

Situational Responses

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Level:

Senior High School (SHS), can also be made suitable for Junior High School (JHS)

Time:

35~40 minutes.

Goal:

Students should produce English that is suitable for the situation they are presented with.

Materials:

Digital →teacher chromebook, chromebook per student group, screen, speaker.
(not necessary but helpful) = headsets.

Physical →whiteboards, whiteboard markers, tissues, worksheet, speaker.
(not necessary but helpful)= screen, chromebook.

Role of the JTE and ALT:

JTE can explain each situation, and control the teacher's chromebook.

ALT can assist struggling groups, and judge the responses.

Preparation:

Preparation for this activity can vary. I will explain the preparation for the digital version as the physical version is essentially the same but instead of adding the situations to Jamboard, you put them on a worksheet.

Find some situations online or make your own. A useful website to use is

kiminiBB (bb.glatsonline/courses/). Or you can find many more examples from books such as “**絵で見てパッと英会話トレーニング**”.

Once you have selected some level-appropriate situations, create a Google Jamboard and add the images to the Jamboard, one image per slide. Finally, share the Jamboard with the class through Google Classroom.

Activity:

Divide the class into small groups of 3-4 students. Each group should have one chromebook (*whiteboard, marker, tissue, worksheet*). All groups will access the Jamboard through Google Classroom, at the same time, the Jamboard will be displayed on the big screen in the classroom (*a larger printout of the situation can be stuck to the board for everyone to see*).

If needed the situation can be explained to the students by the JTE. Students will then have 1-2 minutes to think of and write the most appropriate response to the situation in English. Students can use the sticky-note function on Jamboard to submit their responses (write the response on a whiteboard and hold it up for everyone to see).

The ALT can then check each group's responses from the big screen in the room. Correcting any mistakes, giving advice for better fluency, and finally judging the best response. After choosing the best response, move on to the next slide on the Jamboard. Each student in a group should have an opportunity to type/write out a response.

This lesson can be altered to focus on text, images, or sound files. Examples at the end.

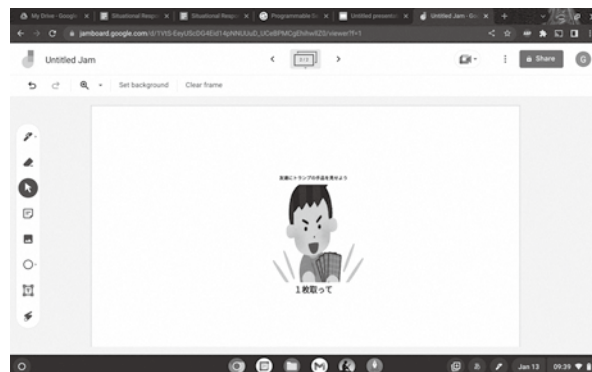
Lesson example

A picture and situation in Japanese are given to the students.

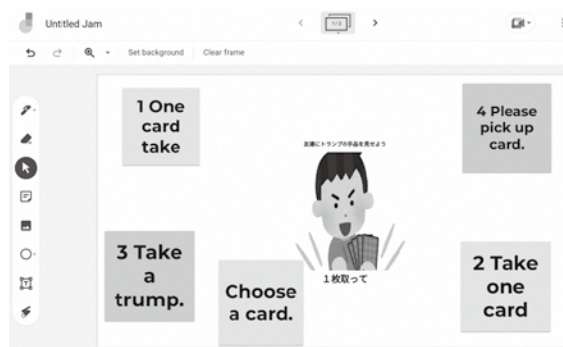
This situation is presented to the class.



The Jamboard will look like this.



The students will have a few minutes to think about how best to say it in English, then they will use the sticky-note function to show their response (hold up the whiteboard for everyone to see).



Students should add their group number so it is easy to tell who owns which response.

The ALT will examine each response and decide who gave the best or most fluent response.

At the end of each situation have the students repeat the best response after the ALT.



The class will then move on to the next slide on Jamboard and the new situation will be introduced.

At this point, a different student in each group should be responsible for typing (*writing*) the response.

Continue in this way for as long as you want the lesson to last.

Taking it one step further

If you have access to some microphones or headsets you can have the students submit their responses via speech-to-text on a Google Doc. Students will be given a situation and some time to think of a response. Then, they will go to a shared Google Doc with pre-assigned text boxes for each group to enter their response verbally. The teacher can easily show the class or copy/paste the response into the Google Jamboard.

Such a lesson can be altered to suit the need of the class.

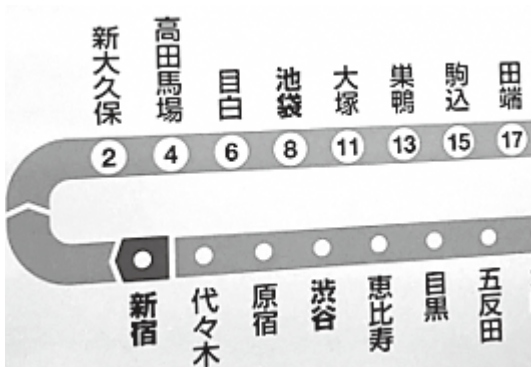
Here are some examples of what can be done.

1) A picture and situation in English are given to the students.



In this case, you would remove the Japanese explanation and replace it with an English one.

2) A picture is given and a verbal explanation will explain the situation in English.



The recording / ALT would say,

“Your friend asks you: How long will it take to get to Ikebukuro?”

3) No picture is given, only text.

Your friend calls you to ask if you are free to play today.
But you have to refuse.

4) The situation is given verbally with no other information provided.



“You are on holiday in a foreign country and are asked: Where are you from?”