

# “And Another Question ...”

## Purpose

Use this routine to help students incorporate new vocabulary words into everyday life and develop a conversation using the new words.

## Time

10 minutes

## Supported Standards

**CCR Language Anchor 6** - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

**ELP Standard 2** - Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

## Materials

- Select vocabulary words from the lesson (six to ten words)
- List of general follow up questions

## Procedure

In this routine, students and teachers will use new vocabulary in questions and answers, and use follow-up questions to extend the conversation to practice the vocabulary in context. This routine can work one-on-one or in a small group.

1. The teacher identifies six to ten words that the student needs to practice from the lesson. Divide words up evenly between the tutor and the student. In a group, students will have fewer words.
2. The teacher and student each write one question for each vocabulary word to ask each other (approximately three to five questions each). The questions can be about the other person or creative questions about anything (see example below).

## Tutoring Routines

3. After writing the questions, the teacher lays out the list with general follow-up questions on the table or desk in front of them. If this is an online class, the teacher can display these on the shared screen.
4. The teacher and student(s) take turns asking a question and listening to the answer. Then, they **choose** a general question from the list in front of them, and ask it as a follow-up question. They can use the phrase ( *“And another question ...”* ) as a segue if they want. The follow up question must make sense in the context of the conversation.
5. The student (or tutor) listens to the answer. The teacher should make note of any sentences that reveal confusion about the word and/or its usage.

## Example:

List of words to review (taken from Ventures 3, Unit 5 Student Book)

Admission  
Afford  
Concert  
Events  
Exhibits  
Options  
Storytelling  
Tour

Tutor (admission, afford, concert, events)

Student (exhibits, options, storytelling, tour)

## Sample questions and choice follow-up questions

Tutor: Are Mei and Wen going to attend the outdoor concert on Saturday?

Student: Yes, they are.

Tutor: Do you think that’s a good idea?

Student: No. It’s going to rain on Saturday.

Student: What time is the garden tour on Saturday?

Tutor: The tour begins at 10:00 a.m.

Student: (And another question ...) How do you know this information?

Tutor: I checked on the botanical garden’s website.