

Teaching Techniques and Methodology

Practice Test 8

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

Drill and Practice: Purpose and Principles

Q1. A teacher gives short daily practice on multiplication tables after students understand what multiplication means. The main purpose of this drill is to build:

- (A) A first understanding of multiplication
- (B) A new topic for the next lesson
- (C) Speed and accuracy in a learned skill
- (D) A debate about different methods

Q2. Which statement best distinguishes drill from rote memorisation?

- (A) Drill practises an understood skill
- (B) Drill never involves repetition
- (C) Rote memorisation always builds speed
- (D) Drill is only used for spelling

Q3. A teacher drills the spellings of words whose patterns she has already explained. This is good practice because:

- (A) Drill replaces the need to teach spelling patterns
- (B) Spelling should never be practised
- (C) Drill is a form of punishment for errors
- (D) Drill consolidates taught learning

Q4. A teacher begins a new topic on fractions by drilling fraction rules for twenty minutes before explaining what a fraction is. What is wrong here?

- (A) Drill should never last twenty minutes
- (B) Drill is used before understanding
- (C) Fractions cannot be drilled at all
- (D) The teacher should have used homework instead

Q5. Which of the following is a typical subject for drill?

- (A) Writing an original story
- (B) Times tables and number bonds
- (C) Debating a moral dilemma
- (D) Designing a science investigation

Q6. A teacher drills tables for 45 minutes without a break. Students grow tired and errors increase. The main fault is that the drill is:

- (A) Too easy for the class
- (B) Given at the wrong time of day
- (C) Too varied in format
- (D) Too long and monotonous

Q7. To keep drill effective, a teacher uses oral questions one day, flashcards the next, and a short game the day after, while practising the same tables. This illustrates:

- (A) Varied format, same skill target
- (B) Mastery learning, because pupils repeat the tables until they are perfect
- (C) A test of tables under timed conditions
- (D) Free play with number games

Q8. Research and classroom experience favour short drill sessions spread over several days rather than one very long session. This principle is called:

- (A) Massed punishment
- (B) Blocked discussion
- (C) Spaced practice
- (D) Silent reading

Q9. During drill, a student says $7 \times 8 = 54$ and the teacher corrects him at once and asks him to try again. Immediate correction matters because:

- (A) It prevents practising the wrong response
- (B) It embarrasses the student in front of the class
- (C) It shortens the lesson for the teacher
- (D) It replaces the need for further drill

Q10. Drill differs from general practice mainly in that drill is:

- (A) A broad application of many skills at once
- (B) Always done as homework
- (C) Focused repetition of one specific skill
- (D) Only for high-achieving students

Q11. A class has already mastered a set of spellings. The teacher gives a brief weekly drill on them. This is reasonable as:

- (A) A waste of time in every case
- (B) A punishment for past errors
- (C) A first introduction to spelling
- (D) Maintenance of a mastered skill

Q12. A teacher varies drill by changing the skill every two minutes, so students never settle into any one skill. This variation is poor because:

- (A) Variety in drill should come from new topics in each lesson
- (B) It changes the target, not the format
- (C) Written drill is more serious than oral drill
- (D) Pupils should practise alone before they practise together

Q13. In a language lesson, the teacher models a sentence pattern and students repeat it with different words, first together and then individually. This is an example of:

- (A) Free composition
- (B) Silent reading
- (C) Group debate
- (D) Pattern drill

Q14. A student can recite a formula but cannot explain what its symbols mean. More drill on reciting the formula alone will mainly:

- (A) Teach the meaning of the symbols
- (B) Strengthen recall only
- (C) Replace the need for explanation
- (D) Improve problem-solving automatically

Q15. Which drill design is most likely to motivate students?

