

**4** Write a word that is similar in meaning to the underlined part.

- 1 What is the student's personal point of view on this story?  
\_ \_ i n \_ \_ \_
- 2 Can students make a connection between these two events?  
\_ \_ n \_
- 3 Can the student think of a resolution to the problem?  
s \_ \_ \_ t \_ \_ n
- 4 Teachers need students to show that they understand the story.  
\_ \_ m o \_ \_ \_ r a \_ \_
- 5 Ask students to give their opinions on the story.  
p \_ \_ v i \_ \_
- 6 What was the student's response to the story?  
\_ \_ \_ c t \_ \_ \_
- 7 Tell the short story to the class.  
n \_ r \_ \_ \_ \_

**5** Listen and read the language standard again. Students should be able to narrate a short story that contains what elements?

## Listening

**6** Listen to a conversation between two teachers. Mark the following statements as true (T) or false (F).

- 1  The speakers discuss how to check student comprehension.
- 2  Students will act out the story in small groups.
- 3  Students will practice explaining their points of view.

**7** Listen again and complete the conversation.

**Teacher 1:** How can we check for student 1 \_\_\_\_\_ ?  
**Teacher 2:** Well, after we read the story out loud, we can ask students to 2 \_\_\_\_\_ it.  
**Teacher 1:** So they'll summarize it for us?  
**Teacher 2:** Exactly. That way, students can 3 \_\_\_\_\_ that they fully understand.  
**Teacher 1:** I see. I think students will enjoy 4 \_\_\_\_\_ the story for us.  
**Teacher 2:** Me too. We can also have students act it out in 5 \_\_\_\_\_ .  
**Teacher 1:** That sounds like a lot of fun. I think this will be a great lesson.  
**Teacher 2:** I agree. Do you have any ideas what else we can do?  
**Teacher 1:** Well, I thought students could talk about their 6 \_\_\_\_\_ to the story.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*Could you help me ... ?*  
*Why don't we ... ?*  
*Well, after we finish reading the story ...*

**Student A:** You are a teacher. Talk to Student B about:

- a future lesson plan on a story
- checking student comprehension
- ideas for activities to accompany the story

**Student B:** You are also a teacher. Talk to Student A about teaching a lesson on a story.

## Writing

**9** Use the language standard and conversation from Task 8 to complete a list of questions a teacher can ask students after he or she reads a story. Include: questions that check for comprehension, questions that ask students to identify aspects of the story, and questions that allow students to share their opinions.