UNIVERSIDAD DE LAS AMERICAS

Faculty of Education

English Pedagogy

DIDACTIC PROPOSAL OF ROLE PLAYING AS STRATEGY TO ENHANCE THE SPEAKING SKILL OF A II GRADE HIGH SCHOOL STUDENTS IN THE ENGLISH CLASSROOM

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A thesis to fulfill the requirements for seminar class

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This investigation is dedicated to my daughter Antonella.

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ABSTRACT

In order to teach to second language learners, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language. This paper attempts to reflect on the efficacy of role-playing as an effective pedagogical technique and suggestions for practice.

For English language learners, the ability to speak English confidently and the desired output of students is significant. Still, many language learners find it difficult to utter a word or produce meaningful sentences. This happen because they are affraid of making mistakes and being criticized.

In other words, this problem may be because teachers do not incorporate activities and lessons on speaking confidently while teaching key language skills. Many teachers often focus on reading and writing, but leave out listening and speaking skills. In order to build that confidence, teachers can employ a variety of strategies.

INTRODUCTION

In an increasingly integrated world, the ability and the need to communicate with one another has become a fundamental factor for speech. Speaking is an important skill of the language learning process. A strategy that demonstrates how the students learn or develop speaking skill is the Role Playing, where the students are given particular roles, they are told who they are and often what they think about a certain subject. They have to speak and act from their new character's point of view. Role playing is fun and motivating for students, because the motivation is achievement more important in the learning process of the students, related in a participative class and the collaboration when the dynamic classes are actively showing new knowledge and skills to learn. Therefore, the topics that will be addressed in the intervention should be meaningful, updated and interesting for the students to feel important and part of language otherwise learning will not be significant.

Students often forget everything at the moment of interacting with other people or the teachers because they get so nervous when they have to speak in English in front of others, all this because of being scared to ridicule or to commit errors. Thus, the role of the teacher is important at the moment of providing progress of the students and they achieve an appropriate level of the second language English, where they feel sure and in confidence for each stage of their process being the teacher as a facilitator, spectator and participant involving in the Role Playing activity growing the effectiveness of a persuasive communication.

To incorporate the Role Playing into the classroom expand knowledge and opportunities for language English production is crucial to include real situations reaching the creativity and practice in the students. Due to the implementation of lessons integrating Role Play activities, the students will learn new vocabulary and more natural English grammar structures and in this stage the role of the teacher is essential, because it is totally necessary to supervise the class offering assistance, monitoring and giving feedback when necessary. So, the whole activity is based between teacher-student interaction and student-student interaction. Consequently, the teacher adapts and acquire new strategies easily in the development language getting better results.

On the other hand, the feedback is focused on pronunciation, performance and creativity to build their trust fearless. In addition, it is necessary to create an interesting and pleasant atmosphere in the teaching learning process to make the students enhance their speaking skill. At the end, Role Play activities gives students a positive impact developed spontaneously and contextualized with a fluency degree of speech. Although, the teacher seldom presents the types of feedback as implicit enhancing the effectiveness of teaching, but if the feedback are frequently can reach a more effective result because feedback is to check they understand why an answer is correct or not and not just to give answers to the students.

Role Playing is a learning activity strategy in the classroom and it is very important in second language acquisition practicing communication in different social contexts and in different social roles which create interaction and motivation in the students. At the same time, Role Playing simulates a real life interacting with others students and for greater fluidity in speech, it is necessary to consider certain learning techniques achieving a successful outcome.

CHAPTER I: OBJECTIVES AND RESEARCH QUESTIONS

1.0 PROBLEMATIZATION

Nowadays, students are not interested in the study neither worried about the development of learning in second language English, because teachers do not focus on giving confidence and make a class focused on the student's interests provoking a certain shyness and shame, wherein the student do not play the main role into the classroom, affecting the teaching and learning process. The teacher considers these main points, the learning of the students will be better and more successful. On the other hand, the students must understand that the principal purpose of language is the communication. Unfortunately, not all teachers apply teaching-learning strategies for developing the language skill and the students lower-level.

The aim of this project is to enhance the speaking skill on the students, applying Role Playing as strategy in the English classroom, where teachers and students are the more important participants all of that to ensure the speaking ability on the students in a more dynamic way.

1.0 JUSTIFICATION OF THE PROBLEM

The main difficulty of the students for learning English inside and outside of the classroom is motivation and participation in class. Due to this, it was carried out an intervention didactic, which is proposed for the Role Playing as specific strategy that gives to the students the opportunity of practicing the second language learning L2 in every moment enhancing speech and communicative competence in contexts that simulate reality, achieving in a more interesting way of the learning process.

Furthermore, the results of this research might benefit in great manner to the students in the speaking skill with many aspects where they have the possibility to connect phrases, sentence stress, sounds and vocabulary, achieving a better fluency on the students; using features of connected speech, using body language, producing different text types, oral fluency (speaking at a normal speed, with little hesitation, repetition or self-correction and with smooth use of connected speech), using interactive strategies (ways of keeping people interested and involved in what they are saying).

At the same time, the outcomes of this didactic proposal may be of interest to the Ministry of Education, since Role Play is not always applied in the schools of Chile because communicative process is still not a priority, but is very helpful for teachers establish this strategy in the students giving them tools for acquiring speaking skill of form faster and effecting providing in a certain interest in the activities and building a variety of knowledge to the students. Although students rarely talk to each other and rarely have the possibility to talk to a teacher as well.

1.2 GENERAL OBJECTIVE

To enhance speaking skill in the English classroom through Role Playing as a teaching-learning strategy of a second grade of high school.

1.3 SPECIFIC OBJECTIVE

1. To apply Role Playing as a teaching-learning strategy in the classroom.
2. To develop the student creativity in speaking skill through Role Playing.
3. To motivate the teacher and students to use the Role Playing as a strategy for the development of speaking skill.

1.4 RESEARCH QUESTIONS

What methods does the teacher use to enhance speaking?

What teacher materials are used to enhance speaking activities?

Which strategies are used in the classroom?

Why the use of Role Playing is useful?

