Teaching Techniques and Methodology Practice Test 3

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

Purpose and Types of Discussion

Q1. The main purpose of classroom discussion is to:

(A) Help pupils memorise facts through repetition
(B) Let pupils share and examine different viewpoints so that their understanding deepens
(C) Help the teacher cover the syllabus faster by letting pupils talk through the topic among themselves
(D) Keep pupils silent while the teacher presents new material

Q2. A teacher wants the whole class to pool their ideas about how to reduce litter in the school. Which arrangement fits this aim best?

(A) Pupils read the textbook chapter silently on their own and then answer the questions at the end of the chapter
(B) Pupils practise a skill individually at their desks
(C) The teacher demonstrates an experiment at the front
(D) A whole-class discussion in which ideas from across the class are gathered and compared

Q3. What is the chief advantage of small-group discussion over whole-class discussion?

(A) Every pupil gets a much better chance to speak and be heard
(B) The teacher gets more time to talk, since small groups need less direct supervision than a whole-class discussion
(C) The syllabus can be finished in fewer lessons
(D) Written work becomes easier to mark

Q4. In which arrangement does a small group of well-prepared speakers discuss a topic in front of the rest of the class, who then ask questions?

(A) A debate between two opposing teams
(B) Pair work between neighbouring pupils
(C) A panel discussion
(D) A lecture followed by a question session

Q5. A seminar in a senior class is best described as a session in which:

(A) A learner presents a prepared paper or talk, which is then examined and discussed critically by the group
(B) Two teams argue for and against a motion, each trying to win the judges' votes for its own side of the argument
(C) The teacher reads notes aloud while pupils copy them down
(D) Pupils work through a worksheet in silence

Q6. A teacher asks: "Should homework be given every day?" One group must defend "yes" and the other "no", and a winner is declared. Another teacher asks the same question but invites the class to explore it together and reach a shared conclusion. The difference between the two activities is that:

(A) The first is a lecture and the second is a seminar
(B) The first is pair work and the second is group work
(C) The first is a debate, in which each side defends a fixed position to win, while the second is a discussion, which seeks shared understanding
(D) The first is a demonstration in which the teacher performs a process while pupils watch, and the second is an experiment in which pupils test an idea themselves

Q7. A teacher divides a class of 40 into groups of five to discuss the causes of water shortage in their town. Each group appoints a speaker to report its conclusions to the class. This is an example of:

(A) Whole-class discussion
(B) A panel discussion in which prepared speakers discuss a topic before an audience that listens and asks questions
(C) A formal debate
(D) Small-group discussion followed by reporting

Q8. Four pupils have each prepared one aspect of air pollution: causes, effects, prevention, and government action. They speak in turn while the class listens, then the class questions them. This arrangement is a:

(A) Whole-class discussion
(B) Panel discussion
(C) Small-group discussion
(D) Brainstorming session

Q9. Discussion is most suitable for a topic that:

(A) Has one fixed factual answer that pupils must memorise exactly as it appears in the textbook chapter
(B) Can be covered only by a step-by-step practical demonstration
(C) Requires silent individual practice of a manual skill
(D) Is open-ended and can reasonably be viewed in more than one way

Q10. Regular, well-managed discussion most directly develops pupils' ability to:

(A) Copy notes quickly and neatly from the board while the teacher reads the textbook aloud to the class
(B) Think critically, listen carefully, and express ideas clearly
(C) Work through sums without talking to anyone
(D) Recall textbook definitions word for word

Q11. During a discussion, the teacher's main job as moderator is to:

(A) Answer every question herself so that no wrong idea is ever voiced during the lesson by any pupil
(B) Speak for most of the period to keep control
(C) Keep the talk on track with prompts, link contributions, and draw in quieter pupils
(D) Mark pupils' notebooks while they talk among themselves

Q12. Which ground rule most helps a discussion stay productive?

