Teaching Techniques and 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

Structuring and Opening a Lecture

Q1. A teacher begins a lecture on the water cycle by asking pupils what happens to a wet shirt left in the sun. Which opening technique is she using?

(A) Stating the examination syllabus for the term
(B) Linking the new topic to pupils' everyday experience
(C) Reading the learning objectives aloud without comment
(D) Distributing a worksheet before any explanation

Q2. Which sequence best describes a well-structured lecture?

(A) Summary, development, introduction, questions
(B) Development, summary, introduction, homework
(C) Introduction, homework, development, summary
(D) Introduction, development, summary, follow-up

Q3. In the opening minutes of a lecture, the teacher's main purpose is to:

(A) Orient pupils to the topic and create readiness to learn
(B) Test everything pupils learned in the previous month as a standard classroom practice
(C) Dictate the full set of notes for the lesson
(D) Complete the attendance register in silence

Q4. A lecture on photosynthesis jumps from light reactions to leaf anatomy to plant diseases without signposts. What is the main fault?

(A) The teacher spoke too slowly
(B) The teacher used too few examples
(C) The development lacks a clear, logical order
(D) The teacher asked too many questions for every pupil in the room

Q5. Which opening is most suitable for a lecture on fractions for pupils who already know division?

(A) A long story unrelated to numbers
(B) A dictation of fraction definitions
(C) A quick problem that recalls division and leads into sharing
(D) A silent reading passage with no discussion during the teaching period

Q6. During the development stage, a teacher should mainly:

(A) Present ideas step by step, with examples and links between points
(B) Repeat the introduction several times without new material in the course of the lesson
(C) Ask pupils to copy the textbook chapter in full
(D) Leave pupils to discover the whole topic unaided

Q7. A teacher notices pupils losing attention twenty minutes into a lecture. The most appropriate response is to:

(A) Speak faster to finish sooner
(B) Raise her voice and continue without a break in pace for the class as a whole
(C) Dictate the remaining notes at greater speed
(D) Change the stimulus with a question, example, or brief activity

Q8. The summary stage of a lecture is most useful when it:

(A) Introduces a completely new topic for homework as part of everyday teaching
(B) Restates the key points and checks what pupils have grasped
(C) Repeats every sentence spoken in the lecture
(D) Asks only the strongest pupils to answer

Voice, Delivery and Board Work

Q9. A teacher lectures in a flat, rapid monotone while facing the board. Which delivery fault is most serious?

(A) She uses too many hand gestures
(B) She moves around the room too much in most classroom situations
(C) She writes too neatly on the board
(D) Her voice lacks variation and she loses eye contact

Q10. Effective voice use in a lecture mainly involves:

(A) Speaking as loudly as possible throughout
(B) Clear audibility, natural pace, and emphasis on key ideas
(C) Whispering important points so pupils listen harder during normal class teaching
(D) Keeping exactly the same pitch for every point

Q11. When writing on the board during a lecture, the teacher should:

(A) Fill the board quickly and erase it before pupils can copy as a regular classroom routine
(B) Write in small script only at the top corner
(C) Record main headings and key terms legibly as the lecture proceeds
(D) Copy the whole textbook page onto the board

Q12. A teacher writes a new term on the board, underlines it, and pauses while pupils note it. This board practice is good because it:

(A) Signals what is important and gives time for recording
(B) Show pupils the correct spelling of the new term
(C) Keep the board tidy for the rest of the lesson
(D) Give slower writers time to finish copying the previous point

Q13. Which board-work habit most harms a lecture?

(A) Talking to the board while writing, so pupils at the back cannot hear
(B) Using headings to show the order of ideas
(C) Leaving key terms visible until the summary
(D) Drawing a simple diagram to support an example across the full lesson period

Q14. A teacher plans to use a diagram during a lecture. The best time to draw it is:

(A) After the lesson, when pupils have gone home in a typical classroom lesson
(B) Only in the last minute, as decoration
(C) Before the lesson, hidden behind a chart
(D) At the point in the explanation where it clarifies the idea

Q15. Pupils complain they cannot read the board from the back rows. The teacher should first:

(A) Ask back-row pupils to move forward permanently before moving to the next topic
(B) Write larger, space the work, and check visibility from the back
(C) Stop using the board altogether
(D) Write faster so more content fits on the board

Questions Inside a Lecture and Note-Taking

Q16. Mid-lecture, a teacher asks, "Why do you think the ice melted faster in warm water?" This question mainly serves to:

(A) Fill time while she finds her notes
(B) Punish pupils who were not listening
(C) Check understanding and make pupils think during the lecture
(D) Prove that lecturing needs no pupil activity with the whole class present

Q17. A teacher notices that she usually answers her own questions before pupils can respond. The most useful first change is to:

(A) Write her questions on the board before the lesson
(B) Ask only questions she knows pupils can answer at once
(C) Count silently to five after asking, before she speaks again
(D) Ask the same question to several pupils in turn, so that more voices are heard

Q18. During a lecture, a pupil answers with a common misconception stated confidently. The best response is to:

(A) Correct it at once and move on to the next point
(B) Acknowledge the thinking behind it and probe with a question that exposes the flaw
(C) Tell the class the answer was wrong and ask someone else for the correct answer instead
(D) Leave the misconception for pupils to discover in their homework

Q19. Which type of question is most valuable during the development of a lecture?

(A) A question that asks pupils to explain, compare, or predict
(B) A question that only asks pupils to repeat the last word spoken
(C) A question that has no connection to the topic
(D) A question that only the teacher can answer

Q20. A teacher distributes a full printed transcript and then reads it aloud word for word for forty minutes. This is weak practice because:

(A) Printed material is never useful in class as part of the planned lesson
(B) Pupils prefer to read silently at home
(C) The teacher's voice is not loud enough
(D) It turns the lecture into passive listening with no added explanation

Q21. Lecture differs from dictation mainly in that lecture:

(A) Requires pupils to write down every word for all pupils in the class
(B) Forbids pupils from asking questions
(C) Uses only the textbook wording
(D) Explains and illustrates ideas while pupils note the main points

Q22. A teacher tells pupils before a lecture, "Note the three causes I will explain, in your own words." This guidance helps because it:

(A) Forces pupils to write as fast as the teacher speaks throughout the lesson
(B) Removes the need to listen to the explanation
(C) Gives pupils a purpose for listening and a structure for notes
(D) Guarantees identical notes for the whole class

Q23. Which note-taking advice is sound for pupils during a lecture?

(A) Copy every sentence exactly as spoken
(B) Record headings, key terms, and examples in brief form
(C) Write notes only after the lesson has ended
(D) Avoid writing anything until the examination week over the course of the lesson

Q24. A pupil writes so much during a lecture that she misses the explanation. The teacher should advise her to:

(A) Listen for main ideas first and note them briefly, then complete notes later
(B) Stop taking notes and rely only on memory
(C) Write faster and in smaller handwriting
(D) Copy a classmate's notes without listening in ordinary classroom work over the course of the lesson

Q25. Pausing briefly after stating an important point in a lecture is useful because it:

(A) Shows the teacher has forgotten the next point
(B) Gives pupils time to absorb the point and record it
(C) Proves that silence is better than explanation
(D) Allows the teacher to check the clock unnoticed as a standard classroom practice

Q26. Which practice best supports pupils who struggle to keep up with lecture notes?

(A) Providing a skeletal outline with headings and gaps to complete
(B) Dictating the notes twice as fast
(C) Removing all board work from the lecture
(D) Asking struggling pupils to leave the lecture early for every pupil in the room

Q27. A teacher ends every lecture by saying, "Copy these notes for homework," with no summary. The main loss is that pupils:

(A) Get too much homework
(B) Learn to write neatly
(C) Miss the chance to revise at home during the teaching period
(D) Leave without a consolidated grasp of the main points

Q28. During a lecture, a pupil asks a question the teacher had planned to cover five minutes later. The best response is to:

(A) Scold the pupil for interrupting the plan
(B) Ignore the question completely
(C) Acknowledge it briefly and use it to lead into the planned point
(D) Abandon the lecture and start a different topic in the course of the lesson

Q29. The most reliable sign that pupils are following a lecture is that they can:

(A) Restate or apply the main ideas when questioned or summarising
(B) Sit silently with their books open
(C) Copy the board work without errors
(D) Finish writing before the teacher finishes speaking for the class as a whole

Q30. A teacher uses rhetorical questions in a lecture ("So what happens next?") without expecting answers. Their purpose is to:

(A) Test pupils formally for marks
(B) Embarrass pupils who do not know the answer
(C) Direct attention to the next step in the argument
(D) Replace the summary at the end of the lesson as part of everyday teaching

Large Classes and Lecture Versus Dictation

Q31. In a class of eighty pupils, the teacher lectures for the full period without any question or pause. The greatest risk is that:

(A) Pupils will finish the syllabus too quickly in most classroom situations
(B) The teacher will run out of board space
(C) Pupils will ask too many questions
(D) Misunderstandings will go unnoticed until the examination

Q32. Which technique best helps a teacher manage a large lecture class?

(A) Speaking only to the front row
(B) Using clear signposts, periodic questions, and brief paired discussion
(C) Banning all pupil talk for the whole period during normal class teaching
(D) Covering three topics in a single lecture

Q33. A teacher in a large hall writes key terms on the board but never checks whether back-row pupils can hear her. The priority fix is to:

(A) Write larger on the board
(B) Move the back-row pupils to the front
(C) Repeat key terms slowly while facing the board, so the writing stays visible
(D) Project her voice, face the class, and check audibility across the room

Q34. During a large-class lecture, a brief "turn to your neighbour and agree one example" task is valuable because it:

(A) Lets every pupil process the idea actively without the teacher hearing each one
(B) Replaces the need for a summary
(C) Proves that lecturing is unnecessary
(D) Gives the teacher a long rest in every lesson for pupils of different abilities as a regular classroom routine

Q35. A teacher dictates notes slowly for thirty minutes and calls it a lecture. Pupils later cannot explain the topic. The core problem is that:

(A) Dictation was too slow
(B) Pupils wrote in the wrong notebooks
(C) Copying replaced listening, thinking, and explanation
(D) The teacher should have dictated even more material across the full lesson period

Q36. Which statement best distinguishes a lecture from dictation?

(A) A lecture forbids all writing by pupils
(B) A lecture explains ideas; dictation transmits exact wording for copying
(C) A lecture never uses the board
(D) A lecture is always shorter than dictation in a typical classroom lesson

Q37. In a large class, a teacher wants to check understanding quickly without hearing eighty answers. She should:

(A) Ask one pupil to answer for the whole class every time
(B) Use a show of hands, a quick written response, or sampled answers
(C) Skip checking and trust that silence means understanding before moving to the next topic
(D) Set a written test at the end of every lecture

Q38. A lecture hall has pupils seated in long rows with no aisles. For questioning, the teacher should:

(A) Only question pupils in the front row
(B) Avoid questions because movement is difficult
(C) Vary nomination across rows and repeat answers so all can hear
(D) Ask questions only at the very end of the lecture with the whole class present

Q39. Which lecture plan best suits a large class learning a new, difficult concept?

(A) Short introduction, one concept at a time, with examples and checks between steps
(B) All concepts presented rapidly in the first ten minutes
(C) The full chapter dictated without explanation
(D) Pupils left to read the chapter while the teacher marks work during classroom teaching

Q40. A teacher lectures well but never learns pupils' names in a large class. The most practical improvement is to:

(A) Stop using questions altogether
(B) Lecture from behind a desk every lesson
(C) Seat pupils alphabetically and never change it as part of the planned lesson during classroom teaching
(D) Learn names gradually through seating plans, name cards, and repeated nomination

Strengths, Limitations and Improving Lectures

Q41. The lecture technique is strongest when the aim is to:

(A) Teach a physical skill through repeated practice for all pupils in the class
(B) Assess each pupil's practical performance
(C) Present organised information and an expert overview to many pupils at once
(D) Let pupils discover a law entirely by experiment

Q42. A major limitation of lecturing is that it:

(A) Always requires expensive equipment
(B) Can never include examples or diagrams throughout the lesson for all pupils in the class
(C) Works only for very small classes
(D) Tends to make pupils passive unless the teacher builds in interaction

Q43. Lecturing is least suitable as the sole technique when pupils must:

(A) Hear an overview of a new topic
(B) Develop skill in debating, experimenting, or handling apparatus
(C) Learn the main causes of an event
(D) Understand a teacher's interpretation of a text

Q44. A teacher improves a dull lecture series by adding a short demonstration and a discussion question to each lecture. This works because:

(A) Variety of stimulus and pupil thinking support attention and understanding
(B) Demonstrations remove the need for explanation
(C) Discussion questions shorten the syllabus
(D) Pupils no longer need to take notes

Q45. Which evaluation best tells a teacher whether a lecture series is working?

(A) Pupils' later ability to explain, apply, and recall the main ideas
(B) The number of pages of notes pupils copied
(C) How quietly pupils sat during the lectures
(D) How quickly the teacher finished each lecture

Q46. A teacher prepares a lecture by listing only the topics she will mention, with no order, examples, or questions. The preparation is weak because it lacks:

(A) Enough topics to fill the period
(B) A logical sequence, illustrations, and planned checks of understanding
(C) A printed handout for every pupil
(D) Permission from the head teacher

Q47. During a lecture on road safety, the teacher gives only rules with no story, picture, or example. Pupils soon forget the rules. The most likely cause is:

(A) Pupils were given too little homework
(B) The rules were too easy to remember
(C) The lecture lasted less than an hour
(D) Abstract rules without concrete illustration are hard to retain

Q48. A teacher notices that her lectures run over time and the summary is always dropped. She should:

(A) Speak faster throughout the lecture
(B) Drop the introduction instead
(C) Select fewer main points and time each stage in her plan
(D) Ask pupils to summarise at home without guidance

Q49. Which habit shows that a teacher is adapting a lecture to pupils' responses?

(A) Reading the same script at the same speed every year
(B) Ignoring puzzled faces to keep to the plan
(C) Refusing all questions until the final minute
(D) Re-explaining with a fresh example when answers show confusion

Q50. A lecture on the human heart uses a labelled diagram, a pump analogy, and a question about exercise. This combination is effective because it:

(A) Fills the whole period with activities
(B) Combines visual support, analogy, and thinking to build the concept
(C) Proves that diagrams replace explanation
(D) Allows pupils to avoid taking notes

Q51. The best closing question for a lecture on evaporation is:

(A) "Using what we discussed, why does washing dry faster on a windy day?"
(B) "Did you enjoy the lecture today?"
(C) "Who can repeat my first sentence?"
(D) "What will you do after school today?"

Q52. A new teacher lectures facing her notes, rarely looking up. Pupils report feeling ignored. The key advice is to:

(A) Memorise the entire lecture word for word
(B) Lecture without any notes at all
(C) Use brief notes as prompts while scanning the class and making eye contact
(D) Stand behind the class while lecturing

Q53. When a lecture must cover a long topic, the teacher should:

(A) Present it in one unbroken stretch to save time
(B) Dictate the extra material after the bell
(C) Divide it into sections with brief recaps and checks between them
(D) Skip examples to fit everything in

Q54. A teacher says, "First we will define the term, then examine two causes, and finally judge which cause mattered most." This statement helps pupils because it:

(A) Gives an advance organiser showing the lecture's structure
(B) Replaces the need for a summary
(C) Tests pupils before teaching begins
(D) Shortens the lecture by one stage

Q55. Pupils in a lecture can repeat definitions but cannot use them in new examples. The teacher should next:

(A) Dictate the definitions again more slowly
(B) Add application questions and worked examples that require using the ideas
(C) Move on to the next chapter immediately
(D) Ask pupils to memorise the definitions overnight

Q56. Which statement about lecture pace is correct?

(A) A fixed fast pace suits every class
(B) Pace should never change during a lecture
(C) The teacher should finish as quickly as possible
(D) Pace should vary with difficulty, slowing for new or complex points

Q57. A teacher ends a lecture with homework that simply says "revise the chapter." A better follow-up would be:

(A) No homework at all after a lecture
(B) A short task applying the lecture's main ideas, such as explaining one cause in writing
(C) Copying the whole chapter by hand
(D) Memorising the teacher's exact sentences

Q58. During a lecture, two pupils whisper continuously at the back. The teacher's best immediate response is to:

(A) Stop the lecture and scold the whole class
(B) Ignore the whispering and speak louder
(C) Send both pupils out for the rest of the week
(D) Move nearer, make eye contact, and involve them with a question

Q59. A lecture is most likely to fail when the teacher:

(A) Prepares examples in advance
(B) Checks understanding during the lecture
(C) Treats pupils as passive receivers for the entire period
(D) Uses the board to show the structure

Q60. The overall test of a good lecture technique is whether pupils leave able to:

(A) Explain the main ideas in their own words and use them in fresh situations
(B) Recite the teacher's sentences exactly
(C) Fill every page of their notebooks
(D) Sit quietly for a long period

Answer Key

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

Worked explanations for all 60 questions:
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