What are the advantages of using Role Playing to enhance speaking skill in class?

Is there any positive impact in the students?

How to help students to build trust?

What was the result of the learning?

How to help students to gain confidence?

CHAPTER II: THEORETICAL FRAMEWORK

2.0 INTRODUCTION

Years ago, teaching speaking was undervalued despite its importance where the teachers does their routine classes, for example, with repetition of words or memorizing dialogues and the students were not interested in the study and the development of the language learning. Kayi (2012) Speaking is a skill of second language learning improving communication skills of students. In this case, the students are supposed to learn in an interactive way to speak fluently. Consequently, students can achieve a much higher level having a long-term performance. When students begin to speak in another language, they are based on a focused form of learning, such as details of pronunciation, grammar and vocabulary. Teachers should keep levels of achievement in students correcting the different errors, helping the real purpose, which is communication, through a high performance standard.

One strategy to help to develop students speaking is the Role Play when they have the opportunity of practice speaking in different contexts and social roles. Role Playing might be one of the most favorable learning techniques today. The teachers and students agree that Role Playing result to be an effective strategy increasing their performance at school and expressing spontaneously. Over the time, this strategy has become a solution and daily activity for the teachers inside of the classroom giving security in the students for speaking. This research attempts to reflect on the efficacy of role-playing as an effective pedagogical technique.

For role-play to be effective in the speaking skill, it is useful to know about organizing an activity following various sequences, as the participation and motivation where the teacher must attract and keep the interest of the students involving a pleasant situation for activates the knowledge of the language and finally make an effort to produce what was learned.

2.1 STATE OF THE ART

The issue of the important of culture, understands an amply role in language teaching with Vernier et al. (2008) considerer the teaching of culture as a fifth skill for language learners that enhances students' overall learning experience. Because teach language without culture is not feasible due the role of teacher is an important mediator for developing foreign language. Additionally, not knowing the culture of language is problematic, because the major error of the students is to translate word for word or express literally. Although, knowledge of culture teaching is not enough on the text, location and instructor because the study English is more than a linguistic system.

On the other hand, teacher needs to integrate activities reflecting in a use real language with the opportunity to assess the learners errors, teaching context with a solid English grammar and vocabulary, but the students need more practice developing their spoken fluency for integrates the culture and introduce in the classroom, adopted to their language level and interests of students.

In addition, the integration of a methodology of a culture in a class solves certain issues when speaking and listening, focusing on an interactive oral communication which implies a practical knowledge of language and personal expression where students can expand a new intercultural knowledge.

The role play is an excellent initial activity for two reasons; because it is a good way to bolster student confidence in performing communicative tasks and it also serves as an introduction to intercultural communication and pragmatics communication. The students consider a clear understanding of cultural differences and that studying English is about more than just a linguistic mastery.

At the end, when applying the Role Play we can strengthen intercultural understanding and have notions about of one another's culture generating questions and answers through mini-discussions with the students for build fluency and confidence in them considering a proportion of details in concrete answers, using illustrative examples to explain a concept or idea and maintaining a natural pace while avoiding long pauses.

With this strategy, the student learns and expresses himself quickly and efficiently, strengthening his language, fluency and knowledge about the society we live in.

2.2 SPEAKING SKILL

Before learning and immerse in the process of the study of the second language English, there must be a wide knowledge in the different aspects of the language, since to speak can be a very complicated process being one of the most difficult skills that the students can acquire because it requires a lot of practice. Speaking is one of the four language skills: reading, writing, listening and speaking. Speaking and writing are productive skills. That means that unlike listening and reading, they involve producing language rather than receiving it. Very simply, we can say that speaking involves using speech to communicate meanings to other people. In fact, for there to be an effective speaking activity, they are considered various characteristics that make a successful class where learners talk a lot, participation is continuous, and motivation is high.

For English language learners, be able to speak English confidently is essential and it is the desired outcome in the students, but many they find it difficult to utter a word or produce sentences because they fear making mistakes and being criticized. Actually, this problem may be is for the teachers do not incorporate activities for speaking confidently in the classroom and the teachers' only focus on reading and writing, but leave out listening and speaking skills. Hence, is necessary considered any implements efficient to help with the knowledge of the students.

Language is a complex method which is continually changing. Despite the complexity and variation of the language, children learn of manner quickly, efficiently and innate, as much as language acquisition is the native language process by which we learn to speak, write or even use sign language in meaningful ways to communicate of their first language, while second language acquisition concerns the acquisition of extra languages in children and adults as well. Moreover, the conditions of acquisition are to be natural (gradual approximation of grammar), controlled (formal instruction), and guided (prescriptive corrections). Therefore, language assumes, in general, about a large structured grammatical knowledge encoded in the language acquisition for children understand quickly certain features in the production of speech.

In the First Language Acquisition (L1), during their first three years, children progress through the discovery of language cognitive development, reflected in the gradual acquisition of the linguistic elements for expressing ideas, this acquisition is systematic. Moreover, children acquire a language without effort and many children grow up speaking two or more languages. As children grow, continue to learn and language acquisition is impressive, being that they spend many hours interacting with others, participating in conversations developing speaking skill to understanding others and to express their own ideas expanding and growing their knowledge. Afterwards, children the language produces through of the imitation (repeat word for word) and then practice.

On the other hand, Second Language Acquisition (L2), this process is different to First Language Acquisition (L1) due which people learn a Second Language Acquisition (L2) and role of the teacher must contexts of communication which facilitate acquisition, acquisition grammatical order and the information must be very clear. Experts estimate that children from 5-12 years old are ideal to learn a second language, since they have already framed mother language structure. In this stage, the acquisition is produced across learning at different ages and learning in different contexts which learners differ from each other. The students who interact insecure and seek opportunities to practice language skills in the Second Language Acquisition (L2) will be the most successful learners. In addition to an outgoing personality, other characteristics often believed to predict success in language learning are intelligent, the motivation and the age at which learning begins.

Undoubtedly, between the First Language Acquisition (L1) and Second Language Acquisition (L2), speaking is one the most difficult skill to possess, but at the same time is the most needed, since the desire of the people to speak English without commit errors.

