

Teaching tips for Cambridge English Qualifications Digital

A2 Key for Schools to C2 Proficiency



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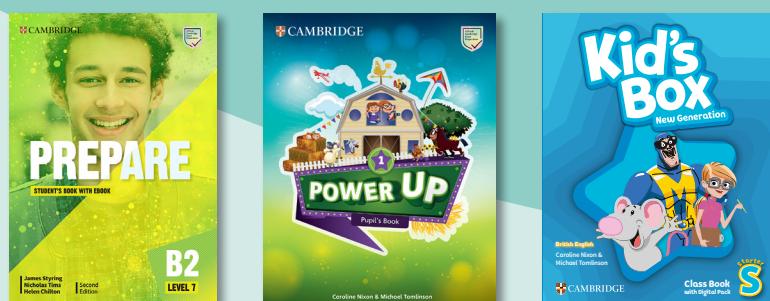
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How to use this booklet

Welcome to Teaching tips for Cambridge English Qualifications Digital.

These teaching tips will help you prepare your students who are taking a Cambridge English Digital examination. Some exercises will show you and your students how the digital platform works, while others give your students practice of reading, writing and listening skills on screen and with headphones. Students can do the activities in a range of situations and each worksheet gives you a suggested way to carry out the activities:



in a computer lab



using their
own devices



at home



in your classroom without
any extra equipment

If you want students to use their own devices, advise them in advance so they have everything they need such as headphones or chargers.

There are **helpful links** throughout the document to take you directly to the attached Worksheets for students, and to classroom resources or useful digital tools. As these tasks are suitable for a range of language levels, we suggest that you look at the exercises before your class, to decide whether the exercises are challenging enough or whether your students need more support. If you wish to give your students an extra challenge, there are some suggestions in the booklet.

Find out more about our digital exams cambridgeenglish.org/qualifications-digital

The digital sample tests can be accessed from our Preparation pages:

A2 Key

A2 Key for Schools

B1 Preliminary

B1 Preliminary for Schools

B2 First

B2 First for Schools

C1 Advanced

C2 Proficiency

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Computer vocabulary



Task information and procedure

Purpose: to understand or review vocabulary for using a computer

Preparation: a copy of **Worksheet 1: Computer vocabulary** per student

Procedure:

- Demonstrate the activity on the worksheet. Display the word snake (the long list of words) and pictures, and circle the first word in the word snake – ‘left click’. Ask students ‘Which picture is it?’ (Number 4). Write the word, ‘left click’, in the table under the picture. Give students **Worksheet 1: Computer vocabulary** to complete. If necessary, give them clues by adding letters to the table or underlining initial letters in the word snake.
- Model and drill the vocabulary.
- Students can test each other to practise the vocabulary: ‘What’s number 2?’ It’s save’. ‘What’s number 9?’ ‘It’s volume.’ Alternatively, they test each other using translations: ‘How do you say _____ in English?’
- If students are using computers, do a quick kinaesthetic activity using the vocabulary. For example, ‘Stand up and mime moving your cursor to the right / right click / point to your screen’ etc.

On-screen reading, writing and listening

These activities provide practice in reading, writing and listening with a computer and headphones. Ideally, you should try to set up students in a group on computers to best mimic the exam set-up. However, you can do them in your usual classroom if students can use their own devices and students can also do some activities at home.

Reading and Use of English

Purpose

To provide practice of reading in English on screen. Students need to feel comfortable reading on a screen for an extended period and be able to use functions such as highlighting and making notes.

Activity 1



Task information and procedure

Preparation and equipment:

- login details for **Read & Improve** for you and your students
- an interesting article from **Read & Improve** at your students' level (A2-C2)
- three items of vocabulary and the definitions given when you click on the word

Procedure:

- Write the title of the article that you have chosen on the board. In pairs, students try to predict what the article is about.
- Ask learners to search for the article on **Read & Improve** and read it to check if they were right.
- Demonstrate clicking on a word within the article to find a definition.
- Write the three definitions on the board or share them in an online document. In pairs, students use the in-built dictionary on **Read & Improve** to identify the words.
- In pairs, students quickly summarise the main ideas of the text. Share in open class. In pairs, they write their summary. You could set a word limit for this or challenge them to summarise it in one sentence.
- Nominate students to take turns choosing an article (each week or lesson). Follow the same procedure with students' chosen texts.

