

Teaching Techniques and 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

Set Induction: Introduction Techniques

Q1. A teacher begins a lesson on fractions by showing a pizza cut into unequal pieces and asking who got a fair share. This opening is best described as:

- (A) A summary of the previous lesson, with pupils reciting yesterday's notes from memory in full before any new teaching
- (B) A homework check
- (C) Set induction: gaining attention and arousing interest before new teaching
- (D) A closure activity

Q2. Before teaching "electric circuits", a teacher asks pupils what happens when a torch battery runs out. This question mainly serves to:

- (A) Link the new topic to pupils' prior knowledge and experience
- (B) Test pupils for grading and record marks for the term examination before teaching begins
- (C) Fill time while late pupils arrive
- (D) Punish pupils who did not revise

Q3. Which opening is LEAST effective as set induction for a lesson on the water cycle?

- (A) Asking why puddles disappear on a hot day, and asking pupils to watch a puddle outside the school
- (B) Showing a short video of rain and clouds
- (C) Asking pupils to recall yesterday's weather
- (D) Starting at once with the textbook definition, with no hook or link

Q4. A teacher introduces a lesson on "democracy" by holding a quick class vote on the day's game. The vote works as set induction because it:

- (A) Wastes five minutes that could have been spent on the textbook definition of democracy
- (B) Gives pupils a direct, lived experience of the concept to be taught
- (C) Tests their arithmetic
- (D) Replaces the lesson content

Q5. The main purpose of set induction is to:

- (A) Summarise the lesson for homework and assign written work based on the summary at the end of the period
- (B) Discipline noisy pupils
- (C) Focus pupils' attention, arouse interest and set the stage for new learning
- (D) Assess pupils at the end of the topic

Q6. A teacher starts every lesson with the same routine question, "What did we do yesterday?", and then moves on without any link to today's topic. The weakness is that she:

- (A) Reviews prior learning but fails to connect it to the new objective or arouse curiosity
- (B) Asks too many questions and gives pupils no time to think before answering any of them properly
- (C) Uses no visual aids
- (D) Gives pupils too much time to answer

Q7. Which introduction best uses surprise to gain attention in a lesson on air pressure?

- (A) Asking pupils what they already know about air and where they have noticed it pushing
- (B) Writing the learning objective on the board
- (C) Reading a short passage about air pressure from the textbook
- (D) Crushing a can with air pressure in front of the class and asking how it happened

Q8. A teacher opens a lesson by telling pupils the lesson objective in simple words and asking what they already know about the topic. This opening is strong because it combines:

- (A) Punishment and reward for pupils who answer correctly or incorrectly
- (B) Clear purpose with activation of prior knowledge
- (C) Testing and grading
- (D) Storytelling and drill

Q9. How long should set induction normally take in a 40-minute lesson?

- (A) About 3 to 5 minutes, enough to engage pupils without eating into the main teaching
- (B) About 25 minutes, so pupils are fully entertained, with games and stories filling most of the period before teaching
- (C) The whole period, if pupils enjoy it
- (D) No time at all, since it is optional

Q10. A teacher introduces "photosynthesis" by asking pupils why plants kept in a dark cupboard turn pale. This question is effective because it:

- (A) Has only one word as its answer and can be answered without any thinking at all by pupils
- (B) Is unrelated to the topic
- (C) Creates a problem or puzzle that the lesson will solve
- (D) Tests pupils' spelling

Q11. Which of the following is NOT a legitimate device for set induction?

- (A) A relevant question or problem that pupils can discuss in pairs before answering together
- (B) A short story or demonstration
- (C) A familiar object or picture
- (D) A long unrelated anecdote that delays the lesson objective

Q12. A teacher links today's lesson on "past tense" to yesterday's lesson on "present tense" by asking pupils to change sentences they already know. This is set induction through:

- (A) Punishment for pupils who forgot yesterday's lesson
- (B) Linking to previous learning
- (C) Closure
- (D) Homework correction

Q13. A pupil asks an interesting but off-topic question during set induction. The teacher notes it for later and returns to the planned opening. This response is good because it:

- (A) Ignores the pupil completely and continues as if the pupil had not spoken at all during the lesson
- (B) Punishes curiosity
- (C) Values the pupil's interest while keeping the introduction focused
- (D) Abandons the lesson plan

Q14. In a lesson on "angles", the teacher shows the corner of the classroom door and asks pupils where else they see corners. This opening draws mainly on:

- (A) Pupils' everyday environment and observation
- (B) A formal geometric proof, with theorems and reasons written on the board
- (C) A written test
- (D) A historical account of geometry

Q15. A teacher's set induction fails because pupils are confused rather than curious. The most likely reason is that the opening was:

- (A) Too relevant to the topic and too closely tied to the textbook wording for pupils to enjoy
- (B) Too difficult, unfamiliar or disconnected from pupils' level
- (C) Too short
- (D) Too clearly linked to the objective

Q16. Which opening would best induct pupils into a lesson on "honesty"?

