



# Teaching activities for Pre A1 Starters Digital and A1 Movers Digital





# Bringing digital adventure to young learner exams



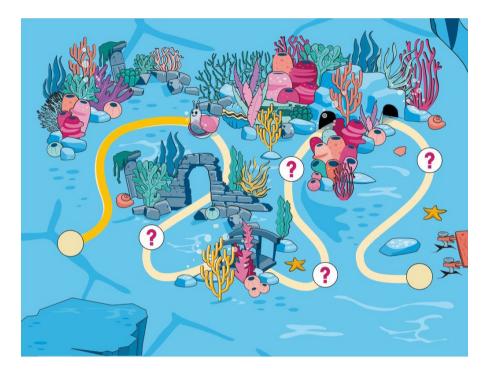
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# Introducing Cambridge English Qualifications Digital for young learners

Cambridge English Qualifications Digital for young learners are digital tests that take the new generation of learners to digital fantasy worlds, to show their skills in English.

The Pre A1 Starters Digital map is an underwater world.



The A1 Movers Digital map is on a dinosaur island.



The tests provide an imaginative and child-friendly experience designed to nurture a positive mindset towards learning and assessment. The tests are colourful and activity-based, giving children a chance to use their English in fun and meaningful ways, and motivating them to learn and improve all four language skills – listening, reading, writing and speaking. The Speaking component is a face-to-face test with an examiner.

For today's young learners who are comfortable with technology, online tests give them a natural way to show what they can do, with task types that feel like an interactive experience. The tests are designed to give confidence and to reward what children can do in English.

# Who this booklet is for

This booklet is for teachers of young learners who are preparing to take Cambridge English Qualifications Digital for young learners at Pre A1 Starters or A1 Movers level. The activities are designed to be motivating and communicative to build confidence and skills around the digital tests.

The activities are not a full preparation course on their own and should be used with your learners' regular language course or Cambridge exam preparation course.

Find detailed information about the tests in the **teacher handbook**.

The activities focus on features which are new to the digital tests, such as digital skills, the test format and newer question types, as well as vocabulary in the updated wordlists.

The booklet has been split into two parts:

### A: Developing vocabulary, communication and language skills

- Developing vocabulary, communication and language skills tested in Pre A1 Starters Digital and A1 Movers Digital based on Can Do statements.
- · Helping students to self-assess and understand if they are ready for the test.

### **B**: Test familiarisation

- Familiarising learners with the test context and procedures.
- Familiarising learners with the test platform.



### How to use this booklet

- 1. In Part A, language is contextualised in activities based on the updated wordlists. These activities could be adapted to introduce, review or recycle vocabulary and language as needed by the learners in your class.
- 2. Choose an activity from this booklet by looking at its aims in relation to the needs of your learners and their level. All activities can be used for Pre A1 Starters Digital and A1 Movers Digital test preparation. Where an activity is specific to one level, the 'adaptation' box will show you how to adapt it for the other level.
- 3. Check the timing of the activity. Note that the timing given is a guideline only and will vary depending on class size, level and other factors.
- 4. Review the procedure for the activity and then prepare the resources as shown. Materials and supplementary resources are found in the appendices of this booklet. You may need to print and copy materials, and may need additional resources such as scissors, glue or paper.
- 5. Consider the technology and hardware available in your classroom when planning the activity\*. Suggestions for digital set-up are given where relevant.
- \* When planning any activity or lesson using technology, it is essential to have a back-up plan in case something goes wrong.

# **Additional features**



# **Quick activity**

There are also 'quick activities' throughout the booklet which you can slot into your lessons as warmers, coolers or fillers. Look at the relevant task in the sample tests to see the type of language you can use for these activities.



# $\bigcirc$ Adapt

The 'Adapt' boxes give you ideas for changing the activities to make sure they are as useful as possible for your learners.



# Add support

The 'Add support' boxes give you ideas for adding more support and scaffolding to tasks to ensure learners who may be struggling are supported and are still able to achieve the aims.



# 🖒 Add challenge

The 'Add challenge' boxes give you ideas for adapting these activities to ensure your stronger learners can be equally challenged.



# ★ Teaching Tips

In addition to using the activities in this booklet, make sure your learners are familiar with the digital test by showing and using it in class regularly.

Here are some ideas:

- Project a task from the sample test such as Movers Reading & Writing task 3 onto the board and do it together as a class. In pairs, learners write the answer on a mini white board. Ask one learner to come to the board and mime typing the answer. Repeat for the other questions.
- Learners take turns to be the computer mouse and stand by the board. Using a task from the sample test projected on the board, nominate other learners to give them instructions like 'click play' or 'click the triangle', or to tell them what letters to type. The 'mouse' touches the screen while you do the same on the computer.
- Play 'Simon says' using the options on screen. For example, "Simon says: point to play" or "Simon says: point to the answer". For smaller classes try "Simon says: press OK" and have learners touch the projector screen/whiteboard.
- While learners are doing another activity, bring pairs of learners to your computer to practise doing one of the sample tasks. The focus here is on using the software and getting used to the digital features such as the keyboard and buttons, so guide learners to the correct answers as necessary.



# Part A: Developing vocabulary, communication and language skills



# Activity A1: I'm ready for it!

### **Description:**

Learners are introduced to the idea of self-assessment and reflection. This tool can help show their level of confidence in different areas. It is a reusable sheet that can be introduced early on in the course and returned to at any point as a way of seeing if learners' confidence and skills have improved.

Aim(s):

By the end of the activity,

- learners will have self-assessed their language skill readiness and confidence for different parts of the test
- · learners will have self-assessed their readiness for doing the test digitally
- you will have a clearer idea of what your learners need to prepare them for their test.

Time required:

5-10 minutes

Materials and resources:

- Learner materials: *I'm ready for it!* self-assessment sheet (**Appendix 1**). Copy for each learner or large copy for classroom display. These could be laminated (optional).
- · Pencils or erasable pens.



# Activity A1: I'm ready for it!

### **Procedure**

**Note:** There are two versions of the *I'm ready for it!* self-assessment sheet (**Appendix 1**) - one for Pre A1 Starters Digital and one for A1 Movers Digital. Make sure to use the correct version.

- Introduce the *I'm ready for it!* self-assessment sheet to the learners. Explain that they can use this to help them think about what they are good at and also what they need to practise more.
- The self-assessment sheet is in three parts: Listening, Reading & Writing and digital test skills. Explain the skills to the learners in a simple way. You could use learners' first language for this.
- At the end of any activity or lesson, ask learners to focus on the skill(s) they have just practised. They mark their level of confidence on the sheet using a pencil or erasable pen so they can change it later.
- Monitor as learners do this and talk to them about their strengths as well as the areas they feel they
  need to work on. Ask questions about what they enjoyed too.
- The sheet is reusable. Learners add or change their self-assessment over a period of time or after test preparation activities as they develop skills in preparation for the test.

The teacher could keep these self-assessment sheets and give them out when they are used. Alternatively, learners could stick them in the back of their books so they always have access to them.