Read & Improve beta App Help About

Scientists: Rock that hit New Jersey home is 4.6 billion-year-old meteorite

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May 17th 23 - 6 months ago

Scientists confirmed on Thursday an approximately 2.2-pound rock that fell on a home in Hopewell Township, New Jersey, United States May 8 was a meteorite, estimating its age at 4.56 billion years.

Suzzy Kop brought the meteorite to the College of New Jersey to determine if it was an extraterrestrial object. Shannon Graham and Naman Magge, both of The College's physics department, performed tests, such as measuring the rock's density and inspecting it with an electron microscope.

Early analysis suggested the rock is an LL6 chondrite, a stony meteorite containing small amounts of iron. Police initially speculated the meteorite was involved in the Eta Aquariids meteor shower. However, Sky & Telescope concluded this was not the case after analyzing the meteorite's path.

Kop noticed the warm black rock on her father's bedroom floor about 12:30 PM (UTC-04:00). She found two holes in the ceiling, which scientists determined the meteorite created when it impacted the house at high speed and bounced off the floor. Kop contacted the police, who sent a hazard team, which determined the rock was not dangerously radioactive.

The impact did not injure anyone.

Comprehension Test:

How well do you understand the text?
Read the text and then write a short summary here!

Please type a summary of the document here.

Send

Activity 2



Task information and procedure

Preparation:

- a reading activity from **Cambridge activities for learners** which will interest your learners
- create some pre-reading questions based on the text chosen

Procedure:

- Display the questions: *How often do you read on screen? What do you read? What differences are there between reading on screen or paper?*
- In pairs, students discuss.
- Nominate a couple of students to share their ideas.
- Students discuss your pre-reading questions or predict content using the title.
- Show your students where to find the article and ask them to complete the activity individually.
- Fast finishers can think of a comprehension or discussion question to share with their group.
- Reflection: In small groups, ask students to think of an advantage of reading on screen as well as a difficulty and how it can be overcome.

The screenshot shows a search interface for finding reading activities. The filters applied are:

- Skill:** Reading (selected)
- Level:** Independent (selected)
- Time:** 0-5 minutes (selected)

Two activity cards are visible on the right:

- The Diamond Eagle** (Independent, B1-B2, 5-10 minutes): A man in a trench coat holding a camera. Description: Read a detective story and answer some questions about it.
- Speaking to the world** (Independent, B1-B2, 0-5 minutes): A smiling man. Description: Read a story about someone who speaks seven languages and answer some questions.

Top tip

Encourage students to make notes using the computer's 'sticky notes' tool to mimic the digital exam platform, instead of using notepads.

Extra idea

For B2 learners and above, there is a range of reading activities on the **Cambridge One VoILA** platform. Students can create an account to use at home or in the classroom.

Listening

Purpose

To practise listening on headphones and changing control of the volume.

Activity 1



Task information and procedure

Preparation and equipment:

- a short video or audio (3 minutes maximum - from YouTube, social media, a podcast or TV clip). It should be something you are really interested in – a current issue, your hobby or a TV programme you love
- write three true/false statements based on the audio
- a QR code or a shortened URL (bit.ly or tinyurl.com) to share clip with students

Procedure:

- Demonstrate the activity so students can later choose their own clips to share; explain why you chose this clip, display the statements and explain that they are going to watch or listen and decide if the statements are true or false.
- Students watch or listen, then check in pairs before feeding back.
- In pairs, students think of a question to ask you about the clip/your hobby etc. Answer students' questions.
- Review the procedure so students know what to do.
- Nominate students to take turns bringing in a clip to share (each week or lesson).

Variation

- After demonstrating, put the class into pairs and ask them to choose a clip each and do the activity outline above together.
- For an extra challenge, ask students to create comprehension questions.
- For lower levels, students write down five words or phrases from their chosen clip. After explaining their choice, the class brainstorm words that might be in the clip. Each student selects five words to play listening bingo with.

Activity 2



Task information and procedure

Preparation and equipment:

- a short listening from **Cambridge activities for learners** for a Dictogloss activity.

Procedure:

- Students find the listening clip on **Cambridge activities for learners** and listen without writing anything.
- They listen again and write down the main ideas. Compare with their partner and add to their notes. It's important to add to their notes and not just discuss what they've heard because the aim is to reconstruct the text as accurately as possible.
- They listen again and complete their text as best they can. Again, they compare with their partner and add to their text in as much detail as possible.
- Tell students to click on 'view text' and compare it to their own. Ask them to highlight any differences between their text and the original.
- Discuss as a group what the differences were and any challenges they had. Often the issues will be around unfamiliar vocabulary or difficulties in understanding connected speech.

