

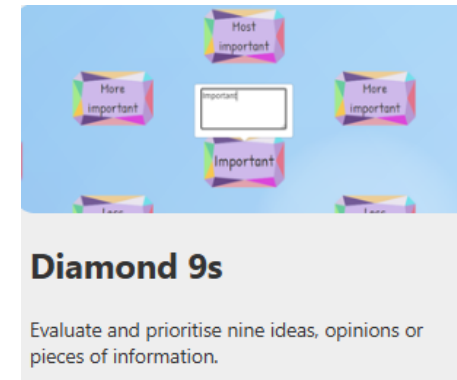


Cambridge Teaching Tools to support and develop reading skills

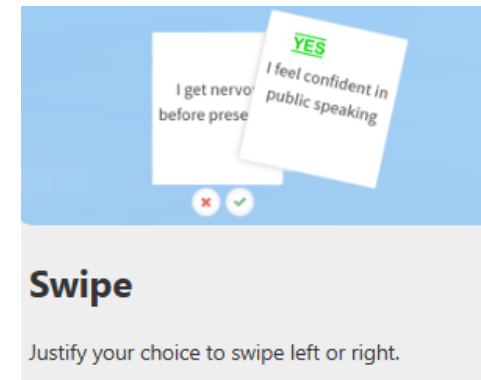
Several of the [Teaching Tools](#) could be used as part of starter or training activities to prepare students for reading tasks and develop skills necessary to encourage success in reading. Others could be used directly with passages of text/short reading activities.

Teaching Tools

Diamond 9s – students could be given a sample question and a list of vocabulary and/or statements that could possibly occur as part of the text linked to that question. Students could then order the items according to how likely they are to appear in the text/be relevant to the question (e.g. in the example referenced in the teacher materials relating to the environment, the phrases could include present tenses (high priority) and the red herring of general advice for protecting the environment and past/future tenses, which would be low priority). The **Prioritise** teaching tool could be used in the same way.



Swipe – similarly to the Diamond 9s, students could be presented with a sample reading question and a series of statements on the swipe cards – they swipe left or right depending on how likely they think the phrase will be useful in answering the question/whether it is a direct translation of one of the phrases in the text. These could also be used for synonyms – e.g. is kind a synonym of nice – or to ask students to predict which vocabulary they think they will see as part of a text related to a specific question/topic area. The swipe cards could also be used with text to form specific reading questions – e.g. this sign shows where left luggage can be found (this would also work with **True or false**).



Teaching Tools

Question spinner – students could be asked to create a list of vocabulary for the topics on the wheel and/or synonyms. For shorter texts, the teacher could spin the wheel to reveal a word and students indicate whether they have found that item of vocabulary in the text (words could be in target language or translated).



Question spinner

Randomly select a topic for a question

Submit and compare – students could be given a text and a series of questions to answer. Once they submit their answers, they can compare them with a “model” answer to the question. This would also support translation activities, both to and from target language.



Submit and compare

Add your response and compare it to a prepared suggestion.

Teaching Tools

Drag and drop – students could be given a series of pictures and asked to match statements with the correct picture (or the correct section of the picture). This would also support the question types in question group 2 of the syllabus, where students have to match explanatory statements with signs/instructions.



Drag and drop

Upload an image, add labels, create an immediate drag and drop activity.

Match-up – students put vocabulary into groups (grammatically arranged or by topic), match vocabulary and definitions and identify synonyms. This could also be used to support short, multiple choice question starters, where students have to identify the correct answer based on a text/visual of a sign – challenge can be added by having several similar answers but with key differences, so that only one can be correct overall.



Match-up

Match up statements in a mini quiz

Teaching Tools

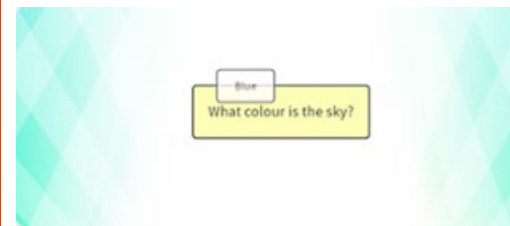
Image compare, with an accompanying text – students read a text and choose the image that it describes. The images would need to be fairly similar so that students had to read carefully for the information that identifies the difference. This could be completed as a timed activity to increase challenge. This could also be useful for training students with distractor words (e.g. the text could include phrases such as “there are no animals except for one dog” or “there is a building without a window”).



Image compare

Compare and contrast two different images

Drag and match – students could read a short text and answer questions related to the text. Whole class feedback can then be given by sharing responses and the teacher dragging in what the students think is the correct answer. This would probably work best for shorter tasks using a “quick-fire” approach. Alternatively, students could read a text, which is then taken away, and select the answers to a series of questions. This could be done as a team game to introduce a competitive element.



Drag and match

Drag answers into a question

Teaching Tools


Magnetic words – student could read a text and reorder the target language words in a sentence to create an answer – this could support building answers in target language. Alternatively, the words to reorder could form a translation of a section of the text. The choices could include some red herrings to encourage reading for detail as well as gist.



The screenshot shows a digital interface for the 'Magnetic words' tool. It features a grey background with several white rectangular boxes containing the words 'example', 'use', 'words', 'draggable', and 'item'. The boxes are arranged in a way that suggests they can be moved and rearranged. Below the interface, the text 'Magnetic words' is displayed in a bold, dark font, followed by the subtitle 'Move text around to create phrases'.

Magnetic words
Move text around to create phrases

Quick quiz – generate questions and multiple-choice answers based on a text for use in the classroom.



The screenshot shows a digital interface for the 'Quick quiz' tool. It features a light blue background with a question: 'When were teaching tools available to Cambridge teachers?'. Below the question are four multiple-choice options: 'March 2023', 'August 2023', 'January 2023', and 'May 2023'. The 'May 2023' option is highlighted in green and has a green checkmark next to it, indicating it is the correct answer. Below the interface, the text 'Quick quiz' is displayed in a bold, dark font, followed by the subtitle 'For quick questions & answers'.

Quick quiz
For quick questions & answers

Teaching Tools

Timeliner – this tool could be used to support reading activities that cover more than one time frame. Students could be given a timeline covering the present, past and future, and be asked to place events on the line according to which text is used. This could be refined further to include specific moments in time (e.g. when I was 12 years old, when I leave university, etc).



Timeliner

Display and move timeline items