# Add support

Encourage learners to partner with someone who they regularly work with, so they can help through peer assessment.

Monitor carefully to check learners are self-assessing appropriately. Remind them of their strengths if they lack confidence and encourage them to think what they could do even better, or small improvements they could make.



Have learners think about what they could do to help them improve, e.g. reading more or talking more to their friends in class.



If you have a small class, you could put a large copy of the *I'm ready for it!* sheet on the display board. Learners could stick their avatar (that they create in B1) on it using sticky tack to show their degree of confidence.

Add more goals for your learners on the self-assessment sheet based on their needs and interests.

# Activity A2: Bingo

### **Description:**

Learners practise writing and listening for vocabulary from the wordlists and play an engaging game of Bingo.

By the end of the activity, learners will Aim(s):

• be familiar with and have practised vocabulary items in the **wordlists** 

· have practised writing and listening for specific words.

Can Do objectives:

### **Starters:**

CAN understand some very simple spoken descriptions of people and everyday objects.

· CAN spell some very simple English words correctly.

### Movers:

CAN understand simple spoken descriptions of people and familiar things.

CAN spell some simple English words correctly.

Time required:

15 minutes

### Materials and resources:

Images to show the meaning of relevant new vocabulary (e.g. **Starters**: cap, cheese, cup, salad, pizza, supermarket; Movers: parking lot, sign, swim shorts, leggings, sushi, cleaner, shopping mall).

· Notebooks or spare paper.



# Activity A2: Bingo

### **Procedure**

- 1. Give the name of a local or well-known supermarket (Starters) or mall (Movers) and ask learners questions such as: What can we do there? What can we buy there? What can we see there? Write some learners' answers on the board.
- 2. Review or introduce 5 or 6 items of relevant vocabulary from the wordlist using flashcards and/or pictures (e.g. **Starters**: cap, cheese, cup, salad, pizza; **Movers**: parking lot, sign, swim shorts, leggings, sushi, cleaner). Add the written words to the vocabulary on the board from step 1. Show the picture, say the words clearly and show the written form. Learners repeat the words in various ways (e.g. quietly, slowly, in an excited or angry voice). Ask questions to check learners' understanding of all the words.
- 3. Ask children to draw a large 3x3 grid in their notebooks or on some spare paper. They choose nine words related to the supermarket or mall from those on the board, and fill each space in the grid with one word.
- 4. Say words, phrases and some short sentences about each of the vocabulary items (e.g. Starters: Mum got some cheese at the supermarket; **Movers**: I went to the shopping mall and I chatted with my friends. We ate sushi.) As learners hear the words, they cross them off on their bingo card. When they have a line of three crosses, they raise their hand and say bingo!
- 5. Challenge learners who finish quickly to say some words and phrases for their classmates until everyone has completed a line on their sheet.



# Add support

Encourage learners to check the spelling of the words with their partner by comparing their bingo cards. They could also read the words aloud.

For new or more challenging vocabulary, use the words in a short phrase or on their own.



Ask questions to extend learners' language and thinking at step 2, such as: Do you enjoy going to the supermarket/shopping mall? Why/not? Which shops do you go to at the mall? Why do you go there?



Bingo can be played to review any set of words on a topic.

If your learners need to practise speaking as well, they could play bingo in small groups, taking it in turns to call out the words or sentences.

# Activity A3: Spelling race

### **Description:**

In this pair activity, learners recall vocabulary and choose letters to spell words from the wordlists as quickly as possible.

Typing practice can be added.

### Aim(s):

By the end of the activity, learners will have

- · reviewed vocabulary from the wordlist
- · worked together to remember spelling of vocabulary from the wordlist
- practised saying and hearing letter names
- practised using the keyboard and mouse
- practised typing skills (optional).

### Can Do objectives:

### Starters:

- · CAN name familiar people or things such as family, animals, school or household
- CAN spell some very simple English words correctly.

### Movers:

- CAN give simple descriptions of familiar objects, pictures and actions.
- · CAN spell some simple English words correctly.

### Time required:

20-25 minutes

### Materials and resources:

- Find or make picture flashcards or images of vocabulary (e.g. **Starters**: bathtub, couch, pond, yard, tap. jug, cup; **Movers**: writer, acrobat, builder, cleaner, dancer, worker). Add topic-related words that learners often make mistakes with or need to review, or choose a topic where your learners need to extend their vocabulary.
- Letter cards (enough to spell all the words). One set per pair.
- Magnets, tape or sticky tack.
- (Optional) A computer or hand-held device with a keyboard (one per pair or one to share around), and typing software or an app such as Google Docs; Microsoft Word; Notes etc.











# Activity A3: Spelling race

### **Procedure**

- 1. Show the flashcards/pictures and elicit the words for them from the learners. Put all the flashcards/ pictures together and ask learners to say how they are related (**Starters**: things in your home; **Movers**: jobs, but learners can group them however they like).
- 2. Ask learners to add more words to the list.
- 3. Ask learners to tell you one or two words they feel confident spelling and one or two words they are a little unsure about.
- 4. Put learners into pairs. Hand out a letter set to each pair.
- 5. One learner from each pair comes to the front. Show them a picture/flashcard secretly. They remember the picture, return to their partner and say the word. Together, they use the letters to spell out the word.
- 6. Pairs change roles for another turn.
- 7. After every three words, pairs move around the classroom and check each other's words. Accompany them and give feedback on any good spellings and ones they got wrong. Encourage learners to spell any they got wrong.
- 8. Continue until all the words have been spelled.
- 9. Show learners some sentences where the words are missing. Learners fill in the gaps with the correct
- 10. Learners review the words they noted in step 3 and see if their confidence has improved. They could also use the self-assessment sheet (Appendix 1) to reassess their readiness for the test.



# Activity A3: Spelling race cont.



# Add support

Provide the initial letter of the word or all the letters jumbled up, if needed.

# \* Add challenge

Choose longer words or those with irregular spellings, as well as one of those that the learners say they are less sure about.

Have pairs repeat the same words and encourage them to get quicker at remembering and spelling or typing the words.

# 

Each pair uses a computer or hand-held device and an app or software to type into, such as a shared document (e.g. Google Docs or Padlet). Show a picture on the screen. Pairs remember the word and its spelling; one learner types it onto a document. When they have finished, they raise their hand. Repeat for a new word and change the typist in the pairs. Review the shared document on screen with the whole class and give feedback as appropriate.

Encourage learners to use self-assessment rather than to compete against each other. Use the suggested self-assessment techniques and add a reflection stage where learners identify words they find difficult to spell.





# Activity A4: Drag and drop - Starters

### **Description:**

Learners work together to mime dragging and dropping letters to form words based on their letter-sounds.

Aim(s):

- To recognise letter-sounds to help with reading and writing words
- To understand letter-sound correspondence to help with writing words spelled aloud
- To self-assess letter-sound recognition and spelling
- To practise digital test-taking skills (drag and drop).

Can Do objectives:

- CAN spell some very simple English words correctly.
- CAN understand letters of the English alphabet when heard.