The screenshot shows a search interface with three filter categories: Skill (Listening selected), Level (Independent selected), and Time (0-5 minutes selected). Below the filters, two activity cards are displayed. The first card, titled 'Listening to dialogues', shows two people talking outdoors and includes a 'NEW' badge. The second card, titled 'Independent How do you feel?', shows two people sitting on a couch and includes a 'NEW' badge. Both cards provide a brief description and the time required (B1-B2 | 0-5 minutes).

Top tip

If students are doing the activity on a computer, ask them to reconstruct the text on the computer rather than in a notebook. This way, they practise multiple skills: listening, typing, reading on screen, and highlighting.

Extra idea

There are lots of listening activities at **Cambridge Activities for learners** which can be used in a computer lab or with students' own devices. If your learners are B2 or above, you can find extra listening practice at **Cambridge One VoILA**.

Writing

Purpose

To provide practice of typing in English with a time limit and in a room with other people. Students may be used to writing in English with pen and paper but not on a keyboard or may be faster at writing than typing.

Activity 1



Task information and procedure

Preparation and equipment:

- login details for **Write & Improve** for you and your students
- a task from **Write & Improve** at a level that's easier than your students' actual level or one from 'Just for fun'

Procedure:

- Tell students which task to find in Write & Improve. In pairs or threes, students brainstorm ideas for how to complete the task. Feedback as a group.
- Set a time limit. Count 3, 2, 1 and students start their timers together.
- Tell students to complete the writing task.
- When the time is up, demonstrate with your own example how you can get feedback, make changes and check again. Click on 'Changes' to show students where they can see their edits.
- Students check and change their own work. Ask them to choose two mistakes to write out, ideally in another document on screen, and share with their partner who has to try and correct the mistake.
- This can be used as preparation for students to then use the platform at home.

W&I Beginner

A story: Going to the park

Look at the three pictures.

Write the story shown in the pictures.

Write your story in 35 words or more.

Do not write your real name and surname or email address in your answer.

Start again Saved

Write your text here.

0 words entered (the word count for this task is about 35 words).

Check →

Task help

Images W&I feedback Changes

Activity 2



Task information and procedure

Preparation and equipment:

- a model writing answer from the **Handbook for Teachers for your exam** pasted into a shared online document or Padlet (as text not screenshot so that students can edit it)
- copy and paste one model writing answer for the class, plus one per student in the shared online document with their name above it

Procedure:

- Elicit from the group what makes a good essay, story, or report etc. depending on the writing sample you have chosen.
- Share the sample script with students and ask them to discuss its strengths and weaknesses. Feedback in open class. You can use the examiner's commentary to help guide students towards the relevant issues.
- In groups, students brainstorm useful language or phrases which could help to improve the text. As they feedback, write their suggestions into the shared document.
- Students find their copy of the sample in the shared document. They improve a paragraph based on your discussion and use some of the useful language.
- Optional: Put students in pairs and ask them to find their partner's text. They should find at least two changes their partner has made to the original and highlight them (being careful not to edit their partner's work). They add a comment noting what is different. You could provide a bank of comments for lower-level learners to choose from: 'Well done!' 'This is better.' 'Correct spelling.' etc.

Top tip

For the writing stages, encourage silence to mimic exam conditions. You could give students three lives. If they speak, they lose a life which is noted on the board. Anyone who has three lives left gets a prize and anyone with no lives gets a punishment! This could be as simple as leaving the room first or last.

Extra idea

There are many of ready-made activities you can use with your learners in the Cambridge **Digital Literacy cards**. Try 'Class Wiki' or 'Blog Comments' with your teenage learners or 'One New Tool' or 'Format Swap' with older learners for extra practice writing digitally.

Digital Literacy
Making critical judgements about digital data, information and content
IS IT TRUE?
When learners encounter information in digital contexts within course materials (e.g. in the form of a website, blog post, or podcast), write the text from the box below on the board:
• Read / listen closely. Do you think this is believable? Why (not)?
• Who do you think wrote this? Why did they write it?
• Look at other websites on the same topic. Do they give the same information?
Allow time for learners to discuss the questions and research other reliable sources to help them decide if the information is likely to be true or not.
Teaching Online?
Try asking learners to share their ideas and findings in a collaborative document such as Google Docs.