- (A) A list of examination rules that pupils must memorise before the lesson begins in the first period
- (B) A long lecture on moral philosophy
- (C) A dictation exercise
- (D) A brief dilemma: a pupil finds a lost wallet and must decide what to do

Q17. A teacher uses a chart, a question and a one-minute activity in her introduction. Using varied devices is wise because:

- (A) Variety in the opening sustains attention across different pupils
- (B) Variety always guarantees learning and makes every lesson successful without further planning at all
- (C) Variety removes the need for a lesson objective
- (D) Variety impresses visitors to the class

Q18. The link between set induction and the main lesson should be:

- (A) Hidden, so pupils guess the topic all period, with the teacher never stating what will be learned
- (B) Unrelated, to keep pupils surprised
- (C) Explicit and smooth, so pupils see why the opening matters for what follows
- (D) Announced only at the end of the lesson

Closure Techniques

Q19. At the end of a lesson on "fractions", the teacher asks pupils to state in their own words what a fraction is and to give one example. This is closure through:

- (A) Teacher lecture
- (B) Pupil-led recap
- (C) Homework setting only
- (D) Discipline

Q20. Which closure activity best checks whether pupils actually understood the lesson?

- (A) The teacher repeating the whole lesson again, from the introduction to the last example, in the final minutes
- (B) Pupils copying the summary from the board
- (C) The teacher announcing the next topic with no review
- (D) Pupils answering two or three application questions on the new concept

Q21. A teacher ends a lesson on "plants" by saying, "Tomorrow we will see how plants make food, using what we learned today about leaves." This is closure by:

- (A) Linking forward to the next lesson
- (B) Setting a punishment for pupils who did not pay attention during the lesson
- (C) Giving a surprise test
- (D) Ending without any summary

Q22. The main purpose of lesson closure is to:

- (A) Fill the last minutes with an unrelated story, told only to keep pupils quiet until the bell rings
- (B) Punish pupils who were inattentive
- (C) Consolidate learning, check understanding and bring the lesson to a clear end
- (D) Introduce an entirely new topic

Q23. A teacher closes a lesson by asking one pupil to summarise, then inviting others to add points that were missed. This is effective because:

- (A) Only the best pupil speaks and the rest of the class only listens silently throughout the summary
- (B) It saves the teacher from speaking
- (C) It avoids checking understanding
- (D) It involves several pupils and builds a shared, fuller summary

Q24. Which is the weakest way to close a lesson?

- (A) Pupils summarising the key points, in their own words and with examples from the lesson, before the bell rings
- (B) The bell ringing while the teacher is still mid-sentence, with no summary at all
- (C) A quick quiz on the main ideas
- (D) Linking today's learning to tomorrow's topic

Q25. A teacher writes the key points on the board during the lesson and, at the end, asks pupils to read them and state which point they found hardest. This closure also gives the teacher:

- (A) Feedback on where pupils still struggle
- (B) A chance to punish slow learners who could not state the hardest point correctly
- (C) Extra time for copying
- (D) A reason to skip homework

Q26. During closure, a pupil gives a partly wrong summary. The teacher's best response is to:

- (A) Ignore the error to save time and move on to homework before anyone notices the mistake in the summary
- (B) Scold the pupil for not listening
- (C) Accept the wrong summary to encourage the pupil
- (D) Praise the correct part, then guide the class to correct the error together

Q27. Which closure technique best suits a lesson that introduced a practical skill, such as measuring with a ruler?

- (A) A written definition only, copied from the textbook into pupils' notebooks without any demonstration at all
- (B) A long teacher lecture
- (C) Pupils demonstrating the skill once more, briefly, with the teacher checking accuracy
- (D) No closure, since skills need no summary

Q28. A teacher always closes by saying, "That is all for today," and assigning homework, without any review. The main loss is that pupils miss:

- (A) Punishment for pupils who were noisy during the lesson
- (B) A chance to consolidate and check what they learned
- (C) A chance to copy notes
- (D) A chance to leave early

Q29. A good closure question is one that:

- (A) Can be answered by copying from the book, without pupils needing to understand the concept at all in the lesson
- (B) Only the top pupil can answer
- (C) Tests handwriting speed
- (D) Requires pupils to use the new learning, not merely repeat the teacher's words