Time required: 10-15 minutes

Materials and resources:

- Learner materials: I can! cards (Appendix 2) (one set per pair).
- Choose words (including names) with regular spellings from the wordlist that can be decoded (e.g. clock, Leo, Dad, bath, pants, fly, ship). Prepare letter cards or magnetic letters (enough to spell all the words chosen).
- Tape or sticky tack.
- A bag or box for all the letters.

### **Procedure**

- 1. Ask each learner to take a letter from the magic letter bag (or box). They tell you the letter name, sound and a word beginning with that letter (e.g. I've got an 'a' for 'apple').
- 2. Give pairs a complete set of letters to work with and tell them to put all the letters on one side of their table. Say a word from the wordlist (e.g. *clock*), then say the word in a meaningful sentence (e.g. *Look at* the clock. What time is it?). Repeat the sentence and the word.
- 3. Pairs spell the word by pretending to drag and drop. Demonstrate this by dragging each sound across one by one (c, l, o, c, k) to form a word. They display an I can! card to show how confident they are or if they need support (Green = I feel confident; Yellow = I feel fairly confident but I need a bit of help or practice; Purple = I can't do/say this yet. I need a lot more help or practice). Give the support they ask for.
- 4. Check the answer by asking a pair to sound out their word (say the sounds one by one).
- 5. Repeat with another word.
- 6. Follow up by asking learners to read the words again, sound by sound.
- 7. Learners could reassess their readiness for this aspect of the test using the self-assessment sheet (Appendix 1).



# Activity A4: Drag and drop - Starters cont.



# Add support

Sound out the words (say the sounds one by one) to help learners find the letters, especially for sounds with two letters such as 'ck' or 'th'.

If learners show the orange card, use the letter names to help them spell the words.

If learners show the purple card, show the written words (on the board or a word card) and help learners read them phoneme by phoneme before the main activity.



# \* Add challenge

Add an extra step to the activity where learners choose letters to make words, phrases and short sentences of their own. They could write them together in their notebooks or on paper.



# ightharpoonup Adapt

Change the words and letters in this activity to help your learners with letter-sound correspondence issues common to learners with their first language.

Use this activity with a **Movers** class by replacing the letter cards for word cards. Learners can use them to build sentences or short stories.



# ★ Digital Tip

Use the digital sample tests online or on an interactive whiteboard, as this will allow children to practise digital dragging and dropping skills.



# Activity A5: Online messages

### **Description:**

Learners write and answer questions to practise the new 'online messages' task type.

Aim(s):

By the end of the activity, learners will:

- · have practised reading to match common questions with appropriate answers
- have written questions asking for personal information
- have responded to written personal questions using pictures and/or written words, phrases and sentences
- been introduced to the add 'online messages' task type from the test, including the image of the mobile device.

### Can Do objectives:

### Starters:

- CAN understand some very simple sentences, including questions.
- CAN spell some very simple English words correctly.

### Movers:

- CAN understand some simple signs, notices and digital messages.
- CAN write short, simple phrases and sentences about pictures and familiar topics.

### Time required:

### Materials and resources:

- 20 minutes
- Learner materials: Online messages (Appendix 3). Cut up the questions and answers from Part A so that each learner has one piece of paper with a question or an answer on it. You don't have to use them all; there could be doubles (optional).
- Scissors and glue.

# $\begin{vmatrix} \Box \end{vmatrix}$ Activity A5: Online messages

### **Procedure**

- 1. Hand out one cut-up question or answer to each learner. Ask the learners to read their piece of paper and to raise their hand if theirs has a question on it. The remaining learners have the answers to those questions. Learners mingle to find a partner to match a question with its correct answer. They sit with their new partner.
- 2. Hand out the learner materials: Online messages cut so learners have the questions and answers relevant to their level. Learners work together in pairs to read and match the questions and answers (Part A).
- 3. Check the answers all together: 1-F; 2-C; 3-A; 4-E; 5-D; 6-B.
- 4. Learners look at the instructions for Part B. First, they cut out the mobile phone screens.
- 5. **Starters:** Learners choose a question from Part A. They cut it out and stick it to the top part of one of the phone screens.
  - **Movers:** They write a question as a message to their partner at the top of one screen. They can ask any question they like; they can use the questions in the matching activity as guidance if they want.
- 6. Partners swap their messages (on the cut-out phone screen). They then answer each other's questions at the bottom of the screen. **Starters** choose and cut out an answer from Part A or write words and phrases they know; **Movers** write phrases or sentences. They hand their answer (on the phone screen) back to their partner.
- 7. Learners continue the conversation or ask a new question in the same way, using the other screens they have cut out.
- 8. Encourage learners to self-assess how they did in this activity using the self-assessment sheet (Appendix 1).



# \* Add support

Learners can copy question stems or full questions from the matching activity if they need to.

Learners could just draw a picture.



Encourage learners to write longer responses or to continue their messaging by cutting out or making more phone screens for more questions and answers.



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There are two sets of questions and answers to match, one for Starters and one for Movers. Learners can add drawings or emojis to their sentences.



# Part B: Test familiarisation



# Activity B1: Create your own avatar

### **Description:**

Learners work individually to create an avatar. They present their avatar to the class for others to identify.

Aim(s):

By the end of this activity, learners will:

- be more familiar with the personalised avatar creation feature in the test
- have practised describing people and animals using vocabulary from the wordlists.

### Can Do objectives:

### Starters:

- CAN write their name using the English alphabet.
- CAN understand some very simple spoken descriptions of people and everyday objects.
- · CAN give very basic descriptions of some objects and animals such as how many, colour, size or location.

### Movers:

30 minutes

- CAN spell some simple English words correctly.
- · CAN understand simple spoken descriptions about people and familiar things.

### Time required:

### Materials and resources:

- · Learner materials: My Avatar (Appendix 4).
- · An on-screen image or still showing an avatar from the sample test.
- · Access to the **sample test** for either level.
- Scissors and glue.



# Activity B1: Create your own avatar

### **Procedure**

- 1. Introduce the word avatar. Explain to learners that they can create their own avatar when they take their test (but note that they are not assessed on their avatar), and that today they will practise creating an avatar.
- 2. On the screen, show an avatar. Ask learners to describe what the avatar looks like.
- 3. Work together as a class to label the avatar. Write the words on the board as students make suggestions. Alternatively, you could ask learners to write words down that describe the avatar.
- 4. Show the start of the test where learners will create their avatars. Ask for their input to create one together – show them the options for different skin colour, hair styles and clothes and get them to vote on what to choose.
- 5. Next, tell learners that they are going to create their own avatar to use in their classes. Show learners the My Avatar worksheet on the board and help them read the instructions. Hand out the worksheets and set a time limit for learners to create their avatar by cutting out their chosen features and sticking them on a piece on paper. Make sure learners write their names on the back of their paper. You can choose if you want to give your learners the sheet with the images to choose from or the blank squares for learners to draw their own.
- 6. Using sticky tack or tape, ask learners to paste their work around the classroom. Learners walk around and look at each other's work. Encourage them to say what they like about the avatars. They could describe each other's avatars (e.g. She has purple hair) then give their opinion (e.g. It's brilliant! I love her cap) or find similarities and differences between each other's avatars (e.g. Your avatar has lighter skin than my avatar).
- 7. Ask for volunteers to describe an avatar around the room. The class should listen and guess which one is being described.
- 8. Learners could reassess their readiness for this aspect of the digital test using the self-assessment sheet (Appendix 1).



