



CAMBRIDGE
English

Teaching tips for the computer-based Cambridge English qualifications

A2 Key for Schools to C2 Proficiency

Cambridge

English Qualifications



How to use this booklet

Welcome to Teaching tips for the computer-based Cambridge English Qualifications.

These teaching tips will help you prepare your students who are taking a computer-based Cambridge English 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.

The computer-based 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 8?' '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.

Answer key

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

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.

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.

Skill	Level	Time
<input type="checkbox"/> Grammar	<input type="checkbox"/> Basic	<input type="checkbox"/> 0-5 minutes
<input type="checkbox"/> Listening	<input checked="" type="checkbox"/> Independent	<input type="checkbox"/> 5-10 minutes
<input type="checkbox"/> Pronunciation	<input type="checkbox"/> Proficient	<input type="checkbox"/> 10+ minutes
<input checked="" type="checkbox"/> Reading		
<input type="checkbox"/> Speaking		
<input type="checkbox"/> Vocabulary		
<input type="checkbox"/> Writing		

CLOSE FILTERS ^

NEW



Independent
The Diamond Eagle

Read a detective story and answer some questions about it.

B1-B2 | 5-10 minutes

NEW



Independent
Speaking to the world

Read a story about someone who speaks seven languages and answer some questions.

B1-B2 | 0-5 minutes

★ Top tip

Encourage students to make notes using the computer's 'sticky notes' tool to mimic the computer-based 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.

Learning English



The screenshot shows the Cambridge Learning English interface. On the left, there are filters for Skill, Level, and Time. The 'Listening' skill is selected, and the 'Independent' level is also selected. The 'Time' filter is set to '5-10 minutes'. On the right, there are two activity cards. The first card is titled 'Listening to dialogues' and is for the 'Independent' level, with a duration of 5-10 minutes. The second card is titled 'How do you feel?' and is also for the 'Independent' level, with a duration of 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 VoLLA**.

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.

Activity 2

Task information and procedure

Preparation and equipment:

- a model writing answer from an **exam book** or 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.

Becoming familiar with the platform

These activities provide information about the functionality of the computer-based 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 **computer-based tutorial**

Procedure:

- Display the questions: *What do you know about the computer-based 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 computer-based 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 computer-based exam, one challenge and one solution to that challenge.
- Share the link to the **computer-based tutorial** with your students so they can watch it again at home if they wish.

Answer key Video tutorial

A2 Key and A2 Key for Schools

Reading and Writing

1. T
2. F
3. F
4. T
5. T

Listening

6. T
7. T

General

8. T
9. T
10. T
11. F
12. F

B1 Preliminary and B1 Preliminary for Schools to C2 Proficiency

Reading and Use of English

1. F
2. T
3. F
4. T

Writing

5. T
6. F

Listening

7. T
8. T

General

9. T
10. T
11. T
12. T
13. F
14. F

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 **Computer-based 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 **Computer-based 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 computer-based 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 computer-based 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 computer-based 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 **Computer-based 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.

Answer key FAQs quiz

FAQs quiz 1

1. What if there are technical issues on the day of the exam?

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.

2. If I can't answer a question, can I come back to it again later?

Yes, you can check and change your answers at any time before the end of the test.

3. How will I know which questions I haven't answered yet?

The questions you've answered will appear grey and underlined at the bottom of your screen. The unanswered questions will stay as black squares.

4. What is the review button in the bottom left corner for?

The review button is a useful tool for you to know which questions you want to check again before the end of the exam. Tick review and the question number will become a blue circle.

5. How do I know how much time I have left?

There is a timer at the top of the screen. For the Reading & Use of English and Writing tests, the clock will turn red and flash when you have ten and five minutes left. The tests will automatically stop when the time finishes.

6. Can I use the internet to look up words or answers?

No, you will not have access to the internet from the test computer.

FAQs quiz 2

Reading

1. How can I underline or highlight text?

Select the text you want to highlight, right click and choose "Highlight". To remove the highlighted passages, right click again and choose "Clear". Choose "Clear all" to remove all highlighted passages.

2. How can I make notes?

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. To look at your notes, move your cursor over the highlighted passages and will see a small square. You can remove the notes by right clicking again and choose "Clear". You can choose "Clear all" if you want to remove all highlighted passages and notes.