(A) Listen without interrupting, and respond to the idea rather than the person
(B) Wait for the teacher to summarise before speaking again
(C) Keep every contribution to a single sentence, so that many pupils get a turn
(D) Agree with the previous speaker before adding a new point

Q13. In a discussion, Ahmed answers almost every question and other pupils have stopped trying. The teacher's best response is to:

(A) Tell Ahmed he is banned from speaking for the rest of the term, whatever the topic of the discussion may be
(B) Ignore the problem and hope others grow bolder
(C) Thank Ahmed, then redirect the next question to others and set a turn-taking pattern
(D) End the discussion and return to lecturing permanently

Q14. A quiet pupil, Fatima, rarely speaks in whole-class discussion but talks well in pair work. The best way to draw her in is to:

(A) Invite her gently with an easy entry question, for example asking her to share what her pair discussed
(B) Put her on the spot with the hardest question in front of the whole class so that she learns to cope with pressure
(C) Tell her she will lose marks if she stays silent
(D) Skip her entirely so she is never embarrassed

Q15. A moderator should avoid which of the following during a discussion?

(A) Asking a follow-up question that probes a pupil's reason and asks for the evidence behind the pupil's view
(B) Declaring her own conclusion early and steering every answer toward it
(C) Summarising the main points halfway through
(D) Inviting a pupil who has not yet spoken to contribute

Q16. When two pupils start criticising each other personally instead of each other's ideas, the moderator should:

(A) Let them continue without any intervention, since strong feelings are taken as a sign of real engagement
(B) Take one pupil's side to settle the matter quickly
(C) Punish both pupils on the spot
(D) Calmly restate the rule that ideas are debated, not people, and refocus on the evidence

Q17. Which seating arrangement best supports a whole-class discussion?

(A) All pupils in straight rows facing the front, so that they look at the teacher's back while they are talking
(B) Pupils in a circle or semicircle so they can see and hear one another
(C) Pupils facing the wall with their backs to the class
(D) Pupils seated in a single long line along the wall

Q18. A teacher opens a discussion on saving water with the question: "Why does your street's tap run dry in June?" This opening works well mainly because it:

(A) Connects the topic to pupils' own experience and invites real thinking
(B) Tests whether pupils memorised the previous chapter word for word before the new discussion can begin
(C) Gives the teacher a chance to display her own knowledge
(D) Fills time before the textbook is opened

Q19. While a discussion is running, a teacher quietly notes two misconceptions pupils express. The best use of these notes is to:

(A) Read them out as a list of names to shame the pupils who expressed the misconceptions in front of the class
(B) Ignore them, since discussion is not about correct answers
(C) Use them to deduct marks from the pupils concerned
(D) Address the misconceptions during the closing summary so understanding is corrected

Q20. A good closing of a discussion includes the teacher:

(A) Going round the class asking each pupil in turn to repeat one thing that another pupil said during the discussion, without adding any summary of their own
(B) Praising the pupils who spoke most, then ending the lesson
(C) Summarising the main points reached, noting questions still open, and linking them to the lesson objective
(D) Setting the next discussion topic and assigning reading for it

The Teacher as Moderator: Rules, Questions, and Participation

Q21. How does a discussion lesson differ most fundamentally from a lecture lesson?

(A) A discussion needs no lesson plan at all, while a lecture always needs a detailed written plan in advance
(B) A discussion uses no textbook, while a lecture always does
(C) A discussion is always held outdoors, while a lecture is held indoors
(D) A discussion is pupil-centred and interactive, while a lecture is mainly teacher-delivered

Q22. A teacher wants her class to examine a local issue, weigh different views, and agree on a class position. She should choose discussion rather than debate because:

(A) Debate takes much less time than discussion, so the class can finish the topic within a single short period
(B) Debate requires no preparation from pupils
(C) Discussion aims at shared understanding and agreement, while debate aims at winning for one side
(D) Discussion never involves disagreement

Q23. Discussion is LEAST suitable when:

(A) Pupils have almost no background knowledge of the topic to draw on
(B) The topic has several reasonable viewpoints that pupils can examine and weigh against one another
(C) Pupils have just read a story they can interpret
(D) The class needs to practise listening and reasoning

Q24. When judging a pupil's contribution to a discussion, the fairest measure is:

(A) How loudly the pupil spoke, so that the most audible pupils receive the highest marks in the discussion
(B) The quality of reasoning, evidence, and listening shown in the contribution
(C) How many times the pupil spoke, regardless of content
(D) Whether the pupil agreed with the teacher

Q25. Which tool best helps a teacher evaluate a discussion fairly while it is happening?