# Activity B1: Create your own avatar cont.



# Add support

Learners who take more time to conceptualise, draw or colour could focus on two or three features of the

Provide concrete suggestions when introducing the activities, by giving a limited choice of clothes, head and

Give a list of adjectives for learners so they don't have to think of them all themselves.

# \* Add challenge

Learners could write notes in their notebooks at step 6 before giving feedback on the different avatars, such as key words or a very short description of an avatar they really like.

Learners could find and explain similarities and differences between their own avatar and those of friends, classmates or group members (e.g. Your avatar has lighter hair than my avatar).

Learners could imagine what their avatar's personality might be like and create a list of adjectives to describe them.



# $\bigcirc$ Adapt

If you don't have a teacher screen or digital set-up in your classroom, you could create and cut up a large avatar for learners to help build as a model in step 4.

The learners' avatars could be used as markers on a poster-sized copy of the self-assessment sheet (see **Activity** A1) which is displayed in the classroom. Learners can self-assess their readiness by placing their avatar on the large copy of the sheet, moving it as they become more confident.



# **Quick activity**



### Starters Listening task 1: Minimal differences

Use this as a warmer or cooler. Put three picture cards around the room with similar sounding words (e.g. mouse, mouth, house). Say a short sentence, like this is a house, or there's a mouse. Learners point to the correct picture. Elicit the word from a few learners. Repeat with different pictures.



# $|\equiv|$ Activity B2: What does that do?

### **Description:**

A matching activity and collage to pre-teach and create a reference sheet of icons used in the digital tests.

Aim(s):

By the end of this activity, learners will:

- better understand the meaning of key icons used in the digital test
- be more confident in navigating the digital test.

Time required:

20-30 minutes

Materials and resources:

- · Learner materials: What does that do? (Appendix 5).
- Scissors and glue.
- The digital test walkthrough video:

**Pre A1 Starters Digital A1 Movers Digital** 

### **Procedure**

- 1. Introduce the concept of digital icons for example, by asking a learner to draw a 'play' button on the board, or showing the play icon and eliciting its meaning. Remind learners that in the digital test, they will need to click on different icons to help them move through the test.
- 2. Learners work in small groups of 3 or 4. Hand out a set of icon pictures to each group. Together, they discuss what the icons could mean (Note, this could be done in learners L1) and how this might be expressed in English. Gather some ideas but don't give the answers yet.
- 3. Play extracts of the walkthrough video for each part of the test at the level you are teaching. As they watch, have learners find the icon and check if they were right.
- 4. Using the information on the worksheet, say the function of one icon. Learners, still in groups, point to correct icon. Check the answers each time. Avoid making the game too competitive using rewards, points or prizes. Instead, praise those who guess correctly, and allow them to teach the others in the class.
- 5. When finished, give each learner a copy of the table worksheet, the icon sheet and some scissors and glue. They cut out the icon squares and first arrange them in the grid on the handout. Monitor carefully; once they have checked their answers are correct, they stick the icons onto the paper.
- 6. Learners could reassess their readiness for this aspect of the digital test using the self-assessment sheet (Appendix 1).
- 7. Learners could place the paper in their English folder or notebook, or it could be displayed in the classroom. When they are doing a digital sample test, learners can refer to this worksheet.

**Answer key**: A-2; B-9; C-8; D-7; E-6; F-3; G-4; H-10; I-5; J-1.



# Activity B2: What does that do? cont.



# Add support

Learners could work in their groups or in pairs at step 5 and support each other. Make copies of their work in this case, so that each learner can have one.

Learners could make additional notes about the meanings of the icons on the final worksheet, either in English or in their own language.



# \* Add challenge

Encourage learners to share other digital icons they know and to write a description of their function in English.



# Adapt

Review the sample test and add any icons used which may be unfamiliar or confusing to your learners.



# **Quick activity**



### **Movers Reading & Writing task 1: Information posters**

Put three picture cards on the board and write an example sentence (e.g. Get your fruit and vegetables here! with the pictures of a supermarket, a shoe shop and a comic book store). Ask a few learners the answer (or ask them to draw their answer on a mini whiteboard). A volunteer then chooses the correct flashcard and puts it next to the sentence. Repeat with one picture and three sentences.



# 

### **Description:**

Learners work in pairs to brainstorm and predict information they will hear in the walkthrough video. They watch the video to find out if they are correct, and then they share what they have learned with the class.

By the end of this activity, learners will: Aim(s):

- have reviewed the creation of a personal avatar
- · have reviewed the function of key icons
- be more familiar with the format and tasks of the Listening and Reading & Writing
- be more familiar with the digital test platform and its functionality.

Time required:

25-30 minutes

Materials and resources:

- Learner materials: The digital test: True or false? (Appendix 6)
- The Pre A1 Starters Digital and A1 Movers Digital handbook for teachers (recommended)
- The digital test walkthrough video:

Pre A1 Starters Digital (7:41) A1 Movers Digital (11:43)

### **Procedure**

- 1. Give two or three simple statements about the tests. Ask learners to stay sitting if they think it is true, or to stand up if it is false. If it is false, they try to correct it, then they can all sit down again. For example:
  - · You do all of the test on the computer: Listening, Reading, Writing and Speaking (False: Speaking is not done digitally)
  - · You do the test at home on your own computer (False: You don't do it at home)
  - You can prepare for the test by watching a video about it (True).
- 2. Tell learners they will watch a video to find out more about the test. Learners work in pairs. Hand out a copy of the learner material, The digital test: True or False? to each learner. In their pairs, learners read the first point and decide if they think it is true or false.
- 3. Play the video on screen for learners to check their answer. Pause the video after the answer is given (see timings below), check answers and add further information or answer questions as necessary. Continue to the next point.

Note: The video includes example questions for both Listening and Reading & Writing. As you show the walkthrough video for the *True or False* activity, also pause it and encourage your learners to try the example questions all together or in their notebooks individually. This is useful practice for them and will help keep them engaged in the video.

# Activity B3: The digital test walkthrough video

### **Procedure cont:**

- 4. Check the answers as a whole class. Review key sections of the video if required. Answer learners' questions.
- 5. Learners could reassess their readiness for these aspects of the test using the self-assessment sheet (Appendix 1).