Digital Literacy
Using tools and creating digital content
EMOTIONAL MEDIA
When learners encounter a photograph the photo would make a good and Instagram photo, consider whether the photo is from themselves, Instagram, and often consider how this might impact on create pressure for people to be perfect.
Teaching Online?
Learners could use a digital mind mapping tool, such as Miro, to brainstorm and build on each other's ideas.

Becoming familiar with the platform

These activities provide information about the functionality of the digital exam platform so that students feel comfortable in the exam. They can be done as a group in your usual classroom.

Video tutorial

Task information and procedure

Preparation and equipment:

- sticky notes or slips of scrap paper.
- a copy of **Worksheet 1: Computer vocabulary** for each student (optional)
- a copy of **Worksheet 2: Video tutorial** questions per student
- access to the **digital tutorials** for each level

Procedure:

- Display the questions: *What do you know about the digital exam? What questions do you have about it?* Students discuss in pairs or small groups.
- Students can write questions that they had about CB exams on sticky notes or scrap paper. While monitoring, collate the questions on the board. Alternatively, if working on computers, students can add their questions to a shared document, Padlet or Jamboard. Don't answer their questions at this stage.
- You may wish to use **Worksheet 1: Computer vocabulary** at this point.
- Explain you are going to watch a video about the digital exam. Ask students to read the statements on **Worksheet 2: Video tutorial** and think about which are true and which are false. Clarify any unknown vocabulary. For higher levels, you could ask them to predict which answers are true or false and turn it into a competition or auction.
- Note: the tutorial might feel quite long to some learners and there is a lot of useful information, so you may wish to break up this activity and only watch information about each paper at one time.
- Explain you'll watch the video only once. Students watch and decide if the statements are true or false. Advise students that the questions are grouped into sections, but the answers may not appear in the same order.
- Watch the section on Reading and Writing then check answers. Check you have answered students' questions related to Reading and Writing from the beginning of the lesson. Follow same procedure for Listening and General.
- Reflection: In pairs or threes, students think of at least one advantage of the digital exam, one challenge and one solution to that challenge.
- Share the link to the **digital tutorial** with your students so they can watch it again at home if they wish.

FAQs quiz



Task information and procedure

Preparation and equipment:

- sticky notes or slips of scrap paper
- a copy of **Worksheet 1: Computer vocabulary** for each student (optional)
- one copy of **Worksheet 3: FAQs quiz** per group of three
- download a copy of the **Cambridge English Qualifications Digital FAQs** booklet and print the first section (general questions on pages 2–3); cut up into chunks of one to two questions and answers – stick these around the classroom
- hand out a copy of the sections on *Reading*, *Writing* and *Listening* from the **Cambridge English Qualifications Digital FAQs** booklet per group of three students



Procedure:

- Display the acronym ‘FAQ’. Ask students if they have seen this before and what it means. Can they say what it stands for? If students need a clue, tell them it’s a help document often found on websites.
- Give them two definitions to choose from: one right and one wrong. Ask them to choose the correct name and explanation. *‘First, answer questions – a document of possible answers to the questions that people have.’ ‘Frequently asked questions – a document of common questions that people have and the answers.’*
- Ask students to think about FAQs about the digital exam and write at least one question per pair or group. Collect students’ questions on sticky notes or slips of scrap paper and collate them on the board. Try to organise them into general questions and ones specific to reading, writing or listening. Don’t answer their questions at this stage.
- You may wish to use **Worksheet 1: Computer vocabulary** activity at this point.
- Tell students they are going to find out about the digital exam using the texts around the room.
- Give each group of three a copy of the questions **FAQs quiz 1**. They walk around the room finding the answers.
- When students have finished, read out their general questions from the beginning and check that they have been answered. You could demonstrate the features in a digital sample test.
- Explain that they are going to answer some questions on their own and share the answers with their group. Nominate students in each group to be A, B or C. Give each group a copy of **FAQs quiz 2** and give each student either A. Reading, B. Writing or C. Listening from the **Cambridge English Qualifications Digital FAQs**. Each student finds the answers to the questions about their skill and feeds back to their group.
- Again, go through their questions from the start checking they have been answered and encourage any further questions.
- Reflection: Ask students to discuss in groups one thing that surprised them, one thing that they already knew, one piece of advice they would give a friend doing the exam.

