Teaching Techniques and Methodology Practice Test 6

60 original multiple-choice questions for teacher test preparation (FPSC / FGEI / PPSC style). Choose one answer for each question. The full answer key is on the last page — worked explanations for every question are free on the test page at QuaidianPoint.com.

Name: _____ Class: _____ Score: _____ / 60

Purpose and Planning of Role Play

Q1. A teacher asks pupils to act as a librarian and a borrower returning a damaged book, to practise polite complaints and apologies. The main purpose of this role play is to:

(A) Test pupils' memory of textbook definitions
(B) Give pupils a break from written work
(C) Find out which pupils are naturally confident speakers in front of the whole class
(D) Let pupils practise handling a disagreement politely in a lifelike situation

Q2. Role play is most valuable for learning that involves:

(A) Feelings, attitudes, and how people interact in a situation
(B) Memorizing long lists of dates
(C) Copying diagrams accurately
(D) Solving silent arithmetic sums alone throughout the lesson for all pupils in the class

Q3. During a role play, the pupils who are not acting should be given:

(A) Time to chat quietly at the back, so that they do not disturb the actors on stage
(B) A copy of the script to memorise while the scene runs
(C) A watching task, such as noting what each character does and why
(D) The job of judging the acting once the scene ends

Q4. When selecting a situation for role play, the teacher should choose one that is:

(A) Far removed from pupils' experience and impossible to imagine in ordinary classroom work
(B) Familiar enough to understand, relevant to the learning aim, and safe to explore
(C) Certain to embarrass at least one pupil
(D) So complex that no pupil can follow the plot

Q5. A teacher plans a role play about resolving a playground quarrel. She briefs the players but gives the observers no task. What is missing?

(A) A prize for the best actor
(B) A clear observation task so non-players also learn from watching
(C) A longer script for the players to memorise as a standard classroom practice
(D) Permission to leave the classroom

Q6. Which briefing best prepares pupils for a role play?

(A) "Act well or you will lose marks."
(B) "Do whatever you like; there is no purpose."
(C) "You are a librarian and a late borrower; show how the problem could be handled politely."
(D) "Memorise this dialogue exactly and do not change a word." for every pupil in the room as a standard classroom practice

Q7. A teacher wants pupils to understand how a patient feels when a doctor rushes. The most suitable technique is:

(A) Dictating notes about hospitals
(B) A silent reading passage on medicine during the teaching period for every pupil in the room
(C) A lecture on hospital rules
(D) A role play in which pupils take the patient's and the doctor's roles

Q8. Role play should normally be kept brief because:

(A) Short enactments leave time for debriefing, where most learning is consolidated
(B) Pupils cannot act for more than one minute
(C) Long role plays always produce better marks in the course of the lesson during the teaching period
(D) Teachers dislike watching pupils act

Q9. Which learning aim fits role play best?

(A) Pupils learn to listen, negotiate, and see another person's point of view
(B) Pupils learn to spell twenty new words silently
(C) Pupils learn to draw a map to scale
(D) Pupils learn to calculate speed from distance and time for the class as a whole

Q10. A teacher chooses a role play about a family argument that mirrors a real quarrel between two pupils in the class. This choice is poor because:

(A) Family topics are never suitable for school as part of everyday teaching
(B) Pupils enjoy acting family scenes
(C) Role plays must always be funny
(D) It risks embarrassment and real hurt by exposing private conflict

Q11. In planning a role play, the teacher decides the learning objective first and the situation second. This order is correct because:

(A) Scripts are easier to write than objectives
(B) The situation must serve the learning aim, not merely entertain
(C) Objectives are only needed for examinations
(D) Pupils prefer objectives to be hidden from them in most classroom situations

Q12. Which preparation helps shy pupils take part in role play?

(A) Rehearse the whole class role play several times until every line is memorised
(B) Tell the class that mistakes during role play will be corrected at once
(C) Starting with small-group or paired role play and low-risk roles
(D) Ask shy pupils to perform first, while the class is still settling

Enactment and the Teacher's Role

Q13. During enactment, the teacher's main role is to:

(A) Act every role herself so pupils can watch
(B) Leave the room and return for the debrief
(C) Observe, support quietly, and keep the enactment on its learning purpose
(D) Correct every grammar error as soon as it occurs as a regular classroom routine

Q14. A role play stalls because players do not know what to say next. The teacher should:

(A) End the lesson immediately in silence
(B) Offer a gentle prompt, such as a question the character might ask
(C) Replace all the players at once
(D) Tell the class the role play has failed for pupils of different abilities

Q15. During a role play, which player behaviour should the teacher allow to continue without intervening?

