

# Teaching Techniques and Methodology

## Practice Test 9

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](https://QuaidianPoint.com).

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Score: \_\_\_\_\_ / 60

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### Storytelling and Narration Technique

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**Q1. A primary teacher tells the story of a farmer who shares his water with neighbours during a drought, pausing to ask pupils what the farmer should do next. Which technique is she mainly using?**

- (A) Reading aloud from the textbook
- (B) Storytelling technique
- (C) Drill and practice
- (D) Demonstration technique

**Q2. Which feature most clearly separates narration from reading aloud in a lesson?**

- (A) Narration always uses a printed text in the teacher's hand, with the teacher reading every word exactly as written
- (B) Narration is always done by the pupils, never by the teacher
- (C) Narration uses only stories from the textbook
- (D) Narration is spoken freely by the teacher, often with eye contact and gesture

**Q3. A teacher begins a lesson on honesty with a short story about a shopkeeper who returns extra money. What is the main purpose of the story here?**

- (A) To make an abstract value concrete and memorable for pupils
- (B) To fill time before the real lesson starts and to keep pupils quiet while the teacher prepares the board
- (C) To test pupils' reading speed
- (D) To replace the need for questions at the end

**Q4. During a story, a teacher lowers her voice when a character is frightened and raises it when the character shouts for help. This use of voice is best described as:**

- (A) Monotone delivery
- (B) Rapid recitation
- (C) Voice modulation
- (D) Silent reading

**Q5. Which story is most suitable for a class of 8-year-olds learning about kindness to animals?**

- (A) A short, simple story about a child who feeds a stray cat, told in familiar words
- (B) A long historical account with many dates and unfamiliar names
- (C) A complex moral tale with several sub-plots and abstract arguments
- (D) A story in difficult vocabulary that pupils cannot follow without a dictionary, and with several unfamiliar place names

**Q6. A teacher tells a story in a flat, unchanging voice, looking only at her notes. Pupils soon stop listening. What is the main fault in her technique?**

- (A) She chose a story that was too short for the lesson, even though it covered the full moral of honesty
- (B) She asked too few questions
- (C) She used too many pictures
- (D) She lacked expression, eye contact and variation in voice

**Q7. In a good classroom story, the sequence of events usually follows which order?**

- (A) Moral first, then the ending, then the characters
- (B) Introduction of characters and setting, rising action, climax, resolution
- (C) Climax first, then introduction, then unrelated incidents, with the resolution told before the characters are introduced
- (D) Random incidents with no link between them

**Q8. A teacher stops mid-story and asks, "What do you think will happen to the lost goat now?" This pause mainly serves to:**

- (A) Check attendance and mark the register while pupils wait quietly
- (B) Give the teacher a rest
- (C) Keep pupils thinking and involved in the story
- (D) Test pupils' handwriting

**Q9. Which practice best supports narration in a large class?**

- (A) Whispering so only front-bench pupils can hear, while the back rows try to guess the story from gestures alone
- (B) Facing the board throughout the story
- (C) Telling the story without any pauses
- (D) Speaking clearly and audibly, with gestures and pauses for effect

**Q10. A teacher wants pupils to retell a story in their own words after hearing it. This activity mainly develops:**

- (A) Listening comprehension and oral expression
- (B) Copying speed and neatness of handwriting in their notebooks
- (C) Memorisation of spellings
- (D) Skill in drawing diagrams

**Q11. A story used in a science lesson about the water cycle follows a drop of water on a journey from a river to a cloud and back. This is an example of a story used to:**

- (A) Replace the experiment entirely and avoid any discussion of evaporation and condensation
- (B) Test pupils before teaching
- (C) Present a process in an interesting, connected sequence
- (D) Punish pupils who did not do homework

**Q12. Which is the strongest reason for keeping a classroom story brief?**

- (A) A brief story is easier for the teacher to remember
- (B) A brief, focused story holds attention and keeps the lesson objective in view
- (C) A brief story needs less preparation than a long one, leaving time for other planning
- (D) A brief story can be repeated in every lesson

