

Final Report

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Title: What do students learn from their peers through true communication?

Context:

Level: Second Grade Senior High School

Class size: 36 students (from April to July) and 18 students (from August to March)

*The lass was team-taught by two Japanese teachers for the first four months.

Time: 50 minutes ×1 class / week

* Communicative writing class was offered once a week as a part of English Expression II class.

Textbook: Original Materials for “communicative writing class”

Problems:

- 1 *Textbook.* There are a few communicative activities in a textbook. Thus teachers have to develop the activities and materials in order to improve their communicative abilities.
- 2 *Students' communicative abilities.* Students had few opportunities to express their experiences and opinions in the previous year. As for speaking, students didn't learn Conversation Strategies (CSs) at all in the previous year.
- 3 *Students' belief.* Students are used to the grammar-translation method. They believe that communicative activities are less important for their overall proficiency than grammar study.
- 4 *Assessment.* There were no performance tests in the previous year. Thus teachers have to create a new assessment plan by developing better performance tests and rubrics.
- 5 *Teacher collaboration.* Teachers are not used to share their materials with other teachers.

Goals:

- 1 Students will be able to write in more than 150 English words on daily topics.
- 2 Students will be able to speak in pairs in English for more than 4 minutes based on what they write on daily topics.
- 3 Students will be able to be autonomous learners through peer-editing, self-assessment, and portfolio assessment.

What I did:

- 1 I integrated writing and speaking activities through daily topics listed below.

Topics	Performance Task (speaking)	Performance Task (writing)
1 Three Thing about Me	2-minute conversation	120-word composition
2 People I Admire	3-minute conversation	140-word composition
3 Summer Vacation	3 minute conversation	120-word composition
4 The School Festival	4-minute conversation	140-word composition
5 The School Trip to Okinawa	4-minute conversation	160-word composition
6 Malala's speech at United Nations	recitation contest	

- 2 I introduced Conversation Strategies (CSs) listed below over the year. Students practiced one or two CSs in each topic as well as recycled previously learnt ones.

Topics	Conversation Strategies (CSs)
1 Three Thing about Me	Shadowing How about you? Sounds great!
2 People I Admire	Follow-up questions (Why's that? Who's that?) Do you know....? Let me see... Pardon me?
3 Summer Vacation	Me, too. Me, neither
4 The School Festival	Follow-up questions
5 The School Trip to Okinawa	What does that mean? What do you mean?

- 3 I introduced peer editing of the compositions, common errors and fun essay writing. I focused on the process of writing and facilitated 'noticing' for grammar points.
- 4 I introduced recorded conversation in Topic 4 and Topic 5. Students recorded their timed conversation on their smartphones and transcribed what they had talked. Then they analyzed their conversation and set a goal for the next conversation.
- 5 I introduced alternative assessment. Eleven performance tasks were created with the analytic rubrics. Assessment components were 1) term examination (50%), 2) fun essay (30%) and 3) speaking test (20%).
- 6 I team-taught with Japanese teachers from April to July to share the teaching methods.

Results

1 Student Survey

Speaking and Writing skills

Students evaluated their own writing and speaking skills in July and February, comparing those in April. The survey shows that they noticed that their writing and speaking skills improved. For writing skills, as in Table 1, the number of students who felt "I could write 50 or fewer words about a topic" decreased from 84.4 % to 27.8 % over the year. The number of students who felt "I can write 150 or more words about a topic " increased from 3.1% to 36.1%.

Table 1 Writing Skills (n=35)

	1 I can hardly write	2 I can write 50 words about a topic.	3 I can write 100 words about a topic.	4 I can write 150 words sentences about a topic.	5 I can write more than 150 words about a topic.	Mean score
April	28.1%	56.3%	12.5%	0.0%	3.1%	1.9
Feb	5.6%	22.2%	36.1%	13.9%	22.2%	3.3

As for speaking skills, the survey asked students about timed conversation. Table 2 shows that the number of students who felt "I can hardly speak for two minutes" decreased from 28.1% to 2.9%. The number of students who felt "I can speak without compositions for two minutes" increased from 31.2% to 71.4%.