- (A) Endless repetition with no record of progress
- (B) Drill given only as a punishment
- (C) Short challenges with visible progress
- (D) Drill with no feedback at all

Q16. A teacher sets drill at different levels: some students practise tables up to 5, others up to 12. This differentiation is justified because:

- (A) Students differ in pace and mastery
- (B) Drill must be identical for every student
- (C) Faster students should not be challenged
- (D) Slower students should be left behind

Q17. A quick oral drill at the start of a lesson, checking tables learned last week, is best used to:

- (A) Revise fluency before new work
- (B) Introduce a completely new topic
- (C) Replace the main lesson
- (D) Punish students who forgot

Q18. A teacher drills handwriting letter shapes with young children in short sessions with large, clear models. Short sessions are especially important here because:

- (A) Handwriting cannot be improved by practice
- (B) Young children learn only by listening
- (C) Drill must always be silent
- (D) Young children tire quickly

Q19. During drill, the teacher sets a short personal target for each pupil, such as beating their own previous score. This mainly helps by:

- (A) Removing the need for the teacher to check answers
- (B) Giving every pupil a reachable goal to aim at
- (C) Letting fast pupils finish early and leave the drill
- (D) Making drill a competition between pupils

Q20. Drill is most appropriate when the learning goal is:

- (A) Forming a personal opinion on an issue
- (B) Exploring many possible solutions
- (C) Automatic, accurate recall of a skill
- (D) Writing an original poem

Assignment Technique: Types and Clear Instructions

Q21. A teacher asks students to read the next chapter and note two questions before tomorrow's lesson. This assignment is best classified as:

- (A) A practice assignment
- (B) An extension assignment
- (C) A preparation assignment
- (D) A punishment task

Q22. After teaching percentages, a teacher sets ten percentage problems for homework. This is mainly:

- (A) A preparation assignment
- (B) A practice assignment
- (C) An extension assignment
- (D) A creative project

Q23. Students who have learned about local plants are asked to survey plants in their street and present their findings. This assignment is best classified as:

- (A) An extension assignment
- (B) A preparation assignment
- (C) A drill exercise
- (D) A revision test

Q24. Which assignment is a preparation assignment?

- (A) Complete exercises on the water cycle after the lesson
- (B) Design a model of the water cycle for display
- (C) Take a test on the water cycle
- (D) Watch a video on the water cycle beforehand

Q25. A teacher sets an assignment but only says, 'Do something on plants.' Students are confused about what to produce. The main fault is:

- (A) Instructions that are too detailed
- (B) Vague, unclear instructions
- (C) An assignment that is too short
- (D) An assignment given too early

Q26. Good assignment instructions should state:

- (A) Task, steps, resources, and deadline
- (B) Only the deadline
- (C) Only the title of the topic
- (D) Only the marks available

Q27. A teacher explains an assignment in class, checks that students understand it, and writes it on the board before they leave. This practice is important because:

- (A) Homework should never be explained
- (B) Students should guess the task at home
- (C) The board is the only record needed
- (D) Misunderstandings are cleared beforehand

Q28. An assignment tells students how their work will be judged, for example by accuracy, presentation, and explanation. Giving success criteria helps students because they:

- (A) Can copy the teacher's answer
- (B) Need not do the work
- (C) Know the expected quality
- (D) Can choose any topic

Q29. A teacher sets the same long essay for a mixed-ability class, with no support for weaker students. The likely result is:

- (A) Equal learning for every student
- (B) Faster progress for all
- (C) No effect on weaker students
- (D) Frustration and copying

Q30. An assignment is most useful when it is:

- (A) Unrelated to what was taught
- (B) As long as possible
- (C) Linked to the lesson objectives
- (D) Set without any purpose

Q31. A teacher sets an assignment that needs internet research, although most students have no internet at home. The fault is that the assignment:

- (A) Ignores available resources
- (B) Is too interesting for students
- (C) Requires too little effort
- (D) Is set too early in the term

Q32. A teacher gives students a limited choice, for example to present findings as a poster or a short talk. Limited choice is valuable mainly because it:

- (A) Removes all guidance from the teacher
- (B) Increases ownership
- (C) Makes marking impossible
- (D) Guarantees the same result from all

Q33. A teacher tells students how long an assignment should take and gives a realistic deadline. This helps students to:

- (A) Finish the assignment faster than their classmates
- (B) Decide which parts of the assignment to skip
- (C) Plan their time and work steadily
- (D) Ask the teacher for extra time

Q34. A teacher sets an assignment without explaining why it matters. Students are most likely to see it as:

- (A) An exciting challenge
- (B) A test of memory only
- (C) A reward for good behaviour
- (D) Busywork with no purpose

Q35. Which assignment best shows differentiation?

- (A) The identical long task for every student
- (B) Same topic, shorter and supported
- (C) No assignment for weaker students
- (D) Extra work only for faster students as a reward

Q36. A group assignment is most appropriate when:

- (A) The goal includes cooperation
- (B) The teacher wants to mark quickly
- (C) Students should work silently alone
- (D) The task has one short answer

Q37. A teacher records the assignment in students' notebooks and on the board, and students copy it correctly. This routine mainly prevents:

- (A) Confusion about what was set
- (B) Students from doing the work
- (C) Parents from helping at home
- (D) The teacher from checking work

Q38. An assignment that asks students to apply a taught concept to a problem they have not met before is best described as:

- (A) A preparation assignment
- (B) An extension assignment
- (C) A drill exercise
- (D) A punishment task

Q39. Before setting homework, a teacher asks herself whether students can complete it without new teaching. This check matters because homework should normally:

- (A) Teach the next chapter entirely
- (B) Replace classroom teaching
- (C) Consolidate learning only
- (D) Test topics never covered

Q40. A teacher sets a practice assignment the day after teaching, rather than three weeks later. The timing is good because:

- (A) Assignments must always be set the next day
- (B) Students forget everything after a week
- (C) Practice is only useful immediately
- (D) Practice close to teaching

Q41. An assignment asks students to memorise a poem and recite it, although the lesson objective was to understand its meaning. The assignment is weak mainly because it:

- (A) Is too short
- (B) Uses a poem
- (C) Is given as homework
- (D) Mismatches the objective

Q42. A teacher gives assignment instructions orally only, very quickly, at the end of a noisy lesson. The main risk is that:

- (A) Many students leave unsure
- (B) Students will finish too quickly
- (C) Parents will do the work
- (D) The assignment will be too easy

Checking, Feedback, Homework Quality and Fair Use

Q43. A teacher collects assignments but returns them three weeks later without comment. The main problem is that feedback is:

- (A) Too detailed for students
- (B) Given too kindly
- (C) Too late for correction
- (D) Too focused on marks

Q44. On an assignment, a teacher writes, 'Good use of examples, but check your second calculation, where you added instead of subtracting.' This feedback is effective because it is:

- (A) General praise only
- (B) Specific about a strength and a correction
- (C) Focused only on handwriting
- (D) A mark without comment

Q45. A teacher marks assignments with only a tick or a cross and no comment. The main weakness is that students:

- (A) Receive too much praise
- (B) Do not learn how to improve
- (C) Finish their work too fast
- (D) Cannot see their marks

Q46. Timely feedback on an assignment matters most because it:

- (A) Saves the teacher marking time
- (B) Makes students work faster only
- (C) Allows correction before errors become habits
- (D) Removes the need for reteaching

Q47. A teacher reviews completed assignments and notices that most students made the same error. Her best next step is to:

- (A) Punish the students who made the error
- (B) Ignore the error and move on
- (C) Set the same assignment again unchanged
- (D) Reteach that point in the next lesson

Q48. For routine practice work, a teacher lets students check answers against a key and discuss errors, then collects the work to scan for common problems. This approach is reasonable because:

- (A) It gives quick feedback and still lets the teacher spot difficulties
- (B) Teachers should mark every answer themselves and keep the key back, so that pupils cannot simply copy correct answers
- (C) Answer keys should be given for homework, but not for class practice
- (D) Pupils should check answers only after the teacher has marked the work

Q49. A young child is given two hours of written homework every night. The most likely effect is:

- (A) Fatigue and a negative attitude to learning
- (B) Faster mastery in every subject
- (C) Better handwriting in all cases
- (D) Greater independence at once

Q50. Which homework is highest in quality?

