



**Cambridge Assessment
English**



**Tips for teaching
exam preparation
classes online**

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Watch and share exam tips

Video tips of useful strategies can help students to prepare for their tests.

1. Independent study
 - a. Put students into groups of four and give each student in the group the link to a different video with a tip for the test.
 - b. Ask your students to watch their video and note down, for example: Which part of the test is the tip for? What is the tip?
2. Online lesson
 - a. Put your students into breakout groups. Ask them to tell the other members of their group about the tips they learned in the video they watched. They should then create a slide on the whiteboard showing the most useful tips they heard about in their group.
 - b. Students report back to the rest of the class, using their slides to help them.

A2 Key for Schools

- [Reading and Writing test Part 1](#)
- [Reading and Writing test Part 7](#)
- [Speaking test Part 2](#)
- [Listening test Part 4](#)

B1 Preliminary for Schools

- [Reading test Part 4](#)
- [Reading test Part 6](#)
- [Writing test Part 1](#)
- [Listening test Part 2](#)

Do a sample Reading, Writing and Listening test

Completing a sample test is useful for students. Firstly, they can experience what it's like to take a whole test in one sitting and, secondly, it helps them to see for themselves which parts of the test they need to improve. This can help them to set goals for themselves, which can be motivating.

1. Independent study
 - a. Give your students a sample Reading, Writing or Listening test to do as independent study, either by sharing the relevant links below, or by sharing the documents with them.
 - b. Explain that the purpose of this practice test is to identify areas they're good at, and areas where they can improve. Ask your students to stick to the time limit and not to seek help.
 - c. Share the answers with students and ask them to note down which areas of the test they find easy and most tricky, and why.
2. Online lesson
 - a. Put learners in small groups in breakout rooms to discuss which areas of the test they find easy and most tricky, and why.
 - b. Identify areas where many students have similar problems, to focus on in your online classes.
 - c. Identify groups of students with similar needs – you may wish to do small-group classes for these students, or share additional resources to address their specific needs.
3. Look at the activities in your coursebook or other teaching resources. Select and extend activities in response to the needs of individuals and the group as a whole.

A2 Key for Schools

- [Computer-based Reading & Writing test](#)
- [Computer-based Listening test](#)
- [Paper-based tests and answers](#)

B1 Preliminary for Schools

- [Computer-based Reading test](#)
- [Computer-based Writing test](#)
- [Computer-based Listening test](#)
- [Paper-based tests and answers](#)

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Watch and practise a sample Speaking test

Watching a sample Speaking test shows students what they can expect in the test. It also provides a platform for teachers and learners to discuss strategies to use in the Speaking test.

1. Independent study
 - a. Give your students a sample Speaking test to watch as independent study by sharing the relevant links below.
 - b. Ask students to watch the sample test and to match the examiner comments with different parts of the test.
2. Online lesson
 - a. Get learners to discuss their answers. Help them to identify strategies that they can use in the lesson.
 - b. Ask students to complete the sample Speaking test.
 - i. If you have small groups of students, they can practise doing the test in the online lesson. You and the other learners can evaluate them using the examiner criteria.
 - ii. If you have a larger group and you are using a platform that does not have breakout rooms to group students, you could ask them to talk to each other on their mobile phones, if your school and parents permit this.
 - iii. If you are using an online platform which has breakout rooms, put the students into groups of four to practise – one student can be the interlocutor, one the assessor and the other two can be candidates. Students can take it in turns to play the different roles and the interaction can be recorded so that you and the students can evaluate later.
3. Give students another example Speaking test from your coursebook or from the Cambridge English website and ask them to prepare it as independent study. In the next online lesson, follow the steps above so that students can practise in the lesson.

A2 Key for Schools

[A2 Key for Schools Speaking test](#)

[Examiner's comments about the A2 Key for Schools Speaking test](#)

B1 Preliminary for Schools

[B1 Preliminary for Schools Speaking test](#)

[Examiner's comments about the B1 Preliminary for Schools Speaking test](#)

Evaluate language and skills

Students often know their strengths and weaknesses. It is useful for them to be able to reflect on these and to set new goals and focus on areas they need to develop.

1. Independent study – Give your students a needs analysis questionnaire which includes questions about language and skills areas. For example you could ask if they are confident about language and skills you have covered in class and what they would like to spend time on in online lessons and independent study.
2. Online class – As a whole class, discuss areas students have reported that they want to work on and discuss and identify activities they can do for independent study and in online classes.

Develop and share language for a topic

Teachers can help students to extend their vocabulary and their language and skills by focusing on topics they are particularly interested in. Giving learners a choice of topics to prepare can be motivating.

Plan A

1. Independent study
 - a. Give your students a list of topics from their exam syllabus and ask them to choose and prepare to talk about one they are interested in, e.g. hobbies, jobs, travel, transport, the home, the environment, animals, etc. Depending on your current learning objectives, you might ask learners to focus on building vocabulary or particular language areas.
 - b. Ask each student to prepare to talk about the topic they have chosen. They could create a PowerPoint slide, a short text, a video or an audio clip to support their presentation.
2. Online lesson – Students share their introductions and answer questions from their classmates.
 - a. You could ask a few learners to do this each day for the whole class.
 - b. If your online classroom has breakout areas, you could get them to do this in small groups or pairs.
 - c. If you have students at different levels you could bring smaller groups together for shorter sessions.

Plan B

1. Independent study
 - a. Give your students a list of topics, e.g. hobbies, jobs, travel, transport, the home, the environment, animals, etc. Ask each student to choose the topic they think they know the most words for.
 - b. Ask each student to think of five words they know related to the topic that they think others might not know. They should prepare to teach these words to the rest of the class.
2. Online lesson – Group students in breakout rooms and ask them to teach their words to each other in pairs or groups.

Plan C

1. Independent study
 - a. Give your students the [A2 Key vocabulary list](#) or the [B1 Preliminary vocabulary list](#).
 - b. Ask each student to choose five new words related to a topic from the list. Ask them to research the words and prepare to teach them to their classmates.
2. Online lesson – Group students in breakout rooms and ask them to teach their words to each other in pairs or groups.

Plan D

1. Independent study
 - a. Ask students to choose a picture they have on their mobile phone which they would like to share with the rest of the class.
 - b. Ask each student to research all of the words they would need to describe their picture and then write a description.
2. Online lesson
 - a. In breakout rooms, ask your students to share their pictures and to teach the words they researched to each other in pairs or groups.
 - b. As a whole class, get groups to share their favourite new words and share the pictures that illustrate them.

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Use the chat box

The chat box is one of the most useful tools in an online lesson. It can be used to support teacher and student talk throughout the online lesson, and can encourage student autonomy.

Use the chat box to:

1. Give, check and clarify instructions.
2. Provide feedback to individuals and to the group.
3. Give immediate or delayed correction.
4. Encourage or prompt individuals to participate in an activity.
5. Provide differentiated tasks for less able students or stronger students.
6. Ask and answer questions.