Table 2 Speaking Skills (two-minute conversation) (n=35)

	1 I can hardly speak.	2 I can speak using compositions.	3 I can speak without compositions.	4 I can speak aloud without any compositions.	5 I can speak with emotion without any compositions.	Mean score
April	28.1%	40.6%	28.1%	3.1%	0.0%	2.1
July	2.9%	22.9%	45.7%	25.7%	2.9%	3.0

As Table 3 shows that the number of students who felt “I can speak for three minutes using compositions” decreased from 37.1% to 5.6%, and increased from 0% to 50% for those who felt “I can speak with emotion without a composition for three minutes.” As in Table 4, in February, 71.6% reported that they could speak for four minutes without compositions.

Table 3 Speaking Skills (three-minute conversation) (n=35)

	1 I can hardly speak.	2 I can speak using compositions.	3 I can speak without compositions.	4 I can speak aloud without any compositions.	5 I can speak with emotion without any compositions.	Mean score
July	2.9%	37.1%	42.9%	17.1%	0.0%	2.7
Feb	0.0%	5.6%	19.4%	25.0%	50.0%	4.2

Table 4 Speaking Skills (four-minute conversation) (n=35)

	1 I can hardly speak.	2 I can speak using compositions.	3 I can speak without compositions.	4 I can speak aloud without any compositions.	5 I can speak with emotion without any compositions.	Mean score
Feb	2.9%	26.5%	26.5%	17.6%	26.5%	3.4

In summary, students made progress in both speaking and writing skills through timed conversation and writing essays on daily topics. It is noted that all the students could manage 5-minute conversation in a speaking test held in January and they wrote an essay in more than 150 words. However, 29.4 % felt that “I can hardly speak or I can speak using compositions for four minutes,” and 63.9 % felt that “I cannot write 150 words about a topic” in February. It may be difficult for students to have confidence in speaking and writing.

Other English Skills and Basic Grammar

Students evaluated their own listening and reading skills and their knowledge about the basic grammar they had learned at JHS. It should be remembered that students reflected three kinds of English classes (Communication English II, communicative writing class in English Expression II, grammar class in English Expression II) when they answered these questions.

Table 5 Listening Skills (n=35)

	1 I can hardly understand.	2 I can understand a little.	3 I can understand about half of it.	4 I can understand almost everything.	5 I can understand well.	Mean score
April	3.1%	21.9%	50.0%	25.0%	0.0%	3.0
Feb	2.8%	16.7%	13.9%	66.7%	0.0%	3.4

Table 6 Reading Skills (n=35)

	1 I can hardly understand.	2 I can understand a little.	3 I can understand about half of it.	4 I can understand almost everything.	5 I can understand well.	Mean score
April	0.0%	28.1%	40.6%	31.3%	0.0%	3.0
Feb	0.0%	16.7%	33.3%	50.0%	0.0%	3.3

Table 7 Basic Grammar (n=35)

	1 I can hardly understand.	2 I can understand a little.	3 I can understand about half of it.	4 I can understand almost everything.	5 I can understand well.	Mean score
April	3.1%	18.8%	46.9%	28.1%	3.1%	3.1
Feb	2.8%	22.2%	38.9%	36.1%	0.0%	3.1

As Table 5 shows, the number of students who felt “I can understand almost everything I listened to” increased from 25.0% to 66.7%. However, their reading skills and their knowledge of basic grammar were not improved significantly over the year as in Table 6 and Table 7. Follow-up interviews and questions are needed to understand their learning process.

Attitude toward English Expression II class

The two questions were asked about the class, which included both grammar lessons and communicative writing lessons. As in Table 8 and Table 9, students’ general tendency of understanding and enjoyment of the class didn’t change significantly over the year. What activities they did/didn’t enjoy should be investigated to better understand students’ preference of learning styles.

Table 8 Do you understand the class? (n=35)

	1 No, not at all	2 No	3 Cannot decide	4 Yes	5 Yes, very much	Mean score
July	5.7%	11.4%	57.1%	22.9%	2.9%	3.1
Feb	0.0%	11.1%	44.4%	33.3%	5.6%	3.2

Table 9 Do you enjoy the class? (n=35)

	1 No, not at all	2 No	3 Cannot decide	4 Yes	5 Yes, very much	Mean score
July	8.6%	2.9%	48.6%	25.7%	14.3%	3.3
Feb	0.0%	8.3%	47.2%	41.7%	2.8%	3.4

Attitude toward English

Students were asked whether they liked English in general. Here again, as in Table 10, students’ general tendency of preference didn’t change significantly over the year. However, it should be noted that the number of students who do not like English at all decreased from 8.6% to 2.8%.