Extra idea

Watch the video **Key features of digital exams**. Ask students to note down three advantages of doing digital exams and one question they have about them. Share them with the group.

How to use the digital sample tests

These activities familiarise learners with the digital platform for each part of the exam. They should be used once your learners are familiar with the exam and ready to practise using sample papers.

Providing feedback

Note that students' work won't be marked automatically when doing the sample papers from the platform, as the sample exams are designed to work like the real digital exams. To provide feedback, ask students to make a note of their answers in a separate document for Reading and Use of English and Listening so you can go through the answers afterwards. For Writing, they could paste their texts into a shared document and do some peer feedback (e.g. using the checklist below) or in **Write & Improve** and get automatic feedback.

Reading and Writing: A2 Key and A2 Key for Schools

Task information and procedure

Preparation and equipment:

- a copy of **Worksheet 4: Crossword** per pair
- a copy of **Worksheet 1: Computer vocabulary** for each student (optional)
- access to the digital sample test for Reading and Writing **from the preparation page**

Procedure:

- Tell students that they will have to answer some questions about themselves before they start the exam. This is NOT part of the exam and only for data collection.
- Show students the questions on your screen and answer any questions they have.
- You may wish to use **Worksheet 1: Computer vocabulary** activity at this point.
- Demonstrate the crossword: students don't need to answer the test questions, just practise using the platform. Do the first clue together. Give students a copy of **Worksheet 4: Crossword** per pair, they follow the instructions and complete it using the digital exam platform.
- Clarify any other students' questions about the platform.
- Students can now start the test so that they have the full amount of time for the sample paper.

Useful links

[A2 Key for Schools writing checklist](#)

[B1 Preliminary for Schools writing checklist](#)

[B2 First for Schools writing checklist](#)

[C1 Advanced writing checklist](#)

[C2 Proficiency writing checklist](#)

Reading and Use of English: B1 Preliminary and B1 Preliminary for Schools and above

Task information and procedure

Preparation and equipment:

- a copy of **Worksheet 5: Reading explorer** per pair
- a copy of **Worksheet 1: Computer vocabulary** per student (optional)
- access to the digital sample test for Reading and Use of English **from the preparation page**

Procedure:

- Do a survey: ‘Have you done an online exam before?’ ‘How well do you know the Cambridge digital exams?’ You can create an online poll using **mentimeter.com** or simply ask students to raise their hands. Ask students to share their experiences in small groups.
- You may wish to use **Worksheet 1: Computer vocabulary** at this point.
- Explain students are going to explore the test platform by completing some tasks. Give each pair a copy of **Worksheet 5: Reading explorer**, they follow the instructions. They do not need to record their answers. Monitor and help as necessary.
- If there were any concerns in the first stage, make sure they have been resolved.
- In pairs, students think of three important things they would tell a candidate before doing the digital Reading and Use of English exam.

Listening

Task information and procedure

Purpose: to explore the functionality of the Listening exam platform

Preparation and equipment:

- a copy of **Worksheet 6: Top tips for the digital Listening exam** per student
- access to the digital sample test for Listening [from the preparation page](#)

Procedure:

- Display the questions: *What do you know about the digital Listening exam? What advice could you give students doing this exam?* Put some prompts on the board: *volume, time, parts, problems, answers.* Students discuss in small groups. While monitoring, add any useful information or tips to the board.
- Show students **Worksheet 6: Top tips for the digital Listening exam** and explain they are going to use the Listening platform to find the answers. They should NOT click 'start test'.
- Give each student **Worksheet 6: Top tips for the digital Listening exam**. Students use the sample listening digital test to complete the sentences and then compare in pairs. Feedback, adding the answers to the gapped text on the board.
- Students compare in pairs, then feedback as a class. Clarify any questions about the platform or show features again.
- Reflection: in pairs, students decide which is the most important thing to remember and add another piece of advice.