3. Can I see all the text and questions at the same time?

You may have to move the scroll bar to read the whole text and see all the questions.

Writing

4. Will the words I type be counted automatically?

Yes, the words are counted automatically as you're typing.

5. Can I edit my writing?

Yes, you can copy and paste, delete and edit what you write at any time during the Writing paper.

6. Can I plan and make notes for the Writing part on paper?

Yes, you will be given paper that you can use to plan and make notes for the Writing paper. Please make sure to leave all the paper in the exam room once the exam has finished.

Listening

7. Can I adjust the volume of the audio?

Yes, you can change the volume by using the bar in the top-right at any time during the test.

8. Can I pause the listening?

No, you cannot pause the listening. You will hear each track twice.

9. Do I have any time to review my answers before the end of the test?

Yes, you have two minutes to check your answers before the test ends

+ Extra idea

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

How to use the computer-based sample tests

These activities familiarise learners with the computer-based 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 computer-based 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.

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 Writing: A2 Key and A2 Key for Schools



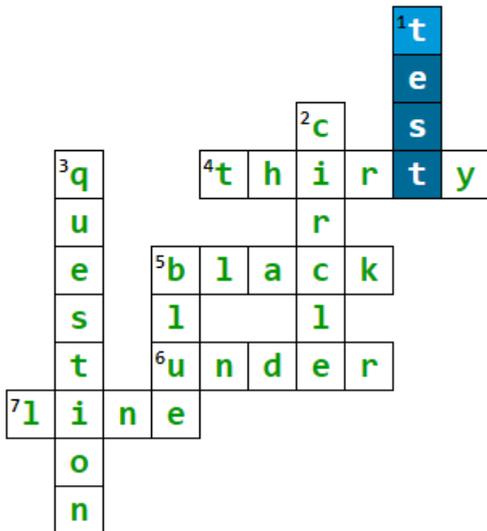
Task information and procedure

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 computer-based 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 computer-based 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.



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 computer-based 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 computer-based exams?' You can create an online poll using [mentimeter.com](https://www.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 computer-based Reading and Use of English exam.



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 computer-based Listening exam** per student
- access to the computer-based sample test for Listening **from the preparation page**

Procedure:

- Display the questions: *What do you know about the computer-based 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 computer-based 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 computer-based Listening exam**. Students use the first three screens to complete numbers 1–5 and then compare in pairs. Feedback, adding the answers to the gapped text on the board.
- For numbers 6–10 on the worksheet, demonstrate starting the test so students can see it but turn the volume down completely. Tell students you are demonstrating number 6. Click on 'Help' giving students time to see the information (they do not need to read everything). Tell students you are demonstrating number 7. Click on 'Hide', again giving them time to read and complete gap 7. Continue demonstrating the features of top tips 8, 9 and 10.
- 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.

🔑 Answer key Listening

1. name
2. sound
3. right
4. change
5. Start
6. help
7. hide
8. arrows
9. review
10. white



Task information and procedure

Preparation and equipment:

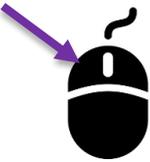
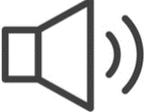
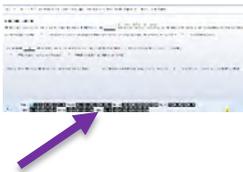
- access to a shared document or tool such as Jamboard or Padlet
- access to the computer-based sample test for Writing **from the preparation page**

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.

leftclickrightclickhighlightssavedeletescreencursornavigationbarvolumescrollkeyboardheadphones					
Verbs					
					
1 ----- -----	2 ----- -----	3 ----- -----	4 ----- -----	5 ----- -----	6 ----- -----
Nouns					
					
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. When you click on 'review' the question number changes to a blue square.
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. In help, you can find information about the test and the task.
10. You can highlight text or questions.
11. You can't make notes in the exam.
12. If you leave the room, people will see your screen.

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. When you click on 'review' the question number changes into a blue square.
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. In help, you can find information about the task and the test.
12. You can highlight text or questions.
13. You can't make notes in the exam.
14. If you leave the room, people will see your screen.