(A) A simple observation checklist noting each pupil's reasoning, evidence, and listening
(B) A test of handwriting speed given after the lesson, so that the fastest writers score the highest marks
(C) Counting the number of words each pupil wrote in a notebook
(D) Asking pupils to vote for the best speaker at the end

Q26. Mid-discussion, pupils drift from "causes of pollution" to talking about a cricket match. The moderator's best move is to:

(A) Join the cricket talk herself and let it run, so that pupils stay happy and relaxed for the rest of the period
(B) Scold the class and cancel all future discussions
(C) Silently wait for pupils to return to the topic on their own
(D) Acknowledge the remark briefly, restate the discussion question, and invite a response to it

Q27. In every discussion, the same three pupils do all the talking. The most effective fix is to:

(A) Stop holding discussions altogether and return to lecturing for every lesson for the rest of the term, whatever the topic may be
(B) Use structured turns and small-group talk first so more pupils arrive with something ready to say
(C) Give the three pupils extra homework as punishment
(D) Move the three pupils to a separate room

Q28. A discussion about school rules turns into a heated personal argument between two pupils. The teacher should:

(A) Declare one pupil the winner of the argument, so that the other pupil stops defending his point of view
(B) Let the argument run its course so pupils learn to cope
(C) Pause the exchange, restate the ground rules, and redirect attention to reasons and evidence
(D) Send the whole class out of the room

Q29. A teacher asks: "Is it ever right to copy homework? Why or why not?" rather than "Did you do your homework?" The first question is better for discussion because it is:

(A) Shorter than the second question, so that pupils can answer it quickly without much thought or discussion
(B) Open-ended, inviting reasons and different viewpoints instead of a single yes-or-no answer
(C) Easier for the teacher to mark
(D) Taken directly from the textbook

Q30. After asking a discussion question, a good moderator pauses for a few seconds before calling on anyone. This wait time matters mainly because it:

(A) Gives all pupils, including slower thinkers, time to form an idea worth sharing
(B) Lets the teacher check her mobile phone and relax for a few seconds before calling on the next pupil to speak
(C) Makes the lesson look well organised to visitors
(D) Fills the period so less content is needed

Q31. A pupil says: "Plastic bags should be banned." The teacher replies: "Why do you think so, and what might shopkeepers say in reply?" This follow-up is an example of:

(A) Closing the discussion at once, since the pupil has already given the final answer to the question
(B) Giving the pupil the correct answer
(C) Probing, which pushes the pupil to give reasons and consider another viewpoint
(D) Changing the topic entirely

Q32. Halfway through a long discussion, the teacher briefly restates the points agreed so far and asks where the class disagrees. This mid-discussion summary helps mainly because it:

(A) Lets the teacher show the class that she was listening carefully to everything the pupils have said so far
(B) Gives pupils a break from thinking
(C) Fills time until the bell rings
(D) Clarifies progress, checks direction, and focuses the remaining discussion

Q33. For a panel discussion to succeed, the most important preparation is that:

(A) Panellists prepare a full written speech each, to read aloud on the day
(B) Panellists prepare their viewpoints and the moderator prepares guiding questions
(C) The teacher prepares a lecture on the topic to deliver before the panel begins
(D) Pupils in the audience prepare questions, but panellists are told the topic only on the day

Q34. How does a seminar differ from an ordinary whole-class discussion?