### **Answer key** and rough video timings:

- 1. True. (Starters & Movers: 0:40)
- 2. True. (Starters & Movers: 0:49)
- 3. **False**. Learners have to listen to each recording twice. For the 'interactive dialogue' tasks they can listen more if they want. (Starters 1:38 / Movers: 2:37)
- 4. False. After they click OK, they can't go back to change their answer. (Starters: 1:51 / Movers: 2:48)
- 5. False. Learners add an accessory to their avatar after each task in the Listening test. (Starters: 1:59 / Movers: 2:57)
- 6. False. They use their mouse to drag and drop. They can use a keyboard or their own on-screen keyboard to type. (Various points, including Starters 2:49 / Movers 4:07)
- 7. False. You could remind learners of the five different Listening task types by reviewing the relevant section of the video. (Starters 4:22 / Movers: 5:31)
- 8. False. Learners see an example in each of the tasks for Reading & Writing as well. (Starters: 5:36 / Movers: 7:28)
- 9. **True**. You create a companion for your avatar. (Starters: 5:53 / Movers: 7:52)
- 10. **False**. There are 5 tasks in the Starters Reading & Writing test and 6 in the Movers Reading & Writing test. You could remind learners of the different Reading & Writing task types by reviewing the relevant section of the video. (Starters: 7:36 / Movers: 11:36)



# Add support

Before they predict the answers, read the points aloud and help learners understand each one:

- You could introduce key vocabulary (e.g. example, task, keyboard).
- · You could encourage learners to explain the points to each other or you could use their first language.

Conduct the activity as a whole class instead of learners working in pairs. Show each *True or False* statement on the screen. Explain it to the class and gather some predictions, then play the video extract. Discuss and clarify the answers all together.



# \* Add challenge

Encourage learners to add a question at the end of the worksheet.



# Adapt

Note that the Starters walkthrough video is shorter than the Movers walkthrough video. The points, however, are the same. Take a little extra time to explain the points and pause the video to check understanding frequently. This activity could be split across two lessons. The first could focus on Listening and the second could focus on Reading & Writing.



# **Quick activity**



### Starters Listening task 4: Interactive dialogue

Show a picture on the board for context - for example, a picture of a park. Read example dialogues and hold up a different shape for each one (**Square**: 'Look at my bike!' 'I speak English.' **Triangle**: 'Look at my bike!' 'Goodbye.' Circle: 'Look at my bike!' 'It's red.') Learners draw the correct shape on their mini white boards (in this example, a circle) and hold it up.



# **Quick activity**



### Movers Listening task 4: Interactive dialogue

Show a picture on the board for context - for example, a picture of two school friends. Read example dialogues and hold up a different shape for each one (**Square**: 'I like films which are funny.' 'Me too.' **Triangle**: 'I like films which are funny.' 'Do they?' Circle: 'I like films which are funny.' 'It's all right.') Learners draw the correct shape on their mini white boards (in this example, a square) and hold it up. When learners are familiar with the task, they could write their own dialogues (with correct and incorrect options) and perform them for the class.

# Activity B4: Sample test

### **Description:**

Learners experience what it's like to do a task from the digital Listening and Reading & Writing components. They reflect on their progress and identify areas of strength and areas to work on.

By the end of this activity, learners will have: Aim(s):

• experienced a Listening task and a Reading & Writing task from the digital sample

practised subskills for the Listening test

practised all subskills for the Reading & Writing test

· developed more confidence about taking their test.

10-15 minutes Time required:

Materials and resources:

Mini whiteboards and whiteboard pens

Sample tests

The Pre A1 Starters Digital and A1 Movers Digital handbook for teachers

· If available: computer and mouse or handheld device for each learner (or pair of learners) and headphones.

• Learner materials: I'm ready for it! self-assessment sheet (Appendix 1) (optional)

# **Notes: Reading & Writing**

Follow the same procedure for the Reading & Writing test. Do one task in a lesson.

- · Where the questions are multiple choice, label the options a, b, c etc. so it's easy for learners to give their answer.
- Where there is more than one sentence on the screen, number them 1, 2, 3 etc.
- In the last questions of Movers tasks 2 and 5, ask a few learners to read out their sentences to show that multiple answers are possible. You could select a few answers to do some anonymous error correction with at the end.



# $|\equiv|$ Activity B4: Sample test

### **Procedure**

- 1. Tell learners you are going to do a task from the actual test together. Project the Listening sample test onto the board and check the volume to make sure everyone can hear.
- 2. Give each pair of learners a mini white board and whiteboard pen.
- 3. Ask a volunteer to come and help make the avatar. Model questions to ask the class 'Do you want this one?' or 'Do you want this or this?', pointing to the options on screen. The learner asks their classmates and together they make the avatar. (You can operate your computer with the learner touching the projection or have the learner use your computer.)
- 4. Ask for another volunteer for the sample question. They touch the projection to play the question and select the answer (while you operate the computer).
- 5. Ask for a different volunteer for the next question. Again, they touch the screen and pretend to operate the test. Tell the class to write or draw their answer on their mini whiteboards. (For Starters task 4 and Movers tasks 1, 3 and 5 label the options a, b, c etc.) On the count of three, learners hold up their board to show their answers. The volunteer selects the answer they and the class think is correct.
- 6. Reveal the correct answer by circling the option or writing the answer. Congratulate everyone and remind them there is no passing or failing in this test and that they should just do their best.
- 7. Work through the task in the same way, making sure learners take turns on the mini whiteboards.
- 8. Optional: Give each learner a copy of the self-assessment sheet (**Appendix 1**). Ask them to self-assess their skills (see guidance for **Activity A1**). You could collect in their self-assessments and review them to help plan next lessons.

See the Pre A1 Starters Digital and A1 Movers Digital handbook for teachers for the answer key to the sample tests.

# Activity B4: Sample test cont.



# Add support

Elicit and remind learners about test-taking strategies, such as listening once, giving an answer, and then listening once or twice again to check their answer. This could be in English or in their own language.

Do a practice task at the end of a lesson which focuses on skills or language for that specific part of the test.



Learners could work alone with a mini whiteboard each.

# Adapt

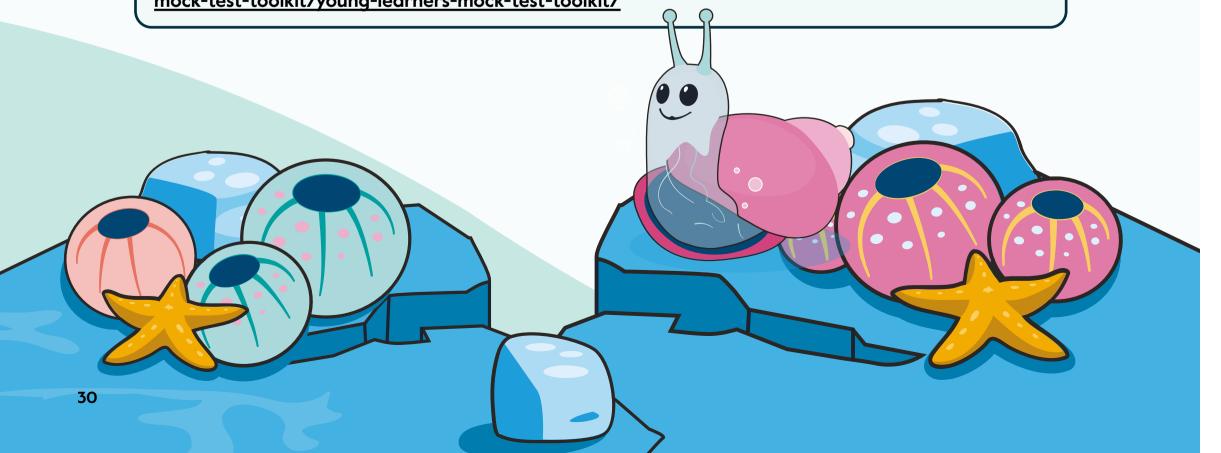
For the multiple-choice questions, learners could hold up different shapes or coloured cards or move to different parts of the room to select their answer.

