his explanations were too rushed and his examples unclear. In the next step of the cycle he should:**

- (A) Repeat the same lesson exactly to prove he can do it
- (B) Abandon explanation and use only group work from now on
- (C) Ask for a different class of pupils immediately
- (D) Re-plan the lesson, slowing the explanation and choosing clearer examples, before re-teaching

**Q35. Which sequence correctly represents the standard microteaching cycle?**

- (A) Teach, plan, re-teach, feedback, re-plan, feedback
- (B) Feedback, teach, plan, re-plan, re-teach, feedback
- (C) Plan, teach, feedback, re-plan, re-teach, re-feedback
- (D) Plan, feedback, teach, re-teach, re-plan, feedback

- Q36. Why is feedback in microteaching usually given soon after the short lesson, rather than a week later?**
- (A) Supervisors prefer to finish their paperwork quickly
  - (B) Immediate feedback lets the trainee connect comments to fresh, specific moments in the lesson
  - (C) Trainees remember general impressions better after a delay
  - (D) Delayed feedback prevents trainees from feeling nervous
- Q37. A supervisor observes a micro-lesson and notes only that it was good, without mentioning any specific behaviour. What is the main problem with this feedback?**
- (A) It is too polite for a trainee teacher
  - (B) It takes too little time to deliver
  - (C) It should have been given in writing instead
  - (D) It is too general to guide improvement in the re-teach step
- Q38. Which skill is most suitable for a single microteaching session?**
- (A) Using the skill of set induction to open a lesson with a focused, engaging start
  - (B) Mastering the whole school curriculum for one subject
  - (C) Managing the discipline of an entire school
  - (D) Designing the timetable for a full academic year
- Q39. During re-teaching, a trainee improves her questioning but her board work remains untidy. The supervisor's re-feedback should most usefully:**
- (A) Ignore board work because questioning was the original focus
  - (B) Ask the trainee to repeat the whole training programme
  - (C) Acknowledge the improvement in questioning and set a clear next target for board work
  - (D) Advise the trainee to stop using the board altogether
- Q40. A teacher training college uses microteaching before school placements. What is the main advantage of this order?**
- (A) Trainees never need classroom observation after microteaching
  - (B) Trainees can practise and correct basic skills in a low-risk setting before facing a full class
  - (C) Microteaching removes the need for lesson planning in real schools
  - (D) Trainees can avoid feedback from experienced teachers
- Q41. Which behaviour shows good use of the skill of stimulus variation during a micro-lesson?**
- (A) Varying voice, movement, gestures and interaction patterns to sustain attention
  - (B) Using the same teaching aid throughout
  - (C) Asking questions in the same order each time
  - (D) Repeating the same example for every point

**Q42. A trainee plans a micro-lesson on the skill of explaining. Her plan lists three examples, a check for understanding after each, and a summary at the end. Her supervisor praises the plan but suggests one change: replace a technical example with one from daily life. Why is this suggestion sound?**

- (A) Daily-life examples are always easier for the teacher to remember
- (B) Technical examples should never be used in school lessons
- (C) Summaries are unnecessary if examples are familiar
- (D) Familiar examples help learners connect a new concept to what they already know

**Q43. In microteaching, the pupils in the small group are often fellow trainees. What is a recognised limitation of this arrangement?**

- (A) Fellow trainees always give dishonest feedback
- (B) Fellow trainees may respond more cooperatively than real school pupils, so the practice feels easier than a real class
- (C) Fellow trainees cannot understand the lesson content
- (D) Fellow trainees make microteaching take longer than normal teaching

**Q44. A trainee wants to practise the skill of probing questions: following up a pupil's short answer to deepen thinking. Which micro-lesson task fits best?**

- (A) Lecturing for ten minutes without asking any question
- (B) Giving pupils a written test to complete silently
- (C) Asking an open question, then using follow-up prompts such as asking for reasons and examples when answers are brief
- (D) Showing a video and asking pupils only whether they liked it

**Q45. After completing a microteaching cycle on questioning, a trainee still asks mostly recall questions. What should the next cycle most sensibly focus on?**

- (A) Repeating the same recall questions until pupils memorise them
- (B) Moving to a completely unrelated skill such as timetable design
- (C) Giving up questioning and relying on lectures only
- (D) A further focused cycle on framing higher-order questions, with feedback on that specific point

## **Team Teaching and General Methodology Revision**

**Q46. After a team-taught unit, both teachers sit together, look at pupils' work, agree what pupils still find difficult, and plan the next lesson together. This joint review best illustrates which aspect of team teaching?**

- (A) Shared responsibility for evaluating learning and planning next steps
- (B) Parallel teaching to separate halves of the class
- (C) Station teaching with pupils rotating
- (D) One teacher teaching while the other rests