Q30. At the end of a lesson on "safety rules", the teacher asks pupils to state one rule they will follow at home tonight. This closure is strong because it:

- (A) Connects classroom learning to pupils' real lives beyond school
- (B) Gives the teacher a rest and lets the teacher sit down before the next class arrives in the room
- (C) Tests memory of the textbook wording
- (D) Delays the homework announcement

Q31. A teacher closes a lesson on "evaporation" by asking, "Where have you seen evaporation at home?" rather than "Define evaporation." The first question is better closure because it:

- (A) Is easier to mark and quicker for the teacher to check at the end of the lesson
- (B) Takes less time
- (C) Asks pupils to connect the concept to their own observation
- (D) Avoids using the textbook

Q32. Closure and set induction are alike in that both:

- (A) Occur only in science lessons and are never used in language or mathematics lessons at all in primary classes
- (B) Frame the lesson: one opens learning, the other consolidates and rounds it off
- (C) Are done only by the teacher
- (D) Replace the main teaching

Q33. A teacher plans closure for the last five minutes of the lesson rather than leaving it to chance. This planning matters because closure needs:

- (A) Protected time, or it is squeezed out by the main teaching
- (B) A few minutes borrowed from the next lesson when it overruns
- (C) Time for pupils to copy the summary from the board
- (D) A question from the teacher to check one key point

Q34. Which combination makes the strongest closure?

- (A) Homework announcement only, with no review of what was learned in the lesson at all by pupils
- (B) Teacher summary only, with no pupil input
- (C) A joke unrelated to the lesson
- (D) Brief pupil recap, a check question, and a link to the next lesson

Reinforcement Techniques

Q35. A teacher says, "Well done, you explained that clearly," after a pupil answers well. This is an example of:

- (A) Negative reinforcement, since something unpleasant was removed
- (B) Punishment
- (C) Positive verbal reinforcement
- (D) Ignoring behaviour

Q36. A teacher stops her repeated reminders as soon as a pupil starts his work, and the pupil begins starting promptly more often. This is an example of:

- (A) Punishment, since something the pupil was used to hearing was taken away from him
- (B) Negative reinforcement: removing the reminders strengthens prompt starting
- (C) Positive reinforcement
- (D) Extinction

Q37. Which of the following is a NON-VERBAL reinforcer?

- (A) Saying "Excellent work"
- (B) Giving a star on the chart
- (C) Writing "Good" in the notebook
- (D) A smile, a nod and a thumbs-up

Q38. A teacher reinforces a pupil's answer immediately, while the answer is still fresh. Immediate reinforcement is generally better than delayed reinforcement because it:

- (A) Clearly connects the reward to the exact behaviour that earned it
- (B) Saves the teacher's time and lets the teacher move quickly to the next topic in the lesson
- (C) Impresses other pupils
- (D) Removes the need for any later praise

Q39. A teacher praises every single answer, including careless guesses, with the same enthusiastic words. The likely result over time is that:

- (A) Praise becomes more powerful and pupils value it more with every repetition in the class over the term
- (B) Praise loses value and pupils stop distinguishing good work from careless work
- (C) Pupils work much harder
- (D) Discipline improves automatically

Q40. Which praise is most effective as reinforcement?

- (A) "Good" said to every pupil in the same flat tone, whether the work was careful, careless or incomplete at all
- (B) Praise given only at the end of term
- (C) Specific praise: "You set out each step clearly, so your solution was easy to follow"
- (D) Praise for the pupil's clothes rather than the work

Q41. A pupil taps his pencil to make classmates laugh. When classmates stop laughing, the tapping gradually fades. This is an example of:

- (A) Positive reinforcement
- (B) Negative reinforcement
- (C) Punishment by scolding
- (D) Extinction: withdrawing the laughter that reinforced it, so the behaviour fades

Q42. A teacher gives a pupil a small privilege after a week of consistently neat work. This delayed, earned reward is best described as:

- (A) Punishment
- (B) Negative reinforcement
- (C) Positive reinforcement for sustained effort
- (D) Bribery before work begins

Q43. A teacher wants to reinforce a shy pupil who finally speaks in class. The wisest approach is to:

- (A) Ignore the effort to avoid embarrassment
- (B) Give warm, brief, specific encouragement that does not put the pupil uncomfortably in the spotlight
- (C) Ask the pupil to repeat the answer loudly three times
- (D) Give the pupil the hardest question next

Q44. Which statement best distinguishes reinforcement from punishment?