(A) A player uses an unexpected but polite argument that fits the role
(B) A player mocks another pupil in front of the class across the full lesson period
(C) A player refuses to let anyone else speak at all
(D) A player turns the scene into a personal quarrel

Q16. A pupil over-acts, turning a serious role play about bullying into slapstick comedy. The teacher should:

(A) Praise the comedy and abandon the learning aim
(B) Laugh along and let the scene run for the whole period in a typical classroom lesson
(C) Punish the pupil in front of the class
(D) Stop the scene briefly, restate the purpose, and restart with a clearer focus

Q17. Which teacher action best supports observers during enactment?

(A) Asking observers to chat among themselves
(B) Telling observers to memorise the whole dialogue
(C) Letting observers leave the room during the scene before moving to the next topic in a typical classroom lesson
(D) Giving observers a checklist, such as noting polite phrases or listening behaviours

Q18. A teacher stops a role play every few seconds to correct pronunciation. This is unwise because it:

(A) Helps pupils learn pronunciation quickly with the whole class present
(B) Makes the role play more realistic
(C) Breaks the flow and the feeling of being in the situation
(D) Gives observers more to note down

Q19. A pupil leaves a role play believing that the rude approach worked best. The debrief matters most here because it can:

(A) Challenge that conclusion and show what a polite approach would have changed
(B) Let the teacher praise the most confident performers in front of the class at the end
(C) Give pupils a rest before written work
(D) Repeat the scene with the same roles

Q20. A good first debrief question after a role play about a shop dispute is:

(A) Which character would you most like to play next time, and why would you choose them?
(B) How did each person in the scene feel, and what made the outcome better or worse?
(C) What was the shopkeeper's name in the scene?
(D) Who spoke the loudest during the scene?

Q21. In debriefing, the teacher should ask players first about their experience because:

(A) Observers have nothing useful to add
(B) Players' feelings and intentions explain choices that observers could only guess at
(C) Players need to be praised before anyone else speaks for all pupils in the class as part of the planned lesson
(D) Debriefing must always follow the same fixed script

Q22. During debriefing, a pupil says the shopkeeper was rude. The teacher's best follow-up is to ask:

(A) "What did the shopkeeper say or do that seemed rude, and what could have been said instead?"
(B) "Do you agree that the pupil is wrong?" throughout the lesson for all pupils in the class as part of the planned lesson
(C) "Shall we move on to the next chapter?"
(D) "Who else thinks this pupil is rude?"

Q23. A teacher ends a role play lesson immediately after the acting, with no discussion. The main loss is that pupils:

(A) Will have enjoyed the lesson too much over the course of the lesson
(B) Will remember the script perfectly
(C) Will ask for more role plays
(D) May leave with unexamined impressions instead of clear learning

Q24. Which debrief practice is most effective?

(A) The teacher alone summarises while pupils listen silently in ordinary classroom work
(B) Only the most confident pupil speaks
(C) Pupils compare what happened with the learning aim and draw out general principles
(D) The class votes for the funniest moment and stops there

Simulation, Real Experience and Games

Q25. In a simulation, pupils run a model shop with pretend money, prices, and stock records. Simulation differs from role play mainly because it:

(A) Recreates a whole system with rules and consequences, not just a single interaction
(B) Requires pupils to wear costumes
(C) Forbids any discussion afterwards as a standard classroom practice in ordinary classroom work
(D) Is always played on a computer

Q26. A class cannot visit a real bank, so the teacher sets up a classroom bank with accounts, deposits, and interest. This is a simulation because it:

(A) Uses real money belonging to pupils for every pupil in the room
(B) Sends pupils to work in a real bank
(C) Models the real process in a safe, simplified classroom form
(D) Replaces all teaching about banking

Q27. Which example is a simulation rather than real experience?