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. What is the review button in the bottom left corner for?
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

1. How can I underline or highlight text?
2. How can I make notes?
3. Can I see all the text and questions at the same time?

B. Writing

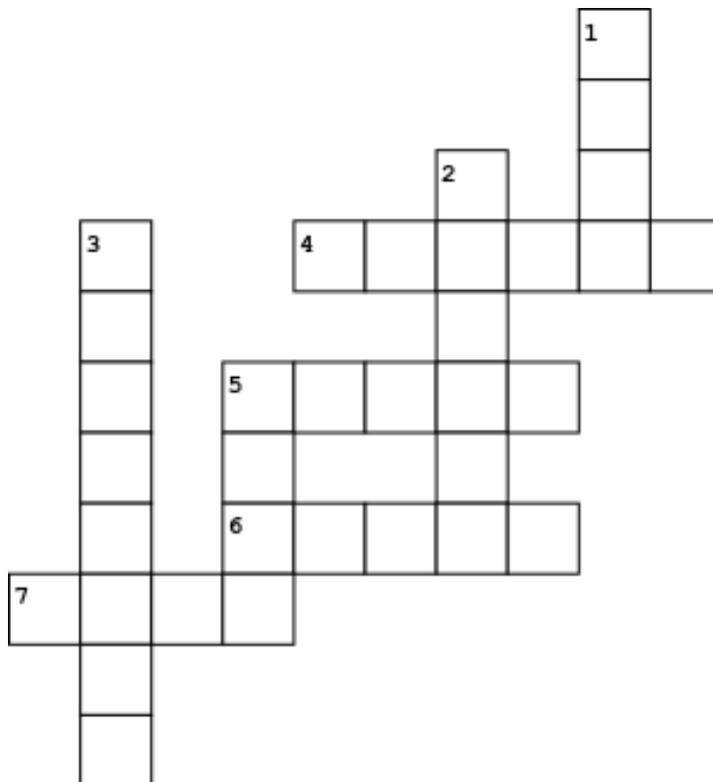
4. Will the words I type be counted automatically?
5. Can I edit my writing?
6. Can I plan and make notes for the Writing part on paper?

C. Listening

7. Can I adjust the volume of the audio?
8. Can I pause the listening?
9. 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)

With your partner, follow the instructions in the clues and complete the crossword.



Across

4. Click on 'help' then click on 'information'. There are _____ - two questions in the exam.
5. At the start of the exam, the question numbers at the bottom of the page are _____.
6. Click on Part 6. You can see how many words are in your writing _____ the white box.
7. Choose an answer for Reading Part 1 questions 1, 3 and 5. What can you see now? There is a _____ under the numbers.

Down

1. Click on 'hide'. To go back to your exam, click on 'resume _____'.
2. Go to Part 2 question 7. Imagine you don't know the answer and want to go back later. Click on 'review'. The question number is now a black _____.
3. You can use the black arrows to go to the next _____ or to go back.
5. Click on any question in the navigation bar and it turns _____.

Worksheet 5: Reading explorer

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

1. Click on 'Help' then click on 'Information'. What information can you find here?
2. Click on 'Task help'. What information 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 black 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 'Review'. What happens to the question number in the navigation bar?
6. Click on 'Hide'. How can you see your exam again?
7. Click on 'Help' then click on 'Test help'. 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 computer-based Listening exam

Complete 1–5 using the first three screens of the computer-based exam platform. Listen to your teacher to complete 6–10.

1. Make sure your _____, candidate number and date of birth are correct before you start.
2. You can test the _____ before you start. If there is a problem, tell the invigilator.
3. You can change the volume whenever you want. Use the controller in the top _____ corner.
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 need more information about the test or the tasks, you can click on '_____':
7. You can _____ your screen if you need to leave the room, but be careful because the test doesn't stop!
8. Make sure you are listening to the right question. Click on the numbers at the bottom or use the _____ to see the next question.
9. If you are not sure about an answer and want to check it later, you can click on '_____ ' and the question number becomes a circle.
10. At the end, check you have answered ALL the questions. You know you have answered a question because the question number turns _____ and has a line under it.

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