Writing: B1 Preliminary and B1 Preliminary for Schools and above



Task information and procedure

Preparation and equipment:

- access to a shared document or tool such as Jamboard or Padlet
- access to the digital sample test for Writing **from the preparation page**

Procedure:

- Elicit the different writing types for your learners' exam onto the board or a shared document such as Jamboard. Give examples of key features such as: *a report has a title, the letter (in B2 First for Schools) is at least 140 words, the story (in B1 Preliminary for Schools) should start with the given sentence.*
- In groups, students discuss the key features of each writing type.
- Demonstrate making questions for a checklist: *Is your email at least 25 words? Have you read your answer and checked for mistakes?* Students use Jamboard to create a shared checklist for each writing type. Make one category 'all writing'. You could use the **writing checklists** (under Teacher essentials or Learner essentials) for help.
- Display the questions: *Where can you see how much time you have left? How do you show which question you have chosen in Part 2? What happens to your writing if you choose a different question? How do you know how many words you have written? What happens when you press 'hide'? What information can you find in 'help'?* Explain that students need to start the test to answer the questions and discuss with their partner.
- Answer any questions about the platform before doing the sample test. Students will need to restart the test so that they have the full amount of time.

Worksheet 1: Computer vocabulary

Circle the words in the word snake. Label the pictures.

leftclickrightclickhighlightsavedeletescreencursornavigationbarvolumescrollkeyboardeadphones



1

2

3

4

5

6



7

8

9

10

11

12

Worksheet 2: Video tutorial

A2 Key and A2 Key for Schools

Watch the video tutorial and say if the statements are true or false.

Reading and Writing

1. You can use the arrows to look at the next question.
2. When you have answered a question, a circle appears on that question.
3. You can't change an answer once you have clicked on it, or typed it.
4. Your writing is saved automatically.
5. There is a clock to tell you how much time you have left.

Listening

6. You can change the volume at any time.
7. You have time to check your answers at the end of the listening.

General

8. In settings, you can change the size and colour of the text.
9. The bell icon shows the time in the test.
10. You can highlight text or questions.
11. You can't make notes in the exam.
12. If you don't want to see the timer on your screen, you can hide it.

B1 Preliminary and B1 Preliminary for Schools to C2 Proficiency

Watch the video tutorial and say if the statements are true or false.

Reading (and Use of English)

1. When you have answered a question, a circle appears on that question.
2. You can use the arrows to look at the next question.
3. You can't change an answer once you have clicked on it, or typed it.
4. You may need to scroll to see all texts and questions.

Writing

5. Your writing is saved automatically.
6. You can click on 'choose this question' after the test has finished.

Listening

7. You can change the volume at any time.
8. You have time to check your answers at the end of the listening.

General

9. There is a clock to tell you how much time you have left.
10. In settings, you can change the size and colour of the text.
11. The icon with the three straight lines shows the wifi connection.
12. You can highlight text or questions.
13. You can't make notes in the exam.
14. If you don't want to see the timer on your screen, you can hide it.

Worksheet 3: FAQs quiz

FAQs quiz 1

Find the answers in the FAQs around the classroom.

1. What if there are technical issues on the day of the exam?
2. If I can't answer a question, can I come back to it again later?
3. How will I know which questions I haven't answered yet?
4. How can I adjust the text size?
5. How do I know how much time I have left?
6. Can I use the internet to look up words or answers?

FAQs quiz 2

Find the answers to your questions in the FAQs then share them with your group.

A. Reading

7. How can I underline or highlight text?
8. How can I make notes?
9. Can I see all the text and questions at the same time?

B. Writing

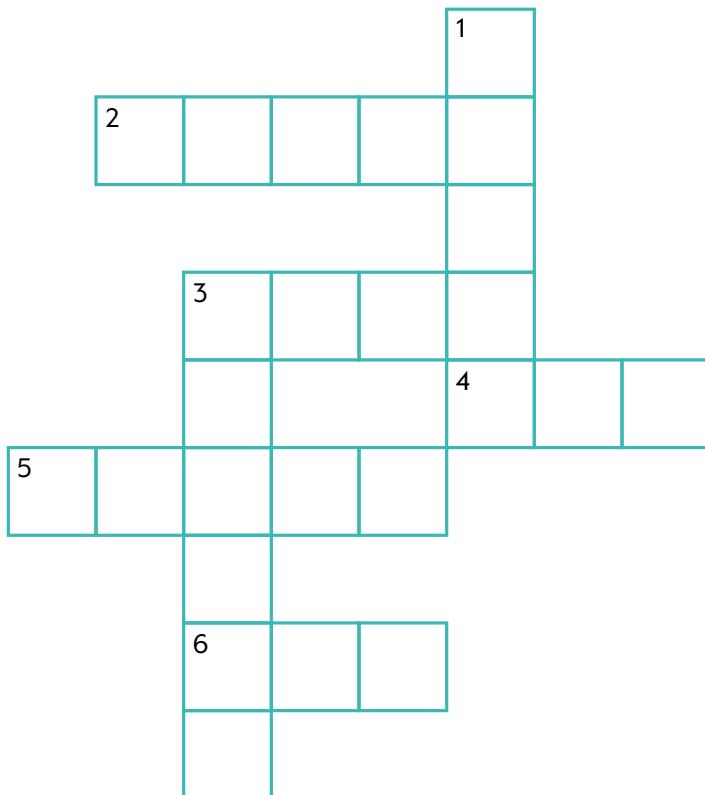
10. Will the words I type be counted automatically?
11. Can I edit my writing?
12. Can I plan and make notes for the Writing part on paper?