If you have access to handheld devices, your learners could use these instead of the mini whiteboards. Work through the questions together so you can reveal the correct answers.

# \*

# **Teaching Tips**

Don't do the sample test too early on in your course. Make sure you've introduced the features of the digital test and practised the skills before. You could do the sample test near the middle of your course so that you and your learners can set learning goals to help them improve in the tasks they found difficult. Look at the mock test toolkit for young learners for more guidance and support: <a href="https://cambridge.foleon.com/">https://cambridge.foleon.com/</a> mock-test-toolkit/young-learners-mock-test-toolkit/



# Materials

Appendix 1 (Activity A1): I'm ready for it!

I'm ready for **Starters!** 

Starters Listening: I'm ready to...

| Listen and                                 | I'm totally ready! | I'm nearly ready! | I'll be ready after<br>more practice |
|--|--------------------|-------------------|--------------------------------------|
| find the right word                        |                    |                   |                                      |
| understand a story                         |                    |                   |                                      |
| spell and write words and numbers          |                    |                   |                                      |
| know how to respond                        |                    |                   |                                      |
| understand British and American<br>English |                    |                   |                                      |

## Starters Reading & Writing: I'm ready to...

|   | I'm totally ready! | I'm nearly ready! | l'll be ready after<br>more practice |
|---|--------------------|-------------------|--------------------------------------|
| read and understand important information |                    |                   |                                      |
| write complete sentences                  |                    |                   |                                      |
| answer questions about a comic story      |                    |                   |                                      |
| read and spell simple words               |                    |                   |                                      |

# Appendix 1 (Activity A1): I'm ready for it!

# Digital test skills: I'm ready to...

|  | I'm totally ready! | I'm nearly ready! | I'll be ready after<br>more practice |
|--|--------------------|-------------------|--------------------------------------|
| create my avatar                                     |                    |                   |                                      |
| drag and drop with my mouse                          |                    |                   |                                      |
| type using the on-screen keyboard or my own keyboard |                    |                   |                                      |
| use the play and pause buttons                       |                    |                   |                                      |
| move through the test when I'm ready                 |                    |                   |                                      |

# Appendix 1 (Activity A1): I'm ready for it!

# I'm ready for Movers!

| My name is: |      |      |
|-------------|------|------|
| My Hame is. | <br> | <br> |

# Movers Listening: I'm ready to...

| Listen and                                 | I'm totally ready! | I'm nearly ready! | I'll be ready after<br>more practice |
|--|--------------------|-------------------|--------------------------------------|
| understand a story                         |                    |                   |                                      |
| understand and make notes                  |                    |                   |                                      |
| know how to respond                        |                    |                   |                                      |
| change a picture                           |                    |                   |                                      |
| understand British and American<br>English |                    |                   |                                      |

# Movers Reading & Writing: I'm ready to...

|   | I'm totally ready! | I'll be ready after<br>more practice |
|---|--------------------|--------------------------------------|
| read and respond to important information     |                    |                                      |
| write complete sentences                      |                    |                                      |
| read and answer questions about a comic story |                    |                                      |

# Appendix 1 (Activity A1): I'm ready for it!

Digital test skills: I'm ready to...

|  | I'm totally ready! | I'm nearly ready! | I'll be ready after<br>more practice |
|--|--------------------|-------------------|--------------------------------------|
| create my avatar                                     |                    |                   |                                      |
| drag and drop with my mouse                          |                    |                   |                                      |
| type using the on-screen keyboard or my own keyboard |                    |                   |                                      |
| use the play and pause buttons                       |                    |                   |                                      |
| move through the test when I'm ready                 |                    |                   |                                      |

# Appendix 2 (Activity A4): I can! cards

Cut out one set of cards per pair

| We can do it! | How do you spell that? | We don't understand. Can you help us, please? |
|---------------|------------------------|---|
| We can do it! | How do you spell that? | We don't understand. Can you help us, please? |

# Appendix 3 (Activity A5): Online messages

# Part A:

Match the questions and answers.

# Pre A1 Starters Digital

| 1. What color are your pants? | A. No. I'm with my friend Nora.  |
|-------------------------------|----------------------------------|
| 2. Can you play the trumpet?  | B. Yes, I do.                    |
| 3. Are you with your family?  | C. No, but I can play the drums. |
| 4. Where are you?             | D. Watching a video on my phone. |
| 5. What are you doing?        | E. By the pond.                  |
| 6. Do you like cheese?        | F. They're green.                |

# A1 Movers Digital

| 1. Where were you at the weekend? | A. My friend Abdul and his family.                  |
|-----------------------------------|---|
| 2. Where did you go?              | B. It was sunny but a bit windy.                    |
| 3. Who did you go with?           | C. We went to the beach.                            |
| 4. What did you do?               | D. We ate sushi and lots of pizza.                  |
| 5. What did you eat?              | E. I went swimming. I saw a jellyfish. It was cool! |
| 6. What was the weather like?     | F. I was on vacation.                               |

# Appendix 3 (Activity A5): Online messages

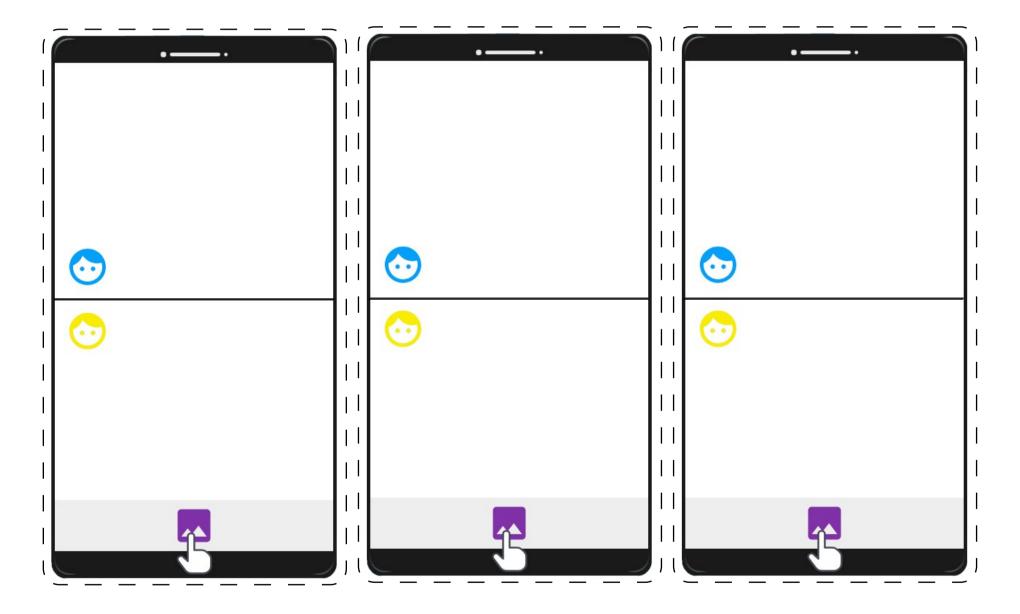
# Part B:

**Step 1:** Cut out the three phones.

**Step 2:** Write or stick a question at the top of one phone. Give your message to your friend.

**Step 3:** Answer your friend's message at the bottom of the screen. Write words or sentences. Add a picture. Give your reply to your friend.