Table 10 Do you like English? (n=35)

	1 No, not at all	2 No	3 Cannot decide	4 Yes	5 Yes, very much	Mean score
July	8.6%	2.9%	51.4%	28.6%	8.6%	3.3
Feb	2.8%	5.6%	58.3%	27.8%	5.6%	3.3

2 Students reflection reports

What students learned from their peers

<English expressions>

- 1 We had a lot of timed conversation with different partners. I learned many expressions from my friends. (7)
- 2 It is important to use easy English so that my partners can understand what I want to say. (3)
- 3 We can express many things by using simple English constructions. (2)

<Conversation Strategies >

- 4 It is important to listen to partners' talk carefully and respond it. (1)
- 5 If we ask follow-up questions, the conversation becomes more interesting. (2)
- 6 My friends use "Let me see..." in the conversation. I want to use it, too. (2)
- 7 Using gestures are helpful to understand the conversation. (3)
- 8 "Shadowing" is useful. I really have to listen carefully and understand what my partner say in order to repeat the words. (1)
- 9 Giving examples and using gestures are helpful for my friends to understand what I want to say. (2)

<How to deepen and expand the topic >

- 10 Conversations help me write more about the topic because I can get more ideas during and after conversations. (2)
- 11 I added sentences after peer editing. The comments and questions from my friends are helpful to deepen the topic. (2)

<How to make conversation more interesting and valuable>

- 12 Talking about our own experiences is interesting. (1)
- 13 Listening to the episodes (of the person my friends admire) is fantastic. We can learn about his/her lives more. So telling episodes is important. (1)

<New information which can broaden their views and interest>

- 14 I can learn about famous people I wasn't interested in before, which is an exciting experience and can broaden my views. (1)

<About the lives and ideas of their friends>

- 15 I can understand my friends better, because I have plenty of opportunities to talk with my classmates I don't talk with much in my daily life. (1)

In summary, students learned a lot from peer-interaction, especially timed conversation. They were motivated to use Conversation Strategies (CSs) and learned how to use CSs in timed conversation, which led them to have true communication. What's more, some students were aware that they could broaden their views and promote mutual understanding through pair conversation by sharing their ideas and experiences. As for other interactive activities such as peer-editing and essay reading, students didn't mention much in their semester reports. Follow-up questions and interviews are needed to better understand how and what they learn from their peers.

3 Speaking Tests

A semi-speaking test was given twice a year. In the test, students talked about the topics they had practiced in class, but a topic and a partner were decided on the spot by drawing cards. In the first speaking test held in July, students tried their best using a few conversation

strategies they had learned. However, most of their conversations were based on what they had memorized. There were several pairs who started to verify the meaning, to ask follow-up questions and to make some comments on the spot as in Clip 1.

Clip 1 from 1st speaking test in July

Topic 1: Three Things about Me!

— cut —

S1: Clarinet is my buddy.

S2: Buddy? (shadowing & asking for meaning)

S1: buddy. (using gestures)

S2: Ah... buddy.

S1: Buddy. buddy,.buddy.

S2: Friend? (using a synonym)

S1: Friend. Friend.

Ah... His name is ... Ah, Clarinet name is ... 'Kurajiro'. (giving more information)

S2: Kura.. Kura... Kurajiro. (shadowing) Why? ... Why? (follow-up question)

S1: uh... feeling.

— cut —

In December, all students watched six video clips including clip 1 above, and they learned how to negotiate the meaning, how to ask follow-up questions and how to make comments in order to make more natural and spontaneous conversation. As in Clip 2 and Clip 3, more students started to negotiate the meaning by verifying the meaning, asking follow-up questions and making some comments on the spot.

Clip 2 from 2nd speaking test in January

Topic 5: The School Trip to Okinawa

—cut—

S3: I enjoyed watching jellyfish.

S4: Jellyfish? (shadowing & asking for meaning)

S3: Ah, Jellyfish.....uh, is ... very soft. (giving more information)

Soft .(using gestures)

S4: Soft .(using gestures)

S3: It ... um ..its color um.. clear and white. (giving more information)

Jellyfish! (using gestures again)

S4: Oh, I know. I know.

—cut—

Clip 3 from 2nd speaking test in January

Topic 5: The School Trip to Okinawa

—cut—

S5: I learned the battle of Okinawa from Ms. Tamaki's story.

S6: Oh...

S5: I ... shocked ... her words. "I'm .. env ... envi ... envious ...)