C. Listening

13. Can I adjust the volume of the audio?
14. Can I pause the listening?
15. Do I have any time to review my answers before the end of the test?

Worksheet 4: Crossword (A2 Key and A2 Key for Schools)

Open the **Reading and Writing digital sample test**. With your partner, follow the instructions in the clues and complete the crossword.



Across

2. Move to the next or previous question by clicking on the _____ arrows.
3. For Part 5, _____ one word in the gap.
4. If you want to come back to a question, click on the flag next to the question and it will turn _____.
5. For Part 4, choose the correct answer from three options. _____ on the gap to see the options.
6. You can see how much time you have left from the timer at the _____ of the screen.

Down

1. Click on Part 6. You can see how many words are in your writing _____ the box.
3. Click on Part 7 to see the final question. The question number is _____ two.

Worksheet 5: Reading explorer

With your partner, follow the instructions using the digital exam platform. You don't need to write down the answers to the questions.

1. Click on the bell symbol in the top right of the screen. What information can you find here?
2. Click on the three lines at the top right of the screen. What can you find here?
3. Click on any question in the navigation bar. What happens?
4. Choose an answer for Part 1 questions 1, 3 and 5. What happens to the question numbers in the navigation bar?
5. Use the green arrows to go to Part 3. Imagine you don't know the answer to the first question and want to go back later and check. Click on the flag symbol to the right of the question. What happens to the question number in the navigation bar?
6. Click on the three lines at the top right of the screen. How can you hide the timer?
7. Click on the notes symbol in the top right of the screen. Read the explanation about 'Highlighting' and 'Notes'. Go to Part 4, highlight three sections of text and make a note in ONE of them. In the note, write a question for another pair. For example, 'What day is it today?'
8. Swap computers with another pair. Find the note and answer the question.

Worksheet 6: Top tips for the digital Listening exam

Use the digital sample test to complete sentences 1-8.

1. ‘If you want to change the size of the text before you start, you can use the settings tab – the _____ lines in the top right of the screen.
2. You can _____ the text by selecting the text and clicking on the pen icon that appears above the text.
3. You can change the volume whenever you want. Use the volume bar in the bottom _____ of the screen.
4. There is time to look at the questions and to check your answers. If you need to, you can _____ your answers at any time during the test.
5. _____ the test when someone tells you to.
6. If you don’t know the answer and want to come back to a question, you can click on the flag to the right of the question. The flag will turn _____.
7. Make sure you are listening to the right question. Click on the numbers at the bottom or use the _____ to see the next question.
8. At the end, check you have answered ALL the questions. You know you have answered a question because the question number has a _____ line above it.

Answer key

Worksheet 1 – Computer vocabulary activity, page 16

Left click / right click / highlight / save / delete / screen / cursor / navigation bar / volume / scroll / keyboard / headphones

1 delete	2 save	3 right click	4 left click	5 scroll	6 highlight
7 screen	8 cursor	9 volume	10 navigation bar	11 keyboard	12 headphones