- (A) The longest task the teacher can set
- (B) Copying pages from the textbook
- (C) A short, purposeful task matched to the lesson and the child's age
- (D) A task unrelated to classwork

Q51. Homework that mainly involves copying pages from a textbook is weak because it:

- (A) Takes too little time
- (B) Requires little thinking or learning
- (C) Uses the textbook
- (D) Is too enjoyable

Q52. A teacher gives the whole class extra homework because a few students misbehaved. This is poor practice because:

- (A) Homework should never be given
- (B) Only misbehaving students need homework
- (C) Extra homework always improves behaviour
- (D) It uses homework as collective punishment

Q53. Extra work given as a punishment for poor behaviour is harmful mainly because students learn to associate learning tasks with:

- (A) Enjoyment and curiosity
- (B) Success and pride
- (C) Punishment and resentment
- (D) Independence and choice

Q54. A student does not complete an assignment. The teacher's first step should be to:

- (A) Punish the student at once
- (B) Give double homework the next day
- (C) Ignore the missing work
- (D) Find out why, and offer support or reteaching if needed

Q55. A parent completes a child's assignment so that it looks perfect. The teacher should make clear that parents should:

- (A) Support and encourage, not do the work
- (B) Complete all homework for the child
- (C) Never look at homework
- (D) Mark the homework themselves

Q56. A teacher does not mark every item on every practice assignment in detail, but samples work, discusses common errors, and follows up individuals who struggled. This is defensible because:

- (A) Teachers need never check homework
- (B) Checking can be selective if feedback and follow-up still happen
- (C) Marks are the only form of feedback
- (D) Students never need individual help

Q57. For young children, homework is most appropriate when it is:

- (A) Long written exercises every night
- (B) Short, practical, and often shared with family, such as reading together
- (C) A test on new material
- (D) Silent study for two hours

Q58. A teacher tracks which assignments are completed and follows up missing work promptly. This routine matters because:

- (A) Unchecked assignments quickly lose their purpose
- (B) Tracking punishes students
- (C) Parents demand a record
- (D) It increases the amount of homework

Q59. The complete assignment cycle in effective teaching is best summarised as:

- (A) Set, forget, and test later
- (B) Punish, set, and ignore
- (C) Copy, submit, and file away
- (D) Set clearly, complete, check, give feedback, and follow up

Q60. A teacher sets homework that revises classwork, is short, and is checked the next day with specific comments. This homework is most likely to:

- (A) Cause resentment in all students
- (B) Replace classroom teaching
- (C) Consolidate learning effectively
- (D) Teach a new topic alone

Answer Key

Q1: C	Q11: D	Q21: C	Q31: A	Q41: D	Q51: B
Q2: A	Q12: B	Q22: B	Q32: B	Q42: A	Q52: D
Q3: D	Q13: D	Q23: A	Q33: C	Q43: C	Q53: C
Q4: B	Q14: B	Q24: D	Q34: D	Q44: B	Q54: D
Q5: B	Q15: C	Q25: B	Q35: B	Q45: B	Q55: A

Q6: D	Q16: A	Q26: A	Q36: A	Q46: C	Q56: B
Q7: A	Q17: A	Q27: D	Q37: A	Q47: D	Q57: B
Q8: C	Q18: D	Q28: C	Q38: B	Q48: A	Q58: A
Q9: A	Q19: B	Q29: D	Q39: C	Q49: A	Q59: D
Q10: C	Q20: C	Q30: C	Q40: D	Q50: C	Q60: C

Worked explanations for all 60 questions:

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