**Q13. When choosing a story for a lesson, the teacher's FIRST consideration should be:**

- (A) Whether the story matches the lesson objective and the pupils' age and level
- (B) Whether the story is the teacher's personal favourite, or one the teacher enjoyed hearing as a child
- (C) Whether the story is the longest available
- (D) Whether the story has been used by other teachers

**Q14. A teacher reads a story word-for-word from the book in a monotone, never looking up. Pupils can follow the words but feel little interest. The main weakness is that she is:**

- (A) Using visual aids and pictures while she reads from the book without looking up at the class
- (B) Asking open questions
- (C) Encouraging discussion
- (D) Reading aloud without the expression and contact of narration

**Q15. At the end of a story about a brave postman, the teacher asks pupils what lesson the story teaches and how they could act bravely in small ways. This step is important because it:**

- (A) Proves the story was historically true and that every character in it really existed in the same village as the school
- (B) Fills the last minutes of the period
- (C) Turns entertainment into learning by linking the story to the lesson aim
- (D) Replaces the need for a summary

**Q16. A teacher narrating a story notices pupils at the back whispering. The most appropriate immediate response is to:**

- (A) Stop the story and punish the whole class
- (B) Raise her voice slightly, use eye contact, and involve those pupils with a question
- (C) Ignore the disturbance and continue in the same tone, hoping the whispering stops by itself
- (D) Skip to the end of the story at once

**Q17. Which statement about narration in secondary classes is most accurate?**

- (A) Narration is useful only for young children
- (B) Narration can never present factual content
- (C) Narration must always be followed by written homework, and by a written test on the exact words used
- (D) Narration can present history, biography and processes vividly to older pupils too

**Q18. A teacher prepares a story by learning its main incidents in order, noting where to pause and where to change her voice, but does not memorise every word. This preparation is:**

- (A) Sound, because narration needs a clear sequence and expression, not word-for-word memorisation
- (B) Weak, because a story must be memorised exactly, word for word, before the teacher is allowed to tell it in class
- (C) Unnecessary, because stories should always be improvised
- (D) Suitable only for language lessons

**Q19. In a lesson on road safety, the teacher tells a brief story of a boy who crosses carelessly and learns a lesson. She then asks pupils to state the safety rule illustrated. The story here functions as:**

- (A) A punishment for careless pupils who did not learn the safety rules in the previous lesson
- (B) A substitute for the traffic rules chart
- (C) An introduction that motivates and leads into the rule
- (D) A test of pupils' memory

**Q20. Which use of repetition in storytelling is most effective?**

- (A) Repeating the opening sentence before each new section
- (B) Repeating a key phrase or refrain at meaningful points to build anticipation
- (C) Repeating the whole story the next day as revision, once pupils have had time to think
- (D) Repeating the names of all the characters at the end

**Q21. A teacher tells a story with characters and events that clash with the values the lesson is meant to teach, and pupils copy the wrong behaviour. The fault lies mainly in:**

- (A) The pupils' lack of interest
- (B) The length of the period
- (C) The absence of a blackboard summary at the end of the lesson, even though pupils enjoyed the story
- (D) Poor choice of story content for the lesson objective

**Q22. The climax of a classroom story should be told with:**

- (A) A hurried, flat voice so the lesson finishes quickly, with no pause before the most important moment
- (B) A whisper that no one can hear
- (C) Heightened expression, a pause before it, and clear emphasis
- (D) A sudden switch to an unrelated topic

## **Examples: Types and Sequencing**

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**Q23. A teacher teaching the concept of "mammal" first shows a dog and a cow, then asks pupils whether a bat is a mammal. The dog and cow are:**

- (A) Negative examples
- (B) Positive examples
- (C) Analogies
- (D) Illustrations only