(A) A seminar has no discussion at all, since only the presenter is allowed to speak during the whole session
(B) A seminar is always held outside the school
(C) A seminar is built around a presented paper or talk that the group then examines critically
(D) A seminar involves only the teacher speaking

Q35. After small-group discussion, the group's spokesperson reports to the class. The spokesperson should present:

(A) The group's agreed view, including points on which members disagreed
(B) Only her own personal opinion, ignoring everything the group agreed during its discussion together
(C) A summary of a different group's work
(D) The textbook answer, whether or not the group discussed it

Q36. A good discussion topic for Class 7 pupils should be:

(A) So difficult that only the teacher can understand it, so that pupils depend entirely on her explanation
(B) A purely factual list with one right answer
(C) Unrelated to pupils' lives so that it feels new
(D) Relevant to their experience, suited to their age, and open to more than one view

Q37. A teacher talks for most of a "discussion" lesson, answering her own questions. The main harm is that pupils:

(A) Learn to write faster, since they spend most of the lesson copying down what the teacher says to the class
(B) Get better at listening to lectures
(C) Finish the syllabus early
(D) Stop thinking for themselves and wait for the teacher's answer

Q38. During a discussion on healthy eating, a pupil says: "Eating only fruit is healthy because fruit has no fat." The answer mixes a true point with a faulty conclusion. The teacher's best response is to:

(A) Acknowledge the true point about fruit, then ask what else the body needs and why fruit alone is not enough
(B) Laugh at the answer in front of the class, so that the whole class remembers the mistake for a long time
(C) Ignore the pupil for the rest of the lesson
(D) Immediately give the textbook answer and move on to the next question, without discussing the pupil's reasoning at all

Q39. A teacher holds a short discussion after pupils read a story, asking what the main character should have done. This discussion mainly helps pupils to:

(A) Memorise the story word for word
(B) Practise handwriting
(C) Interpret the story, judge actions, and connect it to their own values
(D) Learn the names of all the characters by heart

Q40. A discussion lesson has three phases: opening, group talk, and summary. The teacher gives each phase a clear time limit. This time plan matters because:

(A) It guarantees every pupil will speak
(B) It keeps the discussion moving so that a conclusion and summary are actually reached
(C) It removes the need for a topic
(D) It makes marking easier

Evaluating Discussion and Fixing Common Failures

Q41. A teacher writes ten ideas on the board without judging any of them, then asks the class to sort and discuss them. The first, non-judgemental stage is best called:

(A) Brainstorming, which generates many ideas before they are evaluated
(B) A formal debate
(C) A panel discussion
(D) A lecture

Q42. In a "fishbowl" arrangement, an inner circle of pupils discusses a topic while an outer circle listens and observes. Afterwards the outer circle comments. This format is useful mainly because it:

(A) Lets the teacher lecture undisturbed
(B) Lets pupils practise both discussing and observing discussion skills
(C) Removes the need for a topic
(D) Guarantees that every pupil speaks at once

Q43. A teacher with a class of 60 wants a real discussion, not just answers from the front row. The most practical approach is to:

(A) Ask only the front row, since they can be heard
(B) Lecture instead, because discussion is impossible in large classes
(C) Cancel the lesson and set written work
(D) Run small-group discussions first, then bring group conclusions to a whole-class plenary

Q44. A pupil asks the teacher a question during discussion. Instead of answering at once, the teacher says: "That is an interesting question. What do others think?" This technique is called:

(A) Ignoring the pupil
(B) Punishing the pupil for asking
(C) Redirecting the question to the class so discussion continues among pupils
(D) Closing the discussion

Q45. When grading discussion fairly, a teacher should give most weight to:

(A) How often a pupil interrupted others
(B) Whether the pupil's views matched the majority
(C) The quality of reasoning and evidence, and whether the pupil listened and built on others' ideas
(D) How long each of the pupil's speeches lasted

Q46. After a discussion, a teacher asks pupils to write two lines: one thing they learned and one view that changed their mind. This self-evaluation is valuable because it:

(A) Adds to the teacher's marking load for no reason
(B) Punishes pupils who spoke little
(C) Replaces the need for any future discussion
(D) Helps pupils reflect on their own learning and shows the teacher what actually changed