S6: envious? (shadowing & asking for meaning)

S5: envious means....

S6: envious? (shadowing) What does that mean?(asking for meaning)

S5: If if ... you ... want something (giving example) and ... other people have ... the thing you want. So you use it, you may be felt ... you may beenvious.

S6: OK. OK.

—cut—

What I learned

- 1 Students learned not only Conversation Strategies (CSs) and English expressions in timed conversation, but also they learned about their friends, which promoted mutual understanding, and they broadened their views and interest by acquiring new information and ideas from their friends.
- 2 Students can learn how to use CSs from repeated timed conversation with different partners. Follow-up questions and negotiating the meanings are difficult to learn, and it takes time to learn even easy CSs. Showing the video clips of their speaking tests is a good way to be aware of how and when to use CSs.
- 3 Record conversation is also helpful to reflect what CSs they use and what English they speak in actual conversation. I introduced this activity only twice, which was not enough, and students started to ask more follow-up questions and started to negotiate the meaning after analyzing their conversations.
- 4 Teaching “shadowing,” repeating key words or a whole sentence while listening, is effective for beginners to have true communication. They started to listen to their partner very carefully, which led to help them negotiate the meaning.
- 5 Integrating writing and speaking activities is effective to improve both speaking and writing skills. Students tend to write funny sentences using line translation application or they tend to use difficult expressions they hardly manage to speak. Pair conversation prevents them from writing funny or difficult sentences they don't use in speaking.
- 6 Students need more opportunities to reflect their learning. Students' reflection reports show that not many students were aware that what they were learning and how they were learning. We need to show them how to reflect their leaning process to become autonomous learners.
- 7 Introducing performance tests, especially speaking tests, with analytic rubrics is vital for communicative class. Students used the rubrics as their goals of performance tasks. Then they were actively engaged in speaking activities in and out of the class especially before the speaking tests.
- 8 Team teaching is good for some teachers and facilitate teacher collaboration. By teaching together, we can share teaching procedures and teaching techniques. However, we should be careful not to have a situation in which only one teacher takes a responsibility to develop the materials, which may hinder teacher collaboration.

Future issues

- 1 I would like to share the responsibility for developing the materials and curriculum with other teachers and promote teacher collaboration and teacher learning.
- 2 I would like to create better input. Students need some model writings or readings before they started to talk and write about a topic. Good input leaves the space for originality and creativity for students, and developing such model writings are needed.
- 3 I would like to provide various reflection activities for students to be more autonomous learners.
- 4 I would like to issue more newsletters and share the students' comments in class.
- 5 I would like collect more data from open-response questionnaire, observations and interviews to better understand students' learning.

Lesson Plan

- 1 Level:** 2nd grade at Senior HS
- 2 Class Size:** 18 students
- 3 Time:** 50 minutes × 1 class / week
- 4 Textbook:** Topic 5 The School Trip to Okinawa (Original Materials)
- 5 Goals:** Students can write and talk about their school trip to Okinawa by asking follow-up questions and explaining the episodes.
- 6 Objectives:**
 - 1) Students can write about the school trip with 180 words.
 - 2) They can talk about the school trip for four minutes, using conversation strategies (CSs) such as follow-up questions and negotiation of the meaning.
 - 3) They can use the construction and expressions they have learned to express their thought and feeling or to describe the situations of episodes.
- 7 Procedure:**
 - 1) Day one :
 - Warm-up: matching the pictures and the descriptions
 - Model essays: reading three essays from the previous year
 - Brainstorming: mapping HW: scrambled sentences
 - 2) Day two:
 - Conversation Strategies (CSs): follow-up questions
 - three questions: short conversation with basic three questions
 - 1st writing activity: 100-word composition HW: first drafts
 - 3) Day three:
 - CSs : What does that mean? What do you mean?
 - Peer-editing: good points, questions and comments HW: model essays
 - 4) Day four:
 - CSs (review): three questions and CSs
 - Common Errors: noticing
 - 2nd writing activity: 140-word composition HW: second drafts
 - 5) Day five:
 - Peer-reading: 1.5 minutes × 2 times
 - Timed conversations: 4 minutes × 3 times HW: Performance task (Fun Essay)
 - 6) Day six:
 - Recorded conversation: recording and transcribing their conversations.
 - HW: self-evaluation of recorded conversation
 - 7) Day seven:
 - Performance test: 5-minute conversation