(A) Pupils buy real goods with real money in a market
(B) Pupils run a mock election with ballot papers, candidates, and counting
(C) Pupils visit a working factory and watch production during the teaching period
(D) Pupils plant real seeds and tend them for a term

Q28. Simulation is preferable to real experience when the real situation is:

(A) Easy, cheap, and safe for a whole class in the course of the lesson
(B) Already familiar to every pupil
(C) Short enough to fit in five minutes
(D) Dangerous, costly, or impractical for pupils to enter directly

Q29. A game differs from a simulation mainly in that a game:

(A) Never involves any rules
(B) Always teaches more than a simulation for the class as a whole
(C) Centres on competition, scoring, and winning within set rules
(D) Cannot be used for learning at all

Q30. A teacher runs a quiz competition and calls it a simulation of an examination. The label is wrong because:

(A) Quiz competitions are never useful
(B) Examinations cannot be discussed in class as part of everyday teaching
(C) Pupils enjoyed the competition too much
(D) A quiz game models no real-world system or process

Q31. A simulation can combine role play and game elements when pupils:

(A) Take roles inside a modelled system that also keeps score for decisions
(B) Memorise a script without making decisions in most classroom situations as part of everyday teaching
(C) Watch a film about a factory
(D) Copy a diagram of a system

Q32. In a model parliament simulation, pupils debate and vote on a school rule. The main learning is about:

(A) Acting talent and stage presence
(B) How decisions are proposed, debated, amended, and decided in a system
(C) Memorising the names of real politicians during normal class teaching in most classroom situations
(D) Winning at any cost

Q33. A teacher wants pupils to grasp how a town council balances a budget. The best choice is:

(A) A lecture with worked examples of council spending
(B) A simulation in which groups allocate limited funds and face the consequences of cuts
(C) A worksheet where pupils add up council department budgets
(D) A class discussion about what councils do and which services matter most to local residents

Q34. A simulation fails when pupils treat it as only a game to win, ignoring the real process it models. The teacher should:

(A) Remove all scoring and all rules
(B) Declare the winning group the only successful learners for pupils of different abilities
(C) Stop using simulations forever
(D) Debrief explicitly on what the simulation shows about the real situation

Q35. Which situation is best taught by simulation rather than by a field visit?

(A) Managing a flood emergency in a town, which would be unsafe to experience directly
(B) Observing birds in the school garden across the full lesson period for pupils of different abilities
(C) Buying a ticket at a local station
(D) Interviewing a shopkeeper next door

Q36. A limitation of simulation is that it:

(A) Always costs more than a field visit
(B) Gives pupils real professional qualifications in a typical classroom lesson
(C) Simplifies reality, so some real-world factors are left out
(D) Never allows pupils to make decisions

Handling Learners, Evaluating and Limitations

Q37. A shy pupil refuses to act in front of the whole class. The teacher's best first step is to:

(A) Insist, to build character quickly
(B) Excuse the pupil from all future role plays before moving to the next topic in a typical classroom lesson
(C) Ask the pupil to criticise others' acting
(D) Offer a smaller group, a non-speaking role, or an observer task with a report

Q38. One confident pupil dominates every role play, leaving others silent. The teacher should:

(A) Give that pupil every main role
(B) Rotate roles, set speaking turns, and assign the pupil an observer or supporting role
(C) Ban role play for the whole class
(D) Ask the pupil to leave the classroom with the whole class present before moving to the next topic

Q39. After a role play on apologising, a pupil apologises more politely in a real playground dispute the next week. This is evidence of:

(A) Better handwriting
(B) Better examination recall
(C) Transfer of learning from role play to real behaviour
(D) Improved acting ability only during classroom teaching

Q40. The fairest way to evaluate learning from a role play is to assess:

(A) Understanding shown in debriefing, reflection, and later application, not acting skill alone
(B) How loudly pupils spoke
(C) How funny the performance was
(D) How closely pupils copied a script as part of the planned lesson during classroom teaching with the whole class present

Q41. Which evaluation question best matches the purpose of a role play on handling disagreement?

(A) "What did you learn about handling disagreement, and what would you do differently next time?"
(B) "Who acted best in the scene?"
(C) "Who was the funniest performer?"
(D) "Who spoke the loudest during the scene?" for all pupils in the class as part of the planned lesson

Q42. A pupil writes in reflection after a role play: "I learned that interrupting made the other person angry, so I will wait and listen first." This reflection shows:

(A) The pupil memorised the script
(B) Learning from experience, with a stated change in future behaviour
(C) The pupil enjoyed acting most
(D) The pupil wants a higher mark for acting throughout the lesson for all pupils in the class

Q43. Which follow-up task best consolidates a role play on welcoming a new pupil?

(A) Copying the names of all class members
(B) A test on the dates of school events
(C) Writing a short guide to welcoming newcomers, based on what worked in the scene
(D) Drawing a picture of the classroom

Q44. A major limitation of role play is that it:

(A) Requires a theatre hall for every lesson
(B) Works equally well for every topic and age group
(C) Guarantees changed behaviour in real life
(D) Can feel artificial and may not suit pupils who dislike performing

Q45. Role play is time-consuming because it needs:

(A) Only the acting itself
(B) A script written by the teacher alone
(C) Briefing, enactment, and debriefing, each given enough time
(D) Expensive costumes for every pupil

Q46. A teacher plans role play for a topic that is mainly factual, such as the dates of historical events. The best judgement is that:

(A) Role play is a poor fit; factual recall is better served by other techniques
(B) Role play will automatically teach the dates
(C) Dates should be acted out in costume
(D) Factual topics always need role play

Q47. During a simulation, a group discovers a loophole in the rules and exploits it to win easily. The teacher should:

(A) Declare them the only winners and end the lesson
(B) Ignore the loophole and let it happen again
(C) Punish the group for cleverness
(D) Pause, discuss what the loophole shows about the real system, and adjust the rule

Q48. Which teacher behaviour most harms a role play lesson?

(A) Briefing pupils clearly before acting
(B) Judging pupils publicly on acting talent during the debrief
(C) Asking observers to note specific behaviours
(D) Summarising the learning at the end

Q49. A teacher replays a role play with roles swapped after the first debrief. This is valuable because pupils:

(A) Get a second chance to win a prize
(B) Experience the other person's perspective and test a different approach
(C) Memorise the first version better
(D) Avoid any further discussion

Q50. In a simulation of a market, prices rise when demand rises. Pupils who raise prices too far lose customers. This teaches them that:

(A) Prices should never change
(B) Customers always buy regardless of price
(C) Decisions in a system have linked consequences that must be weighed
(D) Winning means charging the highest price

Q51. The safest way to handle a sensitive role play topic, such as teasing, is to:

(A) Use fictional characters and situations, agree ground rules, and allow pupils to step out of role
(B) Base the scene on a real pupil who is teased
(C) Let pupils say anything without ground rules
(D) Forbid any discussion after the scene

Q52. A teacher uses role play, then asks pupils to write what each character might have been thinking. This task deepens learning by:

(A) Testing spelling
(B) Filling time before the bell
(C) Rewarding the best actors
(D) Requiring pupils to infer feelings and motives behind behaviour

Q53. Which statement about evaluating simulations is correct?

(A) Only the final score matters
(B) Only the winning group has learned
(C) Evaluation should ignore the debrief discussion
(D) Evaluation should cover decisions made, reasons given, and lessons drawn in debriefing

Q54. A class role play becomes noisy and off-task. The most likely planning fault is that:

(A) The situation, roles, and observer tasks were unclear, leaving pupils without direction
(B) Pupils were given too little freedom
(C) The debrief was planned too carefully
(D) The topic was too serious for school

Q55. When pupils say after a role play, "That is exactly how it feels when nobody listens," the teacher should:

(A) Dismiss the comment as mere feeling
(B) Use it as the starting point for drawing out the lesson's general point
(C) Move at once to a written test
(D) Ask the pupil to act the scene again alone

Q56. A simulation about running a hospital ward leaves out staffing shortages. In debriefing, the teacher should:

(A) Pretend the model was complete
(B) Tell pupils simulations are always wrong
(C) Name the omission and discuss how it would change real decisions
(D) Ban questions about the model

Q57. The overall test of a good role play or simulation lesson is whether pupils can:

(A) Explain the insight gained and apply it in a new or real situation
(B) Perform the scene flawlessly from memory
(C) Win the game built into the simulation
(D) Repeat the teacher's briefing word for word

Q58. A new teacher worries that role play will waste time. The best advice is to:

(A) Avoid role play entirely
(B) Let role plays run for the whole week
(C) Use role play only for examinations
(D) Keep the enactment short, brief clearly, and protect time for debriefing

Q59. Which combination best describes the teacher's role across a role play lesson?

(A) Actor, judge, and examiner throughout
(B) Silent watcher who never speaks
(C) Planner and briefer before, facilitator during, and guide to reflection after
(D) Scriptwriter who controls every line spoken

Q60. A teacher chooses between a lecture, a role play, and a simulation for a lesson on negotiating fairly. She should choose role play or simulation because:

(A) Lectures can never mention negotiation
(B) Negotiation is best learned by practising interaction and decisions, with reflection afterwards
(C) Role play requires no preparation
(D) Simulations always produce fair outcomes

Answer Key

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

Worked explanations for all 60 questions:
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