- (A) Reinforcement strengthens a behaviour; punishment aims to weaken it
- (B) Reinforcement is always verbal
- (C) Punishment always strengthens behaviour
- (D) Reinforcement is used only for young children

Q45. A teacher praises a pupil's effort ("You kept trying until you solved it") rather than only the final mark. This is valuable because it reinforces:

- (A) Cheating
- (B) Luck
- (C) Speed alone
- (D) Persistence, which pupils can control and repeat

Q46. A teacher uses the same reinforcer, a sweet, for every good answer all term. A likely problem is that the reinforcer will:

- (A) Become more exciting over time
- (B) Lose its appeal through overuse and may create unhealthy expectations
- (C) Improve pupils' health
- (D) Guarantee permanent learning

Q47. The best timing for reinforcing a pupil's first correct use of a new skill is:

- (A) Immediately, while the success is clear and the behaviour is fresh
- (B) At the end of the month
- (C) Only after the pupil makes a mistake
- (D) Never, to avoid dependence

Q48. A teacher varies her reinforcers: sometimes praise, sometimes a nod, sometimes a class privilege. Varying reinforcers is wise because it:

- (A) Keeps every pupil equally motivated by the same reward
- (B) Wastes time by making the teacher plan a new reward for every lesson
- (C) Keeps reinforcement fresh and meaningful for different pupils
- (D) Works only when pupils already behave well

Classroom Communication Techniques

Q49. In a lesson, the teacher speaks for 35 minutes of a 40-minute period while pupils only listen. The main communication problem is:

- (A) The teacher's voice is too clear
- (B) Excessive teacher talk leaving too little pupil talk and participation
- (C) Too many questions
- (D) Too much group work

Q50. A teacher speaks softly and mumbles, so back-bench pupils miss key instructions. The first thing she should improve is:

- (A) Her handwriting
- (B) The number of questions
- (C) The length of homework
- (D) Clarity and audibility: speaking clearly and loudly enough for the whole class

Q51. A teacher explains a concept using short sentences, familiar words and one idea at a time. Pupils follow easily. This shows the communication quality of:

- (A) Clarity
- (B) Speed
- (C) Formality
- (D) Volume alone

Q52. During an explanation, a teacher maintains eye contact, moves around the room and uses hand gestures to show size and direction. These are examples of:

- (A) Verbal reinforcement only
- (B) Written communication
- (C) Non-verbal communication supporting the spoken message
- (D) Punishment signals

Q53. A teacher stands in one corner facing the board, never looking at the class, while explaining. Pupils at the far side drift off task. The main fault is in:

- (A) The lesson content
- (B) Non-verbal communication: position, eye contact and movement
- (C) The textbook
- (D) The pupils' ability

Q54. A pupil answers a question correctly, and the teacher nods, smiles and says, "Yes, exactly." This response combines:

- (A) Non-verbal communication only
- (B) Punishment
- (C) Written feedback only
- (D) Verbal and non-verbal communication together

Q55. A teacher answers her own question after one second of silence. Besides denying thinking time, the teacher also loses:

- (A) Time for her own explanation
- (B) Control of the lesson pace
- (C) The chance to hear what pupils actually understand
- (D) The opportunity to praise correct answers

Q56. Which teacher behaviour best encourages pupil talk?

- (A) Asking open questions, listening fully, and inviting pupils to build on each other's answers
- (B) Lecturing without pause
- (C) Accepting only one-word answers
- (D) Correcting every error at once, mid-sentence

Q57. A teacher's words say "Good, keep going" but her frown and impatient tone suggest displeasure. Pupils are most likely to believe:

- (A) Only the words
- (B) Only the textbook
- (C) Neither message
- (D) The non-verbal message, because tone and expression often carry more weight than words

Q58. A teacher rephrases a pupil's unclear answer in clearer words and asks, "Is that what you meant?" This technique is valuable because it:

- (A) Embarrasses the pupil
- (B) Checks understanding and models clear expression without dismissing the pupil's idea
- (C) Ends the discussion
- (D) Gives the teacher more talking time

Q59. In classroom communication, questioning functions mainly as a tool for:

- (A) Two-way exchange: checking understanding, stimulating thought and guiding discussion
- (B) Filling silence only
- (C) Punishing inattentive pupils only
- (D) Testing memory at the end of term only

Q60. Which overall guideline best sums up effective classroom communication?

- (A) Speak as much as possible and as fast as possible
- (B) Rely on the textbook and avoid eye contact
- (C) Speak clearly and audibly, use supportive non-verbal signals, balance teacher and pupil talk, and listen as well as speak
- (D) Ask questions only to pupils who already know the answers

Answer Key

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

Worked explanations for all 60 questions:

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