<パフォーマンス課題1>

修学旅行の旅行記集をクラスで作成ことになりました。沖縄修学旅行の思い出や旅行で考えたことを中心に、イラストや写真をつけて旅行記を書いてください。エピソードや体験談を交えながら詳しく書きましょう。

注意点：締め切り日を過ぎて提出した場合、点数は半分になります。旅行記の内容は、今までの自分の英文活動に基づいていること。英文は、コンピュータで仕上げないで手書きしてください。

英作文作品のルーブリック

生徒配布用

Fun Essay Topic: School Trip to Okinawa

① Design

- A (3 points) イラストや写真がある。カラフルに仕上げている。レイアウトに工夫がみられる。
- B (2 points) イラストや写真がある。カラフルに仕上げている。
- C (1 point) 色は一色しか使っていない。イラストや写真がない。
*英文は鉛筆ではなく、ボールペンやペンで書くこと。鉛筆の場合、0点になる。
丁寧に書いていない場合、1点減点。

② Length

- A (4 points) 181語以上書いてある。
- A (3 points) 160～180語書いてある。
- B (2 points) 141～160語書いてある。
- C (1 point) 130～140語書いてある。

③ Content

- A (3 points) 修学旅行についての3つの基本質問について体験談やエピソードを交えて詳しく書いてある。感じたことや自分の意見も書いてある。興味深い内容である。
- B (2 points) 修学旅行についての3つの基本質問について体験談やエピソードを交えて詳しく書いてある。
- C (1 point) 修学旅行についての3つの基本質問について書いてある。

④ Grammar and Organization

- A (3 points) Common Errors で取り上げられた文法項目と、単語の綴りが正しく書けている。文に主語と動詞があり、過去のことは過去形を使って書いてある。接続詞を効果的に用いている。
- B (2 points) Common Errors で取り上げられた文法項目と、単語の綴りが正しく書けている。文に主語と動詞があり、過去のことは過去形を使って書いてある。
- C (1 point) ときどき、間違いがあるが意味は通じる。

⑤ Bonus Point 1 point

上記のどれかに特に優れていた場合、ボーナス点1点がもらえる。

締め切り日

月 日 ()

<パフォーマンス課題2>

あなたは、休み時間にクラスの友達と修学旅行について話をしています。印象に残った場所や活動、平和学習について、互いに質問し合いながら会話を続けてください。

注意点：当日、その場でくじをひいて、会話のパートナーが誰であるか、また、トピックが何であるか(School Trip to Okinawa)を決めます。また、当日の会話は、全てビデオ撮影をします。授業で学んだ会話ストラテジーの表現を十分使い、会話をしてください。5分が過ぎたらアラーム音が鳴りますが、会話の途中で鳴ったときは、そのまま最後まで続けてください。

会話テストのルーブリック

生徒配布用

Speaking Test

Topic: School Trip to Okinawa

① Fluency

- A (5 points) なめらかに5分間、英語だけで会話を続けることができる。
- B (3 points) 時々途切れながらも5分間、英語だけで会話を続けることができる。
- C (1 point) 5分間もたない。長い沈黙が入る。

② Content

- A (5 points) 体験談やエピソードを交えて詳しく話すことができる。感じたことや思ったことも話すことができる。聞いていて興味深い。
- B (3 points) 体験談やエピソードを交えて詳しく話すことができる。
- C (1 point) 修学旅行について話ができるが、具体的に話すことができない。

③ Delivery (Volume / Eye contact / Gesture)

- A (3 points) 大きな声ではっきりと話すことができる。話す時に、Gesture や Eye contact を使いながら、相手が理解していることを確認できる。聴くときに Eye contact ができる。
- B (2 points) ときどきできる。または、どちらか(大きな声、Gesture や Eye contact) ができる。
- C (1 point) ほとんどできない。

④ Accuracy

- A (2 points) 発音が明瞭で英語として意味が通じる。Common Errors で取り上げられた文法項目がほとんど正しく言える。topic についての基本的な3つの質問文が正しく言える。
- B (1 point) ときどき、間違いがある。カタカナ英語(日本語発音)が多く聴きづらい。