**Q24. To sharpen pupils' understanding of "fruit", a teacher shows a tomato and a cucumber alongside an apple, and explains why the first two still count as fruits botanically. The tomato and cucumber here act as:**

- (A) Borderline or challenging positive examples that test the concept boundary
- (B) Irrelevant objects that have nothing to do with the lesson topic or with pupils' experience
- (C) Negative examples
- (D) Mere decorations

**Q25. A teacher teaching "noun" gives "book, chair, Ali" and then shows "run, quickly" and asks why these are not nouns. The second set is best called:**

- (A) Positive examples
- (B) Analogies
- (C) Illustrations
- (D) Negative examples

**Q26. Which sequence of examples best follows the principle of moving from simple to complex?**

- (A) Complex sentence first, then a single word, then a phrase, and only afterwards a simple example for beginners
- (B) Abstract definition first, then no examples at all
- (C) Single familiar word, then a phrase, then a sentence using the concept in context
- (D) The hardest example first, to impress the class

**Q27. A teacher introducing "fraction" starts with sharing a roti equally among family members before using circles and numbers on the board. This follows the principle of moving from:**

- (A) Familiar to unfamiliar
- (B) Unfamiliar to familiar
- (C) Abstract to concrete
- (D) Complex to simple

**Q28. Which set of examples best teaches the concept of "pollution" to pupils in a farming village?**

- (A) Smog over a distant industrial city they have never seen, described only through a textbook paragraph
- (B) Smoke from crop burning, dirty canal water and plastic waste in their own village
- (C) A chemical formula written on the board with no context
- (D) A definition copied from the textbook

**Q29. A teacher gives ten examples of "verb" but never asks pupils to supply one or to judge a new word. The main weakness is that pupils get:**

- (A) Too much practice and too many chances to answer questions
- (B) Too little homework
- (C) Exposure without active concept checking
- (D) Too many visual aids

**Q30. When teaching "democracy", a teacher uses the election of a class monitor as an example. This example is effective mainly because it is:**

- (A) Taken from a foreign textbook
- (B) Difficult and abstract
- (C) Longer than the definition itself and full of difficult new words
- (D) Concrete, familiar and drawn from pupils' own school life

**Q31. A teacher introduces "evaporation" with a puddle drying in the sun, then a wet cloth drying, then the general rule. This order illustrates which approach to examples?**

- (A) Example-to-rule, moving from concrete instances to the generalisation
- (B) Rule-to-example with no pupil activity and with pupils only listening silently throughout the lesson
- (C) Giving the rule only, with no instances
- (D) Giving unrelated examples from different topics

**Q32. A teacher states the rule for "adjective" first, then gives "red ball, tall boy, sweet mango". This order illustrates:**

- (A) Example-to-rule teaching
- (B) Rule-to-example teaching
- (C) Discovery learning without guidance
- (D) Learning by rote only

**Q33. Which example is most likely to create a misconception about "birds"?**

- (A) Sparrow, crow and pigeon, with feathers, flight and nesting habits discussed in detail
- (B) Hen and duck, with their bird features noted
- (C) A bat shown as a flying mammal for contrast
- (D) Only a flying sparrow, with no mention of flightless birds like the ostrich

**Q34. A pupil says a whale is a fish because it lives in water. The teacher shows that whales breathe with lungs and feed their young on milk. She is using:**

- (A) A positive example of a fish that proves the whale belongs with the fishes because it lives in water
- (B) An analogy only
- (C) A negative example and defining features to correct a misconception
- (D) A punishment for a wrong answer

**Q35. When a teacher gives examples that are all from one type, for instance only red objects for "colour", pupils are likely to:**

- (A) Learn the concept perfectly and apply it to every new case
- (B) Form a narrow, over-generalised idea of the concept
- (C) Ask more questions than usual
- (D) Remember the examples but not the concept