**Q47. In a team-taught science lesson, one teacher leads the demonstration while the other moves among pupils, checks understanding and helps those who are stuck. This arrangement mainly illustrates which benefit of team teaching?**

- (A) Teachers can avoid planning together
- (B) The lesson becomes shorter for everyone
- (C) Pupils receive more individual attention and support during the lesson
- (D) Only the leading teacher needs subject knowledge

**Q48. Two teachers plan a joint lesson but disagree about the learning objective: one wants memorisation of terms, the other wants pupils to apply a concept. What should they settle first?**

- (A) Which teacher has taught longer in the school
- (B) A shared, clear objective and how they will judge whether pupils have reached it
- (C) Which teacher will speak first in the lesson
- (D) How the classroom furniture will be arranged

**Q49. Which situation is most likely to make team teaching fail?**

- (A) Teachers share materials and discuss pupil progress regularly
- (B) Teachers have complementary strengths in the same topic
- (C) Teachers agree on classroom routines before the lesson
- (D) Teachers plan separately, give conflicting instructions, and never review the lesson together

**Q50. A school pairs a science teacher who is strong in experiments with an English teacher who is strong in guiding written explanations, to teach a unit on scientific reports. This pairing mainly uses team teaching to:**

- (A) Combine complementary expertise for a richer learning experience
- (B) Reduce the number of lessons the school must timetable
- (C) Allow one teacher to rest while the other teaches
- (D) Make pupils dependent on two teachers instead of one

**Q51. A teacher introduces a new topic, asks pupils what they already know, and links the new idea to a familiar example before presenting details. This opening mainly reflects which principle?**

- (A) Lessons should start with the most difficult content
- (B) New learning should be built on prior knowledge and set in a meaningful context
- (C) Pupils should not speak until the teacher has finished
- (D) Revision should be left entirely to homework

**Q52. In a lesson on fractions, a teacher first asks pupils to solve a problem, then discusses their methods, then summarises the rule that emerges. This order is closest to which approach?**

- (A) Pure lecture with no pupil activity
- (B) Rote memorisation of rules before any practice
- (C) An inductive approach, moving from examples and pupil activity towards a general rule
- (D) A test followed by punishment for wrong answers

**Q53. A teacher notices that pupils can repeat a definition of photosynthesis but cannot explain why a plant kept in darkness stops growing. The gap is best described as:**

- (A) Pupils have memorised the topic completely
- (B) Pupils are deliberately refusing to learn
- (C) Pupils need more homework on the same definition
- (D) Pupils have surface recall without conceptual understanding

**Q54. Which questioning practice is most likely to deepen learning in a class discussion?**

- (A) Asking a question, waiting briefly, and inviting pupils to give reasons and evidence for their answers
- (B) Asking only pupils who always raise their hands first
- (C) Answering every question yourself immediately after asking it
- (D) Asking questions that have only one-word answers throughout the lesson

**Q55. A teacher plans a group task in which pupils must jointly design a poster, but one pupil does all the work while others watch. The most effective adjustment is to:**

- (A) Giving the group a single mark for the poster
- (B) Asking pupils to assess each other's contributions
- (C) Assign clear roles, require individual contributions, and check progress during the task
- (D) Modelling how to share the work before the task

**Q56. At the end of a lesson, a teacher asks three quick questions covering the main points and notes which pupils still struggle. This is best described as:**

- (A) A final examination for the term
- (B) Formative assessment used to guide the next lesson
- (C) A punishment for pupils who did not listen
- (D) A revision lesson for the next day

**Q57. A teacher gives feedback on written work that says only "Good" or "Weak" with no comment on what was done well or what to improve. The main weakness of this feedback is that it:**

- (A) Takes too long to write
- (B) Is too encouraging for pupils
- (C) Uses words that pupils cannot spell
- (D) Gives a judgement without guidance pupils can act on

**Q58. Which lesson closure is most likely to consolidate learning?**

- (A) Summarising the key ideas with pupils, checking understanding, and linking to the next lesson
- (B) Stopping abruptly when the bell rings without any summary
- (C) Setting a long homework task unrelated to the lesson
- (D) Repeating the lesson introduction word for word

**Q59. A school wants team teaching to improve, not just to share a classroom. Which practice should it encourage most?**

- (A) Teachers taking turns to be absent from joint lessons
- (B) Teachers teaching identical lessons in parallel rooms
- (C) Joint planning, shared observation and joint review of pupil progress
- (D) Teachers competing to see whose pupils score higher

**Q60. A new teacher is told that teaching aids, microteaching and team teaching all share one underlying purpose. What is that purpose?**

- (A) To make lessons look impressive to visitors
- (B) To improve the quality of teaching and learning through planned, supported practice and clearer presentation
- (C) To reduce the amount of preparation teachers must do
- (D) To replace the teacher with materials and other staff

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## Answer Key

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

Worked explanations for all 60 questions:

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