**Step 4:** Now ask and answer more questions.



# Appendix 4 (Activity B1): My avatar



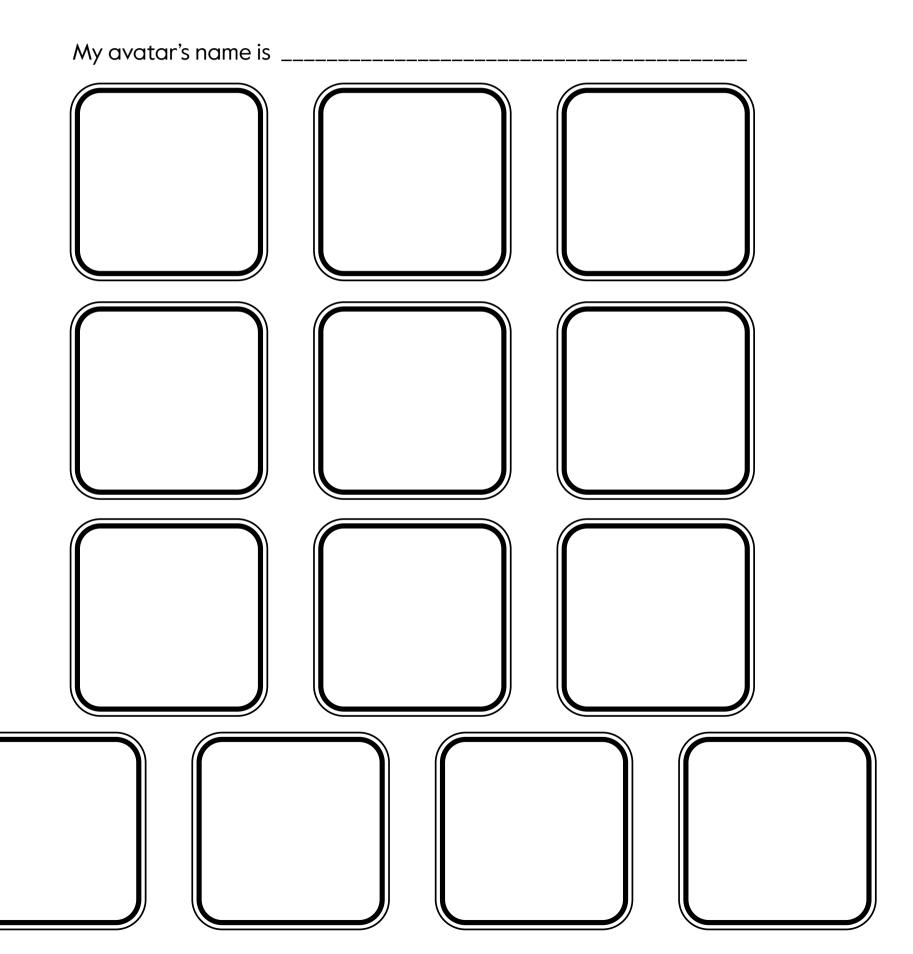
# Appendix 4 (Activity B1): My avatar

**Step 1**: Draw your avatar's body parts and clothes in the blank squares.

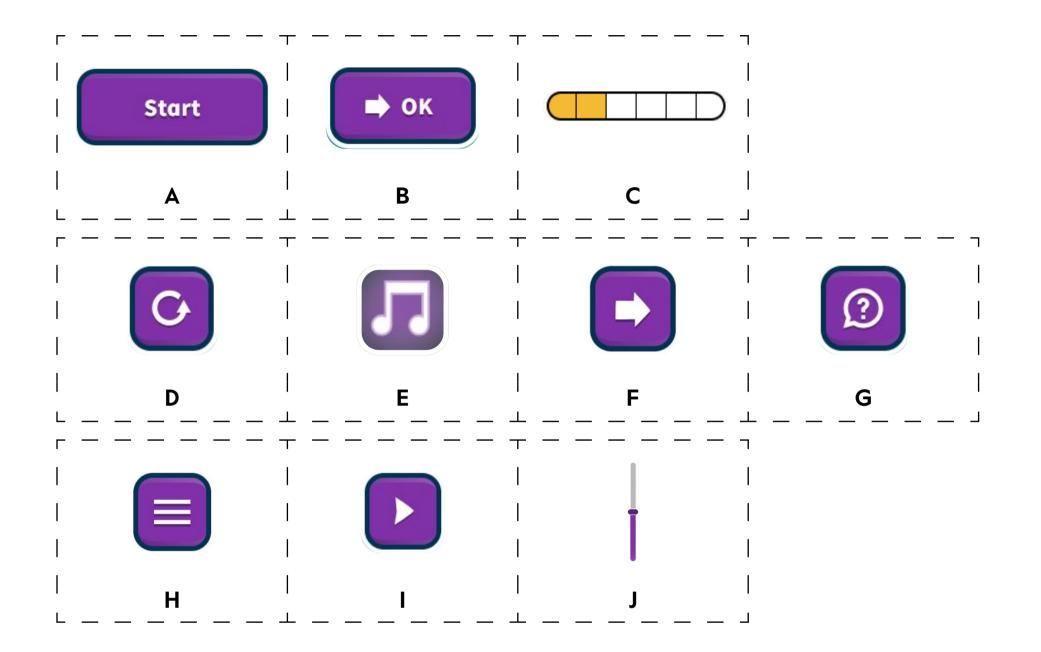
**Step 2:** Colour them in.

**Step 3:** Cut out the squares and stick them in your books or on a sheet of paper.

**Step 4:** Give your avatar a name.



# Appendix 5 (Activity B2): What does that do?



# Appendix 5 (Activity B2): What does that do?

# **Icons**

Cut out the icons.

Match them to the instruction. Stick them.

| 1.<br>Change the<br>volume                       |  |
|--|--|
| 2.<br>Begin the test                             |  |
| 3.<br>Go to the next<br>page                     |  |
| 4.<br>Read and hear<br>the instructions<br>again |  |
| 5.<br>Play the<br>recording                      |  |

| 6. The recording is playing when this is flashing          |  |
|--|--|
| 7.<br>Play the<br>recording again                          |  |
| 8. There are six screens in this task. This is screen two. |  |
| 9. I've finished this question. Move to the next question  |  |
| 10.<br>Go to another<br>part of the test                   |  |

# Appendix 6 (Activity B3): The digital test: True or False?

Read about the digital test. Are the sentences **True** or **False**?

