# CLASSROOM LANGUAGE: CHECKING FOR UNDERSTANDING

## 30.1. Vocabulary

*Ex. 1. Match the words with their Russian equivalents:*

| | |
|---|---|
| 1. process | a. расскажи мне о |
| 2. step-by-step | b. причина |
| 3. rephrase | c. оставлять позади |
| 4. explain another way | d. шаг за шагом |
| 5. relationship | e. перефразировать |
| 6. cause | f. обеспечить |
| 7. effect | g. процесс |
| 8. tell me about | h. эффект |
| 9. ensure | i. объяснить по-другому |
| 10. leave behind | j. отношения |
| 11. walk through | k. пройти через |
| 1. process | a. расскажи мне о |
| 2. step-by-step | b. причина |

*Ex. 2. Complete the sentences with the given words:*

| |
|---|
| **explain another way, ensure, rephrase, tell me about, walk through, step-by-step, relationship, cause, leave behind, effect** |

The loud noise in the hallway may _____(1) disruptions during our class.

Studying hard can have a positive _____(2) on your grades in school.

Teachers must _____(3) that all students have the necessary materials for the project.

Don't _____(4) any of your belongings when you leave the classroom.

Can you _____(5) to solve this math problem?

Having a good _____(6) with your classmates can make school more enjoyable.

We need to follow the process of conducting a science experiment _____(7).

Can you _____(8) that question so it's easier to understand?

The teacher will _____(9) each step of the grammar lesson with the class.

Could you _____(10) your experience with online learning?

**30.2. Reading**

*Ex. 1. Read the text.*

## Checking for Understanding

In every classroom, it's essential for teachers to ensure that students understand the lessons being taught. This process is known as checking for understanding. Teachers use different strategies to assess whether students have comprehended the material. One common method is to ask open-ended questions that require students to explain concepts in their own words. For example, instead of asking, "Do you understand?", a teacher might say, "Can you explain how photosynthesis works?"

Another effective strategy is to use formative assessments such as quizzes or short writing assignments. These tools provide valuable feedback on students' learning progress and highlight any areas that may need further review. Additionally, teachers often encourage peer discussions, where students explain the material to each other. This method not only reinforces understanding but also promotes collaborative learning.

Visual aids, like charts and diagrams, are also helpful in checking for understanding. They allow students to visualize complex information, making it easier to grasp. During lessons, teachers might pause and ask students to summarize what they have learned so far. This helps to identify any misunderstandings early on and address them promptly.

Techniques like "think-pair-share" can also be useful. In this activity, students think about a question individually, then pair up to discuss their thoughts before sharing with the whole class. This encourages active participation and ensures that all students are engaged in the learning process.

Lastly, observing body language and facial expressions can give teachers insight into students' understanding. If students look confused or disengaged, it might be a sign that the material needs to be revisited.

Effective checking for understanding not only helps teachers know whether their students are learning but also builds a supportive classroom environment where

students feel comfortable asking questions and expressing their thoughts. By employing various strategies, teachers can better meet the needs of their students and enhance their overall learning experience.

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

1. What is the process known as checking for understanding in a classroom?

2. How do teachers assess whether students have comprehended the material?

3. Why are open-ended questions preferred over closed-ended questions when checking for understanding?

4. What role do formative assessments like quizzes play in assessing student learning progress?

5. How does encouraging peer discussions help in checking for understanding?

6. Why are visual aids such as charts and diagrams useful in the classroom?

7. How can techniques like "think-pair-share" enhance the learning experience for students?

## 30.3. Communication

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

1. repeat/phrase/please
2. understand/homework/correctly
3. help/need/know
4. explain/math/step
5. following/along/lesson
6. main/idea/think
7. confusing/instructions/anything
8. concept/story/did
9. summarize/main/points
10. questions/material/have