Without the ability to communicate in different languages, the world could not been able to function as people are used to, and that is why developing speaking skill should be a priority at schools.

2.3 ROLE PLAYING

Role-playing is an important strategy in teaching speaking skill and students have an opportunity to practice communicative in different social context and different social roles where simulates a real life interacting with others students which develops fluency in language promotes interactions in the classroom and increases motivation. This strategy engages students in an interactive activities applying concepts, structures, experiences and various situations which there is a significant advance in the students' achievement. So, demonstrate to the use English on the students focusing more on communication and can be a lot of fun. As speaking skill requires more practice, Role Playing is perfect strategy helping to choose suitable words and increase the vocabulary.

Nevertheless, the strategies to enhance speaking skill in the learning process are: use intonation, pronunciation, fluency, grammar and vocabulary, give information, tell stories and use language accurately. These skill help to increase the vocabulary, improve fluency and pronunciation on the students during the learning process of a second language.

Therefore, the use of the vocabulary is compound for words and expressions used to organize and manage conversations. Some readers, for example, Flohr (2008) determines that the teacher must to show the students the necessary of learning vocabulary, knowing that this is the most important part of foreign language learning because without vocabulary they will not be able to communicate and understand text that are written in a foreign language.

At the end of the strategies that was mentioned before, it is reliable that the vocabulary promotes reading comprehension and correct grammar. For example, the students memorize words in each oral presentation they developed with the objective of having a better result, and thus the learners feel that technique is most effective for learning. At the same time, teachers constantly read stories aloud to children while they are reading too, so the students acquire new vocabulary through reading, accompanied for a brief explanation of words by the teacher.

Reading should be done with frequency of words and an interpretation of the words implying a higher benefit in knowledge and reasoning of the student acquiring a large vocabulary.

Since role-play or simulation encourages reflective thinking and creativity students can develop and practice new language and behavioral skills increasing motivation and participation for learning to occur helping students to develop their own personality.

Furthermore, the development of metacognitive skills is an intrinsic and integral in this strategy when the teacher breaks with the traditional classroom. In this way, the students are given total freedom to innovate, create and produce giving them some satisfaction showing original and ingenious qualities. The objective of this activity, helps students to encourage to be more independent, autonomous and engaged in their language learning inside and outside class time because so many people consider that 'learning by doing' is the best method for language learning.

In addition, it is also expected that Role Play can be applied not only for teaching speaking skill but also for teaching other skills. In few words, we can say that Role Play technique has positive impact in improving learners' speaking skills as it gives the students a chance to explore different situations of real life and enables them to speak accurately and confidently.

Finally, Role playing activities are not 'simple fun games', it provides useful language exchange, promote interaction, simulate creativity, develop fluency, deepen understanding and increase communicative competence. The students should be able to express themselves properly, understand grammar and acquire knowledge about another culture for them, also could interact with foreign people outside of the classroom depending on the initiative, imagination and intensity of the students for learn an acquire a new language.

2.4 MOTIVATION

Motivation also plays an important role in speaking. A motivated student who is willing or even eager to invest effort in learning activities and to progress which makes their teaching easier, more pleasant and more productive. Motivation is related to the immediate process of learning where the teacher, the curriculum and the agreement are important in develop of knowledge for language learning. To meet learners' eagerness in a lesson, the teacher ought to choose topics that are interest. There many characteristics of motivated learners for successful language learning have high inspirations (ambitious and top grades), is perseverance and positive orientations.

Motivation has long been a major problem for most teachers of English as a Second Language (ESL) because the students think that 'English will not be useful for the future' and they are demotivated to continue learning but also depend of the student how much energy he devotes to it and how long he perseveres.

One of the successful ways, resourceful and skillful to motivate the students to participate is to use Pair Work or Group Work learning collaboration and communication among learners and can help each other because while one student is good in drawing, another can be good in expressing ideas verbally; a third other student can be good at role play and imitation being less stressful with the purpose of generating an environment of trust in the communicative language teaching.

On the other hand, the teacher is an important element to motivate learners where classes are composed of two distinction, as Extrinsic Motivation from the wish to learn for its sake or interest and provides incentive to engage. The changes of success will be greatly enhanced if the students come to love the learning process. Then, Intrinsic Motivation is characterized as that which comes from within the individual and invest effort in the learning because they see the learning as worthwhile giving further interesting and interactive information about the process language.

Both of these have an important part to play in classroom motivation, and both are at least partially accessible to teacher influence because motivation is the inner impetus of humans to satisfy their necessities but it difficult for them to express their feelings in other language.

However, we can say that Motivation is composed of all the factors that are capable of causing, maintain and direct behavior in order to accomplish a goal, the necessity of personal growth and the necessity of power, in order to have an impact on the rest of the people. Spratt, Pulverness, & Williams (2011), defines motivation as "the cumulus of thoughts and feelings that make a person to want and to continue to want to do something and which turn his/her wishes into action". Motivation comprises the "reasons a person has to do something, the time that person will keep doing something", and the way that person works to achieve it. Motivation is very important in language learning, being one of the key factors which "help a learner to learn in a successful way and also the reason of their failure" (Spratt et al. 2011, p.31).

Nowadays, motivation is an important element in the educational field of the language teaching; the academic results and the prestige of an institution are directly derived from the students' learning and performance, and this performance comes from the students' motivation towards an educational instance where the chances of success will be greatly enhanced if the students come to love the learning process. Eventually, in the teaching and learning strategies; the teachers need to look carefully at who the students are, where they are learning and what their aspirations are.

2.5 COMMUNICATIVE LANGUAGE TEACHING

Communicative Language Teaching is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study (CLT), this method also claims to encourage learners to incorporate their experiences and focusing language teaching on communicative proficiency. It is also referred to as "Communicative Approach". According to the communicative approach, its emphasis must be put on the importance of certain concepts, as communication, tasks, meanings and results in explicit knowledge about the forms of language and the ability to verbalize this knowledge.

Years ago, a group of experts being to investigate the possibility of developing language a system, in which learning tasks are classified 'units' corresponding to the students' needs and to the communicative uses of language as communication. At the same time, instead of concentrating solely on grammar, it focus on the belief that students like to participate in communicative task, which that are vitally important for a student's development of knowledge and skill, involving them in a real or realistic communication.

Whereas, the communicative activities are important to use a variety of language, a communicative purpose, a desire to communicate, without a teacher intervention and no materials control for the constant communication and with basic concepts, like the approach (the nature of language and language learning), design (the selection and organization of language content) and procedure (techniques and practice) in the language teaching. However, the Communicative Approach has left an unforgettable mark on teaching and learning giving result in classrooms all over the world.

Besides, the teacher has two main roles: the first role is to facilitate the communication process in the classroom, the second role is to act as an independent participant within the learning-teaching group where it is related to the objectives of the first role and arises from it. These roles imply to the teachers as a resource, a guide within the classroom procedures and activities, researcher and learner, with much to contribute in terms of appropriate knowledge and abilities and observed experience of the nature of learning and organizational capacities. Teacher assumes a responsibility for determining

and responding to learner language needs in a formal and personal way through one-to-one sessions with students, learning style, learning assets, and learning goals.

Lastly, the adoption of a Communicative Approach raises important issues for teacher training, materials development and evaluation, this approach can be evaluated, and how suitable it is for non-native teachers.

First, in the case of the teacher training, facilities the communication in the classroom and he also acts like an adviser and a guide where the students are the communicators and they are actively engage in trying to make themselves understood and in understanding others. Secondly, in the case materials development, provides materials authentic language to native speakers' language and beginner students where it is possible to use realia without a lot of language. Finally, in the case of the evaluation, a teacher can informally evaluate students' performance in his role as an adviser or co-communicator but in the formal evaluation, the teacher evaluate with an integrative test used in a real communicative function.

Hence, the advantages of the learning process in the Communicative Language Teaching (CLT) allow students will be more motivated by learning to communicate, students' interest to participate in class and students will learn to communicate effectively. On the other hand, disadvantages the students no presented grammar rules because the corrections of errors may be absent or infrequent.

In other words, Communicative Language Teaching (CLT) has gained widespread acceptance in the world of language study, having succeed, as long as teachers don't completely reject the need for the structure provided by grammar, turning it an important contributor to language learning approaches. This approach can help future teachers develop their students' oral communication skills, students will lose the fear of communicating in a second language (ESL) and also, it can help promote confidence, security in the classroom environment and produce the speaking skill.

2.6 NATURAL APPROACH AND DIRECT APPROACH

Natural Approach is a reproduction in the way humans naturally acquires their native language. The approach adheres to a communicative approach to language teaching and believes that adult can still acquiring second languages as Communicative Language Teaching, the Natural Approach is evolutionary. Its greatest claim to originality lies not in the techniques it employs but in their use in a method that emphasizes and meaningful practice activities, rather than production of grammatically perfect utterances and sentences.

On the other hand, The Natural Approach belongs to a tradition of language acquisition where the naturalistic features of L1 acquisition are used in L2 acquisition. It is an approach that draws a variety of techniques from other methods and approaches; but the originality of this approach does not lie in techniques, because it also emphasize on activities based on comprehensible input and meaningful communication rather than on only grammatical mastery of language.

Furthermore, the objective of this approach is designed to help beginners become intermediates and depend on learners' needs. The difference between adults and children acquisition skill is that adults have two steps to follow when they learn foreign language: Acquisition and learning; but children only acquire language. For thus, Natural Approach encourages the teachers not to insist in that learners speak right away.

However, Direct Approach, also called as a direct method, is often used in teaching foreign languages, refrains from using the learners' native language and uses only the target language.

In general, teaching focuses on the development of oral skills and their characteristics are: teaching concepts and vocabulary through imitation, real-life objects and other visual materials, teaching grammar by using an inductive approach (i.e. having learners find out rules through the presentation of adequate linguistic forms in the target language) and it focus on question-answer patterns.

Additionally, only everyday vocabulary and sentences are taught during the initial phase; grammar, reading and writing are introduced in intermediate phase. Oral communication skills are built up in a graded progression around question-and-answer exchanges between teachers and students in small, intensive classes. Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas.

Nevertheless, Direct Approach focus in the natural order in which a child learns L1, that is, listening, speaking, reading, and writing because the learning is contextualized. The emphasis on speech become attractive for those who need real communication in L2 and the teaching of vocabulary, through realia brings authenticity into the classroom. So, the child learning L1 has no previous language-learning experience, but the learner learning L2 does. In addition, the method can be effectively used only by teachers who are native speakers.

Finally, Direct Method is very effective to use the English language by teachers to implement in their class; students can understand easily if the teacher uses direct method, because this method enhance the communication skills of the students and focuses on listening skills of the learners.

CHAPTER III: DIDACTIC PROPOSAL

1. LESSON PLANNING

Subject: English			Teacher		Grade: 2nd grade High School		
			Goals: Tolerance and respect different cultures.		Time Required:		
Unit 1			Name of the Unit: Globalization and Communication				

Number of Pedagogical Hours		Objectives	Abilities	Activities	Materials	Evaluation	
Date	Hours					Instrument	Indicator
		To demonstrate comprehension of general ideas and explicit information in oral texts about globalization and communication.	To recognize vocabulary from the unit (Globalization, anti-globalization, global issues, I agree/I disagree with global warming, water/food shortage, threat, population, available, growth, economic, goals, abroad, recently, lately).	Pre: To introduce the topic with a PPT presentation with Question Words. Develop to Worksheet with the Question Words, Ask learners what they know about Unit	Worksheet, Class AudiovisualPPT, Speaking Rubric, Whiteboard, Markers, Class book.	Speaking Rubric	Clarity Grammar
		To develop a cultural awareness by valuing and respecting the ideas of others.	Language functions (Express agreements/disagreement, express quantity, connect ideas using either…or/neither…nor, use of prefixes im- And un-, formation of some compound words).	While: Show a video about Globalization and Communication, Generate discuss about the video by forming a debate and asking questions about unit. Activity: Technologic store role playing			Fluency Comprehension Vocabulary
		To participate in dialogues and presentations using different strategies before, during, and after speaking.	Auditive comprehension and Oral expression through interactions and exposures.	To make a puzzle with the words of the unit and learn vocabulary.			

UNIT 1: TECHNOLOGIC STORE ROLE PLAY

Grade: Second Grade High School

Time Required: 90 minutes

Goals: To reinforce speaking skill and vocabulary related to a technologic store.

Materials: speaking rubric, whiteboard, markers, handout, technological products, chairs, tables.

Preparation: Develop a list with communicative expressions related to the activity. Make a list with a lot of information about a technologic store. Prepare the classroom according to the activity.

Lexical Items: Ok/alright, yes/sure, please/thanks, certainly, sorry, but.

Grammatical Items: Simple Present, Simple Past and vocabulary.

Procedures: Technologic store Role Play

The technologic store role play is a good way to bolster student confidence in performing communicative tasks and to internalize in intercultural communication achieving a clear understanding of cultural differences. The purpose this activity is to put into practice the fluency of students, having a lot of freedom to express themselves.

Steps of the Activity

1. Divide the class into small groups.
2. Give the students a handout with a list of useful expressions according to the play and describe these expression analyzing the vocabulary and pronunciation. Besides, explain that this handout is only a study guide and will not be available when students perform Role Play.
3. Give each group a different roles from a real store.

4. Before the role play, give time students for study outside class and to practice several times with their group members, changing roles between wait person and clients.

5. Perform the actual role play with the teacher playing the role of seller and students that of clients. The idea is interact not only with the seller but also with the people who are also in the store.

6. It best to take a minute or two between role-play sessions to grade the previous group before moving on to the next one.

Note: It can be practice through a great variety of language forms and functions but depend on the level of your students and your teaching context. For example: globalization vocabulary and pronunciation, polite requests ("Could I have…?"/ "Would you mind…?"), Listening skills (answering to the seller), Complaining ("I prefer…, but…"), Asking advice ("What do you suggest/ recommend?").

Extensions

When interacting in a foreign country, one has to consider not only language accuracy, but also behavior.

WORKSHEET

Student's Name: _____

Date: _____**Ideal Score:**_____**Score:**_____**Mark:** _____

Expected outcomes: To identify and create structures relative clauses.

I Complete with correct relative clause. (who, that, which, where, when)

a. A couch is a person _____ helps you train.

b. A stadium is a place _____ people play football.

c. 2012 is the year _____ Olympic Games were c. held in London, England.

d. Tomás Gonzales, _____ won a gold medal in the last Olympic Games, is Chilean.

e. I remember the first time _____ I went to watch a football match at the Stadium.

f. Taekwondo, _____ I've been practicing since I was a Child, is amazing.

g. Arsenal is the team _____ Alexis Sanchez plays in England.

II Unscramble the words to make questions. (What, When, Who, Where)

1. Do/you/do/what/on Friday nights?_____
2. After class/where/go/your friends/ do?_____
3. Last weekend/do/who/you/go out with?_____
4. Your family/does/have dinner together/when?_____

Speaking Rubric

Oral Test Rubric / Grade: Second Grade High School			
Students' Name:			
Ideal Score:	Score:		Mark:

ESL Speaking Rubric				
	Poor 0 pts	**Fair 1 pts**	**Good 3 pts**	**Excellent 5 pts**
Clarity	Poor All questions and answers were awkward and incomprehensible.	Fair Questions and answers were awkward and incomprehensible to understand at times.	Good Questions or answers were awkward at times but always understandable.	Excellent Questions and answers were clear and comprehensible.
Grammar	Poor Student did not use correct grammar.	Fair Student sometimes used correct grammar, but made many errors.	Good Student mostly used correct grammar, with some error.	Excellent Student always used correct grammar.
Fluency	Poor Student was unable to ask or respond to questions.	Fair Student took a long time to ask and respond to questions.	Good Students were able to ask and answer the questions with little difficulty.	Excellent Students were able to communicate clearly with no difficulty.
Comprehension	Poor Student was unable to comprehend questions. Questions had to be repeated.	Fair The student showed little comprehension of questions. Questions had to be repeated.	Good The student understood most of what was asked of him/her.	Excellent The student fully understood the questions asked and answered correctly.
Vocabulary	Poor Vocabulary usage was seldom correct. Little to no variety of vocabulary words and phrases.	Fair Vocabulary usage was sometimes correct. Used a limited variety of vocabulary words and phrases.	Good Vocabulary usage was mostly correct. Used a moderate variety of vocabulary words and phrases.	Excellent Vocabulary usage was always correct. Used a large variety of vocabulary words and phrases.

Adapted from Liceo Simon Bolivar, Hualpén.

CHAPTER III: DIDACTIC PROPOSAL

2. LESSON PLANNING

Subject: English		Teacher		Grade: 2nd grade High School
		Goals: Use technologies responsibly and know their negative consequences.		Time Required:
Unit 2		Name of the Unit: Technology and its Effects		

Number of the Pedagogical Hours		Objetives	Abilities	Activities	Materials	Evaluation	
Date	Hours					Instrument	Indicator
.		To understand, share ideas and experiences in the use of technology with their different effects. To apply knowledge about learning strategies and technology. To describe technologies advanced.	To identify adverbs of quantity (*How Many/ How Much, Some, Any, Many*) Students know how to use thematic vocabulary (society, benefits, effects, development, application, efficient, convenient, skills, quality, advantages, disadvantages, every day life, useful, privacy, social media, device, item). To develop language functions, express suggestions and recommendations using should/shouldn't, ought/oughtn't.	Pre: To introduce the topic witg a PPT presentation and answer the worksheet with structures related to quantify expressions. Students previous knowledge is activated through images related to Technology and its Effects. While: Analyze questions about the unit are asked to verify their oral expression skills. Students create a technological object, present it in front of the class and explain. Post: The student asks questions to the student who is in front of the class about his technological invention.	Worksheet, Class, Data, PPT, Speaking Rubric, Internet.	Speaking Rubric	Clarity Grammar Fluency Comprehension Vocabulary

24

UNIT 2: TECHNOLOGICAL OBJECT

Grade: Second Grade High School

Time Required: 90 minutes

Goals: To reinforce speaking skill and vocabulary related with a technological object based in the creative and innovative.

Materials: Speaking Rubric, Data, PPT.

Preparation: To show a PPT with a technological object. Explain its effects. Prepare a list of 5 questions related to a particular topic for generate discussion.

Lexical Items: Can/could you…? Do you think you could…? Do you think you could possibly…? Will you…? Would you like to (do sth)? Thank you very much. That would be lovely, thank you.

Grammatical Items: Simple present, Future, Present Perfect.

Procedures: The Technological Object is a good manner to bolster student confidence in performing communicative tasks and focus on the world of technology. The purpose this activity is to put into practice the fluency, the trust of students and expand your vocabulary.

Steps of the Activity

1. Divide the class in pairs.
2. Give the students a handout with a list of invents in the world about technology.
3. Students choose and create a technological object with it effects but invented by them.
4. Students prepare a PPT for show in front to the classroom.
5. Student corrects his mistakes with the help of a dictionary and the teacher

6. Before the presentation, give time students for study their technological invents and to practice several times with their pairs.

7. Students present their technological invents and the other learners ask questions.

Note: Use the following questions as a guide: *Why is technology so important?, How does technology help us?, How as technology impacted in you learning?, What is the effect?.* It is necessary implement other questions through the class.

Extensions

Nowadays, people must adapt to technological advances.

Day after day there are new inventions such as devices, tools and applications that help with their daily tasks. However, scientists and specialists say that technology has both advantages and disadvantages.

For example: The technology facilitates access to different forms of communication, but at the same time it can generate a violation of privacy as a consequence of its use.

WORKSHEET

Student's Name: _____

Date: _____**Ideal Score:**_____**Score:**_____**Mark:** _____

Expected outcomes: To identify structures related to quantity expressions

I Complete with some or any.

1. Have you got ......any...... money?
2. I can't find .... clean clothes to wear.
3. I've got .... good news for you.
4. I think there are .... cakes in the fridge.
5. I can't make coffee – there isn't .... milk.
6. Have you got .... homework.

II Write *much* or *many*.

1. How ....much...... ice cream do you want?
2. How .... money have you got?
3. How .... cups of coffee do you drink a day?
4. How .... times a week do you do English?
5. How .... sugar do you want in your coffee?
6. How .... computers are there in your house?

III Writer questions. Use Much or Many.

1. How / strawberries / do you need ? _____
2. How / cookies / are on the table ? _____
3. How / soda / is in the bottle ? _____

27

Speaking Rubric

Oral Test Rubric / Grade: Second Grade High School			
Students' Name:			
Ideal Score:	Score:		Mark:

ESL Speaking Rubric				
	Poor 0 pts	**Fair 1 pts**	**Good 3 pts**	**Excellent 5 pts**
Clarity	Poor All questions and answers were awkward and incomprehensible.	Fair Questions and answers were awkward and incomprehensible to understand at times.	Good Questions or answers were awkward at times but always understandable.	Excellent Questions and answers were clear and comprehensible.
Grammar	Poor Student did not use correct grammar.	Fair Student sometimes used correct grammar, but made many errors.	Good Student mostly used correct grammar, with some error.	Excellent Student always used correct grammar.
Fluency	Poor Student was unable to ask or respond to questions.	Fair Student took a long time to ask and respond to questions.	Good Students were able to ask and answer the questions with little difficulty.	Excellent Students were able to communicate clearly with no difficulty.
Comprehension	Poor Student was unable to comprehend questions. Questions had to be repeated.	Fair The student showed little comprehension of questions. Questions had to be repeated.	Good The student understood most of what was asked of him/her.	Excellent The student fully understood the questions asked and answered correctly.
Vocabulary	Poor Vocabulary usage was seldom correct. Little to no variety of vocabulary words and phrases.	Fair Vocabulary usage was sometimes correct. Used a limited variety of vocabulary words and phrases.	Good Vocabulary usage was mostly correct. Used a moderate variety of vocabulary words and phrases.	Excellent Vocabulary usage was always correct. Used a large variety of vocabulary words and phrases.

Adapted from Liceo Simon Bolivar, Hualpén.

CHAPTER III: DIDACTIC PROPOSAL

3. LESSON PLANNING

Subject: English		Teacher		Grade: 2nd grade High School			
		Goals: Born to lead.		Time Required:			
Unit 3		Name of the Unit: Outstanding Persons.					

| Number of the Pedagogical Hours | | Objetives | Abilities | Activities | Materials | Evaluation | |
Date	Hours					Instrument	Indicator
		To understanding speaking comprehension. To tell what other people say. i.g. Mr Brown, said he had finished the report; She told me to go home. To develop Role Play activity about Outstanding Persons.	To recognize vocabulary from the unit (admire, creative, famous, heroes, influence, memory, people, person, personality, remember, special, televisión, leader) Oral expression through interactions. To identify words, sentences and key expressions.	Pre: To tell objectives to the class. Motivate students with differents histories about famous people. Give instrucciones of the Role Play activity for the students. While: students have to perform an activity on role play Who am I? Students will be evaluated through an oral evaluation rubric. Post: Answer the worksheet. Learn and review the vocabulary from worksheet. Students will receive a feedback of the Role Play activity.	PPT, Worksheet, Speaking Rubric, class book.	Speaking Rubric	Clarify Grammar Fluency Comprehension Vocabulary

UNIT 3: WHO AM I?

Grade: Second Grade High School

Time Required: 60 minutes

Goals: To reinforce speaking skill and vocabulary related with Outstanding Persons.

Materials: Paper cut into pieces. Tape. Pen. Scissors.

Preparation: Prepare a list of 10 questions per person related to a known person. You'll probably want to model this one first activity with a student volunteer. Identity cards for each student with the name of the famous people.

Lexical Items: who am I? Am I a female or a male? How old am I? Am I a singer/actor/dancer…? Am I tall/small/fat/thin…? Am I alive/dead?

Grammatical Items: Simple Present and Simple past.

Procedures: This game is a variation on the classic 20 Questions game. The purpose this activity is to put into practice the fluency, the trust of students and expand your vocabulary.

Steps of the Activity

1. To ask the students stand up and separate them with their classmates.
2. To give students the pieces of paper and tell them to write a famous person's name on it. A person that they think everyone will know. (i.e. the President of their country or the President of America, a famous movie star or singer, a historical figure like Leonardo Da Vinci, Albert Einstein).
3. To collect the pieces of paper and look over them to make sure they have people on them that everyone will know.

4. To ask the students come up one by one and tape a piece of paper with a famous person's name on their forehead. Don't let the students see who their person is. Do this with all the students.

5. Now have the students mingle freely they through the class and look at each other names. The students then ask questions about themselves. (i.e. Am I alive or dead? Am I from this country? Am I a boy or girl?) The students are NOT allowed to ask their name. They have to guess who they are.

6. Students keep asking questions and guessing. You can tailor it to suit your class with rules. (you must ask three questions before guessing) You can also do it in pairs or groups.

Extensions

It is necessary announce topic of the cards to help focus players' questions.

This game can be a good icebreaker for a group if a theme is revealed and the identities are common knowledge for players.

If players are too self-conscious to wear headbands, then the game can be modified to have the cards taped on their backs until they guess correctly. The headband version of the game lends itself to a more playful atmosphere and will be noisier to play.

Outstanding Persons

```
Y  S  E  F  K  E  Z  H  Q  T  R  E  A  S  U  R  E  W
F  O  R  G  E  T  D  T  A  S  N  N  Q  U  M  B  H  B
Y  A  P  E  R  S  E  V  E  R  A  N  T  Z  E  N  E  S
N  H  K  F  A  M  O  U  S  J  D  O  F  X  M  C  R  P
P  C  O  U  R  A  G  E  O  U  S  W  Z  P  O  R  O  E
E  G  B  I  P  E  R  S  O  N  H  Q  O  F  R  E  E  C
O  I  N  F  L  U  E  N  C  E  M  B  I  R  Y  A  S  I
P  R  E  M  E  M  B  E  R  G  F  J  Z  N  K  T  H  A
L  E  A  D  E  R  P  Z  A  D  M  I  R  E  E  I  O  L
E  B  M  T  E  L  E  V  I  S  I  O  N  M  D  V  N  N
P  E  R  S  O  N  A  L  I  T  Y  J  J  G  C  E  H  G
A  M  F  L  A  M  I  N  D  E  P  E  N  D  E  T  T  A
```

Find the following words in the puzzle.
Words are hidden → ↓ and ↘ .

ADMIRE	INDEPENDET	PERSONALITY
COURAGEOUS	INFLUENCE	REMEMBER
CREATIVE	LEADER	SPECIAL
FAMOUS	MEMORY	TELEVISION
FORGET	PEOPLE	TREASURE
HARDWORKING	PERSEVERANT	
HEROES	PERSON	

Speaking Rubric

Oral Test Rubric / Grade: Second Grade High School			
Students' Name:			
Ideal Score:	Score:		Mark:

ESL Speaking Rubric				
	Poor 0 pts	**Fair 1 pts**	**Good 3 pts**	**Excellent 5 pts**
Clarity	Poor All questions and answers were awkward and incomprehensible.	Fair Questions and answers were awkward and incomprehensible to understand at times.	Good Questions or answers were awkward at times but always understandable.	Excellent Questions and answers were clear and comprehensible.
Grammar	Poor Student did not use correct grammar.	Fair Student sometimes used correct grammar, but made many errors.	Good Student mostly used correct grammar, with some error.	Excellent Student always used correct grammar.
Fluency	Poor Student was unable to ask or respond to questions.	Fair Student took a long time to ask and respond to questions.	Good Students were able to ask and answer the questions with little difficulty.	Excellent Students were able to communicate clearly with no difficulty.
Comprehension	Poor Student was unable to comprehend questions. Questions had to be repeated.	Fair The student showed little comprehension of questions. Questions had to be repeated.	Good The student understood most of what was asked of him/her.	Excellent The student fully understood the questions asked and answered correctly.
Vocabulary	Poor Vocabulary usage was seldom correct. Little to no variety of vocabulary words and phrases.	Fair Vocabulary usage was sometimes correct. Used a limited variety of vocabulary words and phrases.	Good Vocabulary usage was mostly correct. Used a moderate variety of vocabulary words and phrases.	Excellent Vocabulary usage was always correct. Used a large variety of vocabulary words and phrases.

Adapted from Liceo Simon Bolivar, Hualpén.

CHAPTER III: DIDACTIC PROPOSAL

4. LESSON PLANING

Subject:			Teacher:		Grade: 2nd grade High School			
			Goals: Work, collaborate and show respect for interests and ideas between clasmates.		Time Required:			
Unit 4			Name of the Unit: Sustainable Development.					
Number of Pedagogical Hours		Objetives	Abilities	Activities	Materials	Evaluation		
						Instrument	Indicator	
Date	Hours	To evaluate the oral presentation of each group. Through a rubric will be evaluated the communication of ideas. In addition the pronunciation, the performance of each the student, the use of gramatical structures and thematic vocabulary (sustainability, equity, ecology, biodiversity, natural resources, industralize, organic farming, infraestructure, develop country).	To express different sittuation from unit in oral form and writing. To extract main ideas from the text. Students all the previous knowledge learned in all the units.	Pre: To motivate and present of objective class. To Activate previous knowledge and show a video about 'what is a sustainable development?'. While: To explain the activity and realize the Role Play activity 'Black Out'. Post: To answer the worksheet about pollution. Students will receive a general feedback of the activity.	Worksheet, Class Book, Speaking Rubric.	Speaking Rubric	Clarity Grammar Fluency Comprehension Vocabulary	

UNIT 4: BLACK OUT

Grade: Second Grade High School

Time Required: 90 minutes

Goals: To reinforce speaking skill and vocabulary related with a Sustainable Development.

Materials: Speaking Rubric, Books. Letter cards in a cloth bag. Pencil. Paper.

Preparation: To make cards with the letters of the alphabet or use alphabet tiles or magnetic letters. Be sure there is only one of each letter. Place the letters in the bag.

Lexical ítems: I had read/seen/learned/been; We usually/often/able…

What would they…? What if…?

Grammatical ítems: Present Perfect

Procedures: The purpose this activity is to put into practice the fluency, the trust of students and expand their vocabulary through interaction between their classmates.

Steps of the Activity

1. The player selected to go first chooses a page and all the others open their books to the same spot.
2. Using that page, each player chooses five words from the text and writes them on a sheet of paper.
3. The one who chose the page draws letters, one at a time, from the bag and announces the letter to the other players.
4. Players cross out that letter every time it appears in all of their words.
5. When all of the letters on his or her sheet are crossed out, that person says, "Black out" and is out of the game.
6. The winner is the last person with letters not yet crossed out.

Extensions:

Instead of a set of identical books, the words can be chosen from a handout, such as a spelling list, science vocabulary sheet, or poetry selection. The written material could also be projected on a screen while players choose their target words.
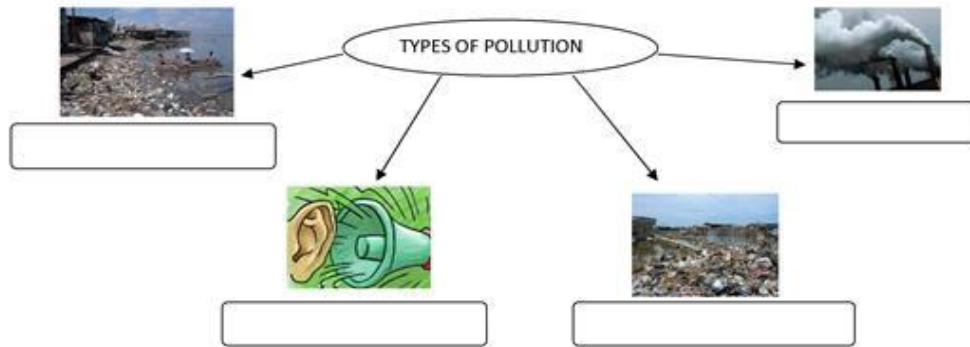
Tip:

Have the winner share the strategy he or she used to help him or her win. Winning strategies might be to select words with few common consonants or to choose long words.

1)a) Label the pictures with the expressions from the box

Land pollution / water pollution / land pollution / noise

TYPES OF POLLUTION

b) What are the effects of pollution on the environment and on the people?
   Look at the labeled pictures and complete the table:

headache	Hole in the ozone layer	smog	Disease / sickness	Chemical reaction	Skin rash
burn	Breathing problem	Acid rain	stomachache	deafness	weakness

Effects of pollution on people	Effects of pollution on the environment

2)a) Now, with your partner read text1 and text 2 and find out the causes and the effects of each type of pollution

TEXT 1

Because factories release fumes, the air people breathe gets polluted. Other well-known effects of fumes are smog, acid rain and holes in the ozone layer.

TEXT 2

Living in noisy overcrowded towns has become dangerous **because** everyday exposure to noise can cause headache, earaches and may lead to deafness.

iSLCollective.com

Adapted from Google

Speaking Rubric

Oral Test Rubric / Grade: Second Grade High School			
Students' Name:			
Ideal Score:	Score:		Mark:

ESL Speaking Rubric					
	Poor **0 pts**	**Fair** **1 pts**	**Good** **3 pts**	**Excellent** **5 pts**	
Clarity	Poor All questions and answers were awkward and incomprehensible.	Fair Questions and answers were awkward and incomprehensible to understand at times.	Good Questions or answers were awkward at times but always understandable.	Excellent Questions and answers were clear and comprehensible.	
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Adapted from Liceo Simon Bolivar, Hualpén.

CONCLUSION

Role Play is a teaching-learning strategy which allows development speaking skill in a foreign language or second language, also develops creativity and increases motivation in communicative situations that students face, that contributes to certain benefits in the linguistic interaction.

Besides, role plays provide learners with the opportunity to examine, understand, and acquire knowledge which will assist and better facilitate intercultural communication. As well as, Learning from peers through group activities will benefit students implicitly and explicitly. With this system, a higher level of communicative competence and a broader understanding of intercultural exchange will be obtained.

On the other hand, teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking.

Rather than leading students to pure memorization, providing a rich environment where communication takes place is desired. With this aim, various speaking skill such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

In few words, we can say that role play strategy has a positive impact improving learners' speaking skills, giving students a chance to explore different situations of real life, and also enables them to speak accurately and confidently in the target language. Although, during role play with a lot of children on the classroom, the situation gets chaotic because the learners sometimes forget their dialogues, which create an embarrassing situation, but eventually with the help of a feedback from the teachers, this problem can be resolved. Teachers may give prompt verbal feedback or written feedback in case of technical difficulties during the activities.

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APPENDIX

UNIT 1: TECHNOLOGIC STORE ROLE PLAY USEFUL EXPRESSIONS

S = Seller   **C** = Clients

1. ENTERING TO THE STORE

S: Hi, welcome to [The Gate of Bill]./Do you know what are you looking for?

C: Hi, I want a smartphone. I have a Nokia 3310, but with the globalization and the economy growth I think I desserve it?

2. CHOOSING A CELLPHONE

S: Are you ready choose?

C: Yes, I'd like…/I'll try…/Can I have…?

3. COMPLAINING ABOUT THE GLOBAL WARMING

S: Did you like one?

C: I don't know, I want a phone wich stay usefull for many years to do not contribute to the global warming.

4. SPEAKING WITH OTHER GROUP MEMBERS

• What phone do you recommend me?

• I think you should take this, is a waterproof cellphone (shows his cellphone)

• I disagree, this one is better (shows a cellphone with solar charge)

• I bought whis one two months ago, it is waterproof and has a solar charge)

Unit 1

Question Words

where when who why what how which

Interrogatives

- What = Qué? — Things
- Which = Cuál? — Specific
- Where = Dónde? — Places
- When = Cuándo? — Times
- Who = Quién