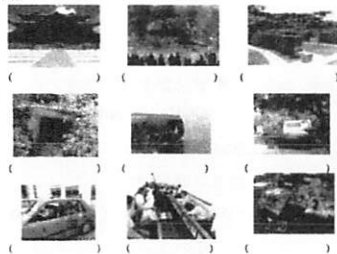
⑤ Conversation Strategies

- A (5 points) Follow-up Questions が十分にできる。必要があれば、意味の確認ができる。Sounds good! Shadowing など相づちも必要に応じて自然にできる。
- B (3 points) Follow-up Questions ができる。Sounds good! Shadowing など相づちもできる。
- C (2 points) Follow-up Questions はできないが Sounds good! Shadowing など相づちはできる。
- D (1 point) Sounds good! Shadowing など相づちが数回できる。

*Opener (How ya doing? Pretty good!) Finishing (Nice talking with you! You, too.) を用いて会話を始め、終わること。これができないとこの分野の点は最高1点しかもらえません。

Topic 6 The school trip to Okinawa

1. Do you remember the famous places in Okinawa? Let's match the picture and names



Cherami Aquarium
Okinawa Peace Memorial Park
Himeyuri Monument
Gama Cave
Mimuro cliff
Shaw castle
sightseeing
glass-bottomed boat tour
sai trip

2. Did you eat Okinawan food? Did you buy any souvenirs?
Ask your partner: What did you eat? What did you buy for souvenirs?



Soba noodles Blue Seal ice cream Sata amoyagi (Okinawa doughnuts) yamagyojin



Chikudo (Okinawa cookies) Saka (sake) chewy candy purple sweet potato tarts

Conversation Strategies

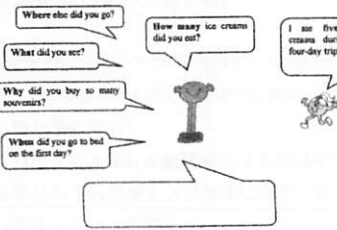
1. Follow-up Questions

Follow-up questions are the second, third, fourth, etc. questions that you ask about one topic. There are two kinds of follow-up questions.

YES/NO (Questions that you can answer "Yes" or "No" to)



5Ws + H (Questions that you cannot answer "Yes" or "No" to)



Topic 5 The school trip to Okinawa

1. Brain storming

2. Three Questions Write your answer in 1-2 sentences.

1. Which place in Okinawa was the most impressive to you?
2. What activity did you enjoy most in Okinawa?
3. What did you learn about the battle of Okinawa or world peace? What was the most impressive place or event on the first day?

3. Ask your classmates the questions above.

No. 1-1

Topic 5 The school trip to Okinawa

*FIRST WRITING: Classmate (No.1) Name: _____

Answer the following questions and write an essay in about 100 words.

1. Which place in Okinawa was the most impressive to you? Why?
() words

2. What activity did you enjoy most in Okinawa? Why?
() words

3. What did you learn about the battle of Okinawa or world peace?
() words

4. (Write one more question you want to ask your partner!)

1st editor	2nd editor	3rd editor
Comments	Comments	Comments

*First writing is for the first time. It is not for the final one.
1. 最初の書き込みは、最終的なものではない。
2. 最終的なものは、最終的なものとして、最終的なものとして。
3. 最終的なものは、最終的なものとして、最終的なものとして。
4. 最終的なものは、最終的なものとして、最終的なものとして。

What your classmates enjoyed in Okinawa

- ① Which place in Okinawa was the most impressive to you?
- ② What activity did you enjoy most in Okinawa?
- ③ What did you learn about the battle of Okinawa or world peace?

Friend 1 Name ①	Friend 2 Name ①
②	②
③	③
Friend 3 Name ①	Friend 4 Name ①
②	②
③	③

*1欄目は質問文を見ながら、2欄目は自分の意見、3欄目は感想を書いてください。4欄目は、全く見ないで自由に書きましょう。

Conversation Strategies

1. Asking for an explanation

What does that mean? What do you mean?

Example
A: Gyoza? What does that mean?
B: It's a gyoza vegetable. It's a popular vegetable in Okinawa and it tastes bitter.

*Practice explaining the meaning for these words.

Sata amoyagi (サターアモヤギ) fireworks
sakanin (三線) eisa dancing haitai / haikai

2. Seeing if your partner understands

This phrase is much more natural than "Do you understand?"

Do you know what I mean?

3. Showing you understand

I know what you mean. I see.

Example
A: Wars destroy everything.
B: Everything? What do you mean?
A: Well, people lose their lives, their families, their hopes and their dreams. Do you know what I mean?
B: I know what you mean. We should stop fighting and killing each other.

*Practice with your partners.