**Q36. Which is the best reason for using BOTH positive and negative examples when teaching a new concept?**

- (A) They together mark the boundary of the concept: what it is and what it is not
- (B) They double the length of the lesson and give the teacher more material to cover in the period than usual
- (C) They let the teacher avoid giving a definition
- (D) They are required by the textbook in every lesson

**Q37. A teacher teaching "solid, liquid, gas" gives a stone, water and steam, then asks pupils to classify wood, milk and smoke. The second step is valuable because pupils must:**

- (A) Copy the teacher's list into their notebooks for homework
- (B) Draw the objects
- (C) Apply the concept to new instances themselves
- (D) Memorise the definitions

**Q38. A teacher uses an example from a television serial that only a few pupils watch, and most of the class is confused. The error is that the example was:**

- (A) Too simple for the pupils, who already knew the concept well before the lesson
- (B) Too familiar to everyone
- (C) Repeated too often
- (D) Unfamiliar to most pupils, so it could not carry the concept

**Q39. In teaching "angle", a teacher begins with the corner of a book, then the hands of a clock, then angles drawn on the board. This sequence best shows:**

- (A) Concrete to abstract sequencing
- (B) Abstract to concrete sequencing
- (C) Complex to simple sequencing
- (D) Random sequencing

**Q40. A teacher gives an example, then immediately gives three more examples without pausing for questions or pupil response. The likely result is that pupils:**

- (A) Understand more deeply because they heard many cases in quick succession
- (B) Hear many cases but process none of them properly
- (C) Learn to give examples themselves
- (D) Ask better questions

**Q41. Which of the following is a SIMPLE example of "adverb" for beginners?**

- (A) A sentence with three adverbial clauses
- (B) A formal definition with technical terms
- (C) A paragraph containing several adverbs of different kinds, with three adverbial clauses and technical terms
- (D) "He runs quickly" with "quickly" pointed out as telling how he runs

**Q42. A teacher wants pupils to distinguish "living" from "non-living". Which pairing is most instructive?**

- (A) A plant and a stone, contrasted on growth, feeding and reproduction
- (B) Two stones of different sizes, compared only on their colour, weight and shape in the schoolyard
- (C) A plant and a drawing of a plant
- (D) A list of ten living things with no contrast

**Q43. A teacher explains "photosynthesis" only through a definition, although the school garden is outside the window. The missed opportunity is that she failed to use:**

- (A) A punishment strategy for pupils who did not revise the chapter
- (B) A longer definition
- (C) A real, observable example from pupils' surroundings
- (D) A written test

**Q44. When pupils give a wrong example of a concept, the best teacher response is to:**

- (A) Ignore it and move on quickly to the next topic without discussing the error in the lesson
- (B) Use it as a negative example, discussing gently why it does not fit
- (C) Scold the pupil for carelessness
- (D) Accept it to avoid embarrassing the pupil

## Illustrations, Analogies and Common Errors

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**Q45. A teacher explaining electric current compares it to water flowing through a pipe. This is an example of:**

- (A) An analogy
- (B) A negative example
- (C) A drill exercise
- (D) A definition

**Q46. A pupil, after the water-pipe analogy, says current must "leak" if a wire is cut, just like water. The teacher's best move is to:**

- (A) Praise the pupil and move on
- (B) Ban analogies from future lessons
- (C) Repeat the analogy louder
- (D) Point out where the analogy breaks down and correct the over-extension

**Q47. Which illustration is most effective for teaching the parts of a flower to class 6?**

- (A) A written list of Latin names
- (B) A paragraph describing the flower
- (C) A large labelled diagram plus a real flower pupils can handle
- (D) A single small sketch on the corner of the board

**Q48. A teacher uses a detailed diagram but never refers to it while explaining, and pupils ignore it. The lesson here is that an illustration must be:**

- (A) As large as possible, so every pupil can see it
- (B) Actively pointed to, explained and linked to the teaching point
- (C) Drawn on the board while the teacher explains
- (D) Shown at the start, before any explanation begins