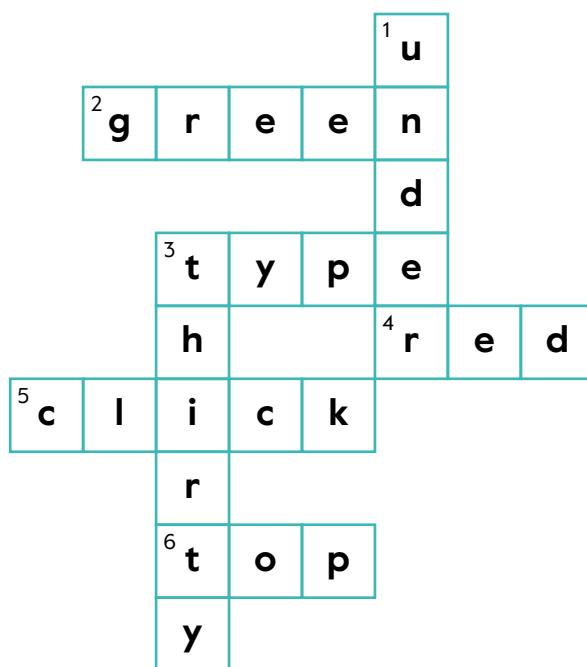
Worksheet 2 – Video tutorial, page 17

A2 Key and A2 Key for Schools	B1 Preliminary and B1 Preliminary for Schools to C2 Proficiency
Reading and Writing 1. T 2. F 3. F 4. T 5. T	Reading and Use of English 1. F 2. T 3. F 4. T
Listening 6. T 7. T	Writing 5. T 6. F
General 8. T 9. F 10. T 11. F 12. F	Listening 7. T 8. T General 9. T 10. T 11. F 12. T 13. F 14. F

Worksheet 3 – FAQs quiz, page 18

FAQs quiz 1	FAQs quiz 2
<p>1. What if there are technical issues on the day of the exam?</p> <p>Technical issues are not common and, if there are any, your exam centre can usually resolve them quickly. They will advise you on what you need to do.</p> <p>2. If I can't answer a question, can I come back to it again later?</p> <p>Yes, you can check and change your answers at any time before the end of the test.</p> <p>3. How will I know which questions I haven't answered yet?</p> <p>All questions have a grey line above the question number. The line will change to black when it has been answered. The unanswered questions will remain grey.</p> <p>4. How can I adjust the text size?</p> <p>To adjust the text size, click on the three lines in the top right of the screen, which opens the settings tab. Then click on 'text size' and change the size of the text.</p> <p>5. How do I know how much time I have left?</p> <p>There is a timer at the top of the screen. When there are 5 minutes remaining, the time switches from showing only full minutes to showing minutes and seconds. When there is 1 minute remaining, the background colour changes and the text turns red.</p> <p>6. Can I use the internet to look up words or answers?</p> <p>No, you will not have access to the internet from the test computer.</p>	<p>Reading</p> <p>1. How can I underline or highlight text?</p> <p>Select the text you want to highlight, right click and choose "Highlight". To remove the highlighted passages, right click again and choose "Delete highlight".</p> <p>2. How can I make notes?</p> <p>Select the passage you would like to make notes about, right click and choose "Notes". This will automatically highlight the passage too. You can copy and paste from your electronic notes to the answers. You can also make notes on a piece of paper.</p> <p>3. Can I see all the text and questions at the same time?</p> <p>You may have to move the scroll bar to read the whole text and see all the questions.</p> <p>Writing</p> <p>4. Will the words I type be counted automatically?</p> <p>Yes, the words are counted automatically as you're typing.</p> <p>5. Can I edit my writing?</p> <p>Yes, you can copy and paste, delete and edit what you write at any time during the Writing test.</p> <p>6. Can I plan and make notes for the Writing part on paper?</p> <p>Yes, you will be given paper that you can use to plan and make notes for the Writing test. Please make sure to leave all the paper in the exam room once the exam has finished.</p> <p>Listening</p> <p>7. Can I adjust the volume of the audio?</p> <p>Yes, you can change the volume by using the bar in the bottom-right at any time during the test.</p> <p>8. Can I pause the listening?</p> <p>No, you cannot pause the listening. You will hear each track twice.</p> <p>9. Do I have any time to review my answers before the end of the test?</p> <p>Yes, you have two minutes to check your answers before the test ends.</p>

Worksheet 4 – Reading and Writing: A2 Key and A2 Key for Schools, page 19



Worksheet 5 – Reading, page 20

1. Any messages from the invigilators.
2. This opens the options tab and you can change the settings.
3. It takes you to that question.
4. A black line appears above the question numbers.
5. A red flag appears above the question number.
6. Click on the option to 'Hide or show remaining time' in the settings tab.
7. Students' own answers.
8. Students' own answers.

Worksheet 6 – Listening, page 21

1. three
2. highlight
3. right
4. change
5. Start
6. red
7. arrows
8. black

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All details are correct at the time of going to print in November 2023.

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ENG/25468/VI/NOV23



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