What do you think? Circle your answer with a coloured pen or pencil.

| 1  | I do the Listening tasks first.   | True | False |
|----|---|------|-------|
| 2  | I see an example before every task.                                     | True | False |
| 3  | I hear the recordings only once.  | True | False |
| 4  | I choose my answer, then I click OK. Then I can change my answer.       | True | False |
| 5  | I only change my avatar and companion at the end of the Listening test. | True | False |
| 6  | I use my keyboard to drag and drop.                                     | True | False |
| 7  | I do four tasks in the Listening test.                                  | True | False |
| 8  | There are no examples in the Reading & Writing test.                    | True | False |
| 9  | I create a companion for my avatar in the Reading & Writing test.       | True | False |
| 10 | I do 4 tasks in the Reading & Writing test.                             | True | False |

Watch the video and check your answers. Make corrections in another colour.

# Appendix 7: Changes to the digital wordlist

The following words are part of the Pre A1 Starters Digital tests and should be included in vocabulary lessons at this level. Here is the full wordlist for **Pre A1 Starters Digital**.

# Pre A1 Starters Digital level

| New words | American<br>English<br>alternatives | Words from<br>Movers | Words from<br>Flyers | New names |
|-----------|-------------------------------------|----------------------|----------------------|-----------|
| bug       | bathtub                             | cheese               | drum                 | Adam      |
| cap       | couch                               | coat                 | pizza                | Chen      |
| fox       | Mom                                 | cry                  | pond                 | Dev       |
| jug       | pants                               | cup                  |                      | Dilek     |
| pot       | yard                                | little               |                      | Flora     |
| scared    |                                     | panda                |                      | Hana      |
| scooter   |                                     | party                |                      | Ivan      |
| tap       |                                     | salad                |                      | Jess      |
| van       |                                     | tired                |                      | Leo       |
|           |                                     | video                |                      | Mo        |
|           |                                     | wash                 |                      | Nora      |
|           |                                     |                      |                      | Omar      |
|           |                                     |                      |                      | Tina      |
|           |                                     |                      |                      | Wendy     |
|           |                                     |                      |                      | Yusef     |
|           |                                     |                      |                      |           |

# Appendix 7: Changes to the digital wordlist

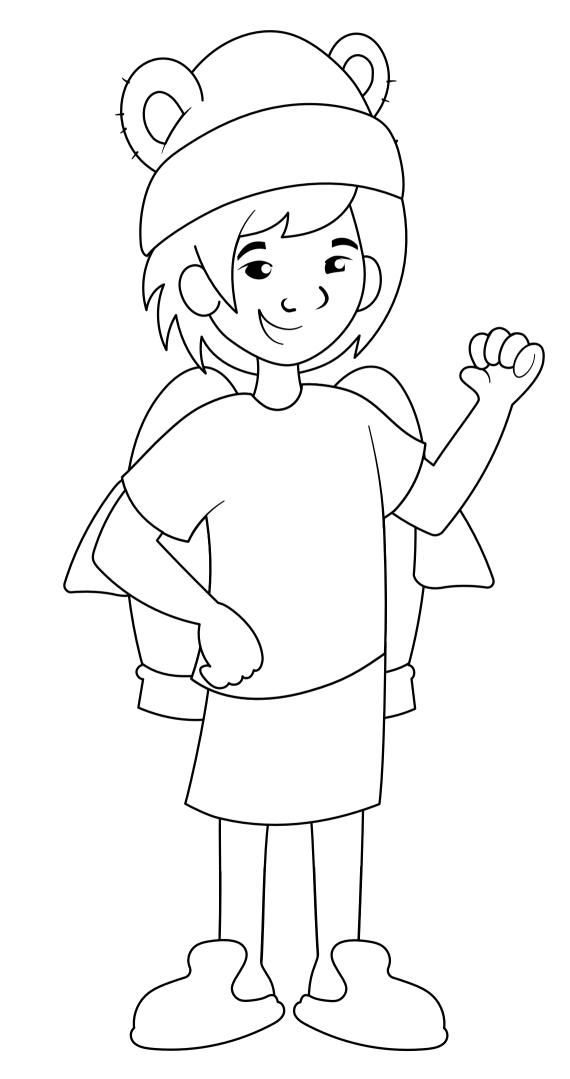
The following words are part of the A1 Movers Digital tests and should be included in vocabulary lessons at this level. Here is the full wordlist for <u>A1 Movers Digital</u>.

# A1 Movers Digital level

| New words  | American<br>English<br>alternatives         | Words from<br>Starters   | Words from<br>Flyers   | New names  |
|--|---|--|--|--|
| acrobat builder cabbage cleaner dancer dragon good for you Hey! ice rink learn how to (do something) leggings look + adjective lost make friends nuts park (a car/bus) sign skate park sushi swim shorts teenager trumpet wardrobe worker worry writer | closet parking lot (shopping) mall vacation | badminton hockey jacket jellyfish pineapple polar bear sausage | bored cave chat excited glove hotel information meet No problem! other ready sure use wing | Abdul Anna Beth Defne Hong Krish Max Metin Oleg Priya Sara Taji Yasmin Zak |

# Colour your own avatar

Colour me in so I'm ready to start my adventure!



# Useful resources and information

Pre A1 Starters Digital and A1 Movers Digital handbook for teachers

Pre A1 Starters Digital preparation page

A1 Movers Digital preparation page

Practice activities in Cambridge One. Sign up for your teacher account in <u>Cambridge One</u>. Find 'Cambridge English Qualifications Digital for young learners: Practice Activities' in 'My Library'.

Teacher's guide to Integrated Learning and Assessment

# Teacher webinar recordings

Introducing Cambridge English Qualifications Digital for young learners: Watch here

Techniques for getting the most from every moment of learning with primary learners: Watch here

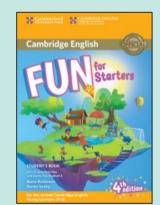
Teaching Cambridge English Qualifications Digital for young learners: Watch here

# Official preparation courses and resources

You can still use all the preparation materials for the paper-based Cambridge English Qualifications for young learners. You can be assured that the following resources will develop the skills and language needed for success in both the paper-based and digital exams.

### Fun for Starters and Fun for Movers

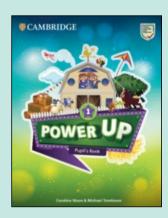
Fun activities combined with exam style questions.

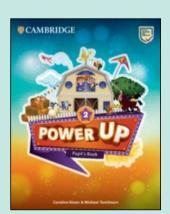




### **Power Up**

A general English course with embedded exam preparation, that takes learners on missions.





### Storyfun

Entertaining, story-based lessons.





### **Fun Skills**

Practice exam tasks with characters to guide and entertain.

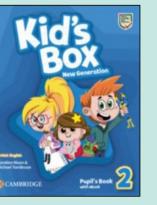




### **Kid's Box New Generation**

A fun, humorous course with exam preparation gently woven in.





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