**Q49. A teacher compares the human heart to a pump. Which caution should she keep in mind?**

- (A) Analogies should never be used in science
- (B) Pupils will automatically know every detail of the heart
- (C) The analogy replaces the need for a diagram
- (D) Pupils may transfer pump features that do not apply to the heart

**Q50. Which is the most common error teachers make when using examples?**

- (A) Using examples from pupils' daily life
- (B) Asking pupils to judge new examples
- (C) Giving examples that are unclear, irrelevant or beyond pupils' experience
- (D) Sequencing examples from simple to complex

**Q51. A teacher illustrates "honesty" with a picture story, a real incident from school and a short role play, all pointing to the same idea. This variety is useful because it:**

- (A) Fills the period
- (B) Shows the same concept in different forms, strengthening understanding
- (C) Tests drawing skill
- (D) Replaces the definition entirely

**Q52. In a story-based lesson, the teacher notices pupils remember the funny incident but not the lesson point. What should she do next time?**

- (A) Link each key incident explicitly to the lesson point and summarise it at the end
- (B) Tell a funnier story
- (C) Drop stories from lessons altogether
- (D) Tell the story twice as fast

**Q53. A teacher uses an analogy comparing an atom to the solar system but does not mention that electrons do not orbit like planets. Pupils later draw electrons in fixed orbits. This shows the risk of:**

- (A) Using too few examples
- (B) Asking too many questions
- (C) Using stories instead of analogies
- (D) Leaving an analogy's limits unstated

**Q54. Which illustration would best support a lesson on "seasons" for young pupils?**

- (A) A table of dates and temperatures only
- (B) A written definition of "season"
- (C) Pictures of the same tree in summer, autumn, winter and spring
- (D) A list of month names to memorise

**Q55. A teacher gives an example of "fraction" using a pizza shared among friends, then asks pupils to give their own sharing examples. This combination works because it moves from:**

- (A) Teacher-given example to pupil-generated example
- (B) Abstract rule to abstract rule
- (C) Testing to teaching
- (D) Punishment to reward

**Q56. A teacher explains a new concept with one example only and then tests pupils on a very different case. Pupils fail. The most likely cause is:**

- (A) The test was too easy
- (B) One example was too narrow a base for generalising the concept
- (C) Pupils were not paying attention at all
- (D) The example was too familiar

**Q57. Which practice shows the best use of an illustration in a history lesson on the Indus Valley?**

- (A) Reading the chapter while pictures stay covered
- (B) Showing pictures after pupils have left the class
- (C) Showing a map and pictures of seals and streets while explaining town planning
- (D) Showing unrelated pictures of modern cities only

**Q58. A teacher, after explaining "erosion", shows photos of a riverbank before and after a flood and asks pupils what changed and why. This use of illustration is best described as:**

- (A) Decoration for the classroom wall
- (B) A substitute for the teacher's explanation
- (C) A memory test with no discussion
- (D) An illustration used as a basis for observation and reasoning

**Q59. A novice teacher asks why experienced teachers use examples even when the definition is clear. The best answer is that examples:**

- (A) Make the lesson longer
- (B) Bridge the gap between an abstract definition and pupils' concrete understanding
- (C) Replace the need for questions
- (D) Are required in every textbook exercise

**Q60. Which overall guideline best sums up effective use of stories, examples and illustrations?**

- (A) Choose them to fit the objective and pupils' level, sequence them simply to complexly, and link each one back to the point being taught
- (B) Use as many as possible, regardless of relevance
- (C) Use them only when time is left over
- (D) Choose the most difficult ones to challenge the class

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## Answer Key

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

Worked explanations for all 60 questions:

[quaidianpoint.com/pedagogy-teaching-techniques-methodology-practice-test-9/](https://quaidianpoint.com/pedagogy-teaching-techniques-methodology-practice-test-9/)