

## STORIES AND READING

### 22.1. Vocabulary

*Ex. 1. Match the words with their definitions.*

|                   |  |
|-------------------|--|
| 1. story time     | a. to talk about a topic with others, sharing ideas and opinions.                                    |
| 2. book walk      | b. a collection of books available for students to borrow or read in a classroom setting.            |
| 3. hold up        | c. to choose something from a group of options based on preference or criteria.                      |
| 4. predict        | d. a guided activity where students explore books by walking around and looking at different titles. |
| 5. select         | e. to quickly look through the pages of a book or magazine without reading it thoroughly.            |
| 6. discuss        | f. to get a glimpse of something before experiencing it fully.                                       |
| 7. flip through   | g. to support or lift something up.  |
| 8. reading circle | h. a designated period when stories are read aloud to a group, often children.                       |
| 9. preview        | i. to show something in a visible way for others to see.   |
| 10. class library | j. a group of people who gather to read and discuss a book together.                                 |
| 11. display       | k. to make an educated guess about what will happen next based on evidence or prior knowledge.       |

*Ex. 2. Rephrase the sentences using the vocabulary in Ex. 1.*

1. We decided to quickly skim through the book to see if it was interesting.
2. The teacher announced that it was time for a storytelling session and the children gathered around.
3. Let's take a look at the next chapter before we start reading it together.
4. The librarian asked us to pick a book from the school library for our project.
5. I can't wait to talk about the latest book we read in our book club.

6. The student eagerly raised his hand to answer the teacher's question.
7. The children tried to guess what would happen next in the story.
8. The new book exhibit in the library caught my eye as soon as I walked in.

## **22.2. Reading**

*Ex. 1. Read the text.*

### **A Book Walk**

A book walk is a pre-reading activity that prepares students for reading new books. The teacher uses the actual book as a prop and stops at various points in the story to ask questions that will help students predict what might happen next.

The teacher begins by telling students the title of the book and showing them the cover. She then asks students to guess what the book will be about, based on the title and the cover illustration. After students have shared their ideas, the teacher shares the first few sentences of the book and asks students what they think will happen next. She continues this process, stopping every few pages to ask more questions, until she has covered the entire book.

Book walks are especially helpful for English learners because they provide a context for new vocabulary and concepts. When students encounter unfamiliar words or phrases during the book walk, the teacher can explain them briefly. Although the teacher doesn't read the book word-for-word, students get a general sense of the story, which makes it easier for them to understand when they read the book on their own.

In addition to helping students prepare for reading, book walks also give students an opportunity to practice making predictions and asking questions. These are important skills for reading comprehension, and they also help students stay engaged with the text. When students make predictions and ask questions, they are actively thinking about the story, which makes it more interesting and memorable.

Another benefit of book walks is that they help students develop cultural knowledge. Books often reflect the values, beliefs, and customs of a particular culture. By discussing the story and its characters, students learn more about the world and the people who live in it.

Overall, book walks are a fun and effective way to introduce students to new books. They build students' background knowledge, activate their curiosity, and create a positive attitude toward reading.

**Ex. 2.** *Answer the questions.*

1. How does a book walk help students prepare for reading new books?
2. Why are book walks particularly beneficial for English learners?
3. What role does the teacher play in guiding students through a book walk?
4. How do book walks help students with unfamiliar vocabulary and concepts?
5. In what ways do book walks contribute to developing students' reading comprehension skills?
6. How do book walks engage students with the text and make it more interesting for them?
7. What additional benefits do book walks provide besides preparing students for reading?

### **22.3. Communication**

**Ex. 1.** *Make questions using the following words:*

1. enjoy/reading/books
2. often/read/newspapers
3. types/magazines/like
4. interesting/articles/online
5. last/time/novel
6. important/learning/think
7. favorite/place/read
8. feel/finish/good
9. understand/textbooks/easily
10. discuss/read/classmates