Q47. A discussion ends with lively talk but no conclusion, and pupils leave unsure what they learned. The best fix for next time is for the teacher to:

(A) Talk less and let pupils leave earlier
(B) Reserve time to summarise conclusions and link them clearly to the lesson objective
(C) Choose a topic pupils know nothing about
(D) Ban disagreement in future discussions

Q48. A shy pupil has not spoken in any discussion all term. The best long-term strategy is to:

(A) Start her with low-risk pair talk, then small groups, then whole-class contributions
(B) Start her with a prepared short talk to the whole class
(C) Seat her beside confident speakers, so she hears good discussion modelled
(D) Ask her direct questions in every discussion, so she gets regular practice

Q49. Well-run classroom discussion supports democratic values mainly by teaching pupils to:

(A) Always agree with the majority view
(B) Respect differing views, listen, and support claims with reasons
(C) Speak louder than opponents
(D) Avoid topics on which people disagree

Q50. Before a discussion lesson, the most important preparation for the teacher is to:

(A) Memorise a speech to deliver for the whole period
(B) Prepare a long list of punishments for noisy pupils
(C) Choose the seating plan for the next week
(D) Prepare the central question, possible directions, and key follow-up questions

Q51. A teacher begins a discussion by showing a photograph of a flooded street and asking: "What do you see, and what questions does it raise?" Using the photograph in this way is called using a:

(A) Punishment
(B) Textbook exercise
(C) Stimulus, which gives all pupils a shared starting point for talk
(D) Test question

Q52. How does discussion differ from recitation, in which the teacher asks questions with known answers?

(A) Discussion explores open questions with no single expected answer, while recitation checks recall of known answers
(B) Discussion uses no questions at all
(C) Recitation involves more pupil-to-pupil talk
(D) Discussion is always done in writing

Q53. During discussion, a pupil keeps interrupting others mid-sentence. The moderator should:

(A) Interrupt the pupil loudly in return
(B) Pretend not to notice
(C) Remove the pupil from school
(D) Remind the class politely of the no-interruption rule and invite the interrupted pupil to finish

Q54. A pupil cracks a joke that makes the class laugh during a serious discussion. The moderator's best response is to:

(A) Punish the pupil immediately for breaking discipline
(B) Smile briefly, then steer the class back to the discussion question
(C) Abandon the discussion for the day
(D) Join in with several jokes of her own

Q55. Which follow-up task best consolidates a discussion on "why trees matter in a city"?

(A) A short written reflection in which each pupil states the conclusion they reached and one reason for it
(B) Copying the chapter on trees five times
(C) A test on an unrelated chapter
(D) No follow-up at all

Q56. A teacher plans a discussion on a sensitive local issue. The wisest preparation is to:

(A) Ban all disagreement so nobody is upset
(B) Let pupils argue freely with no rules
(C) Agree ground rules in advance, insist on evidence, and moderate neutrally without imposing her own view
(D) Lecture on the issue instead and skip discussion

Q57. What is the main advantage of whole-class discussion over small-group discussion?

(A) Conclusions and key points are shared with the entire class at once
(B) Every pupil speaks for a long time
(C) The teacher needs no preparation
(D) Shy pupils always speak more

Q58. A common weakness of small-group discussion is that:

(A) Pupils always agree too quickly
(B) The teacher talks too much
(C) Some groups drift off-task or get stuck without the teacher noticing
(D) Groups finish too slowly to report back

Q59. When evaluating a panel discussion, the teacher should judge the panellists mainly on:

(A) How smartly they dressed
(B) The quality of their arguments and their responses to audience questions
(C) How long each panellist spoke
(D) Whether they agreed with each other throughout

Q60. Which skill matters most for a teacher moderating a discussion?

(A) Speaking faster than the pupils
(B) Memorising the textbook
(C) Writing quickly on the board
(D) Listening carefully and linking one pupil's contribution to another's

Answer Key

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

Worked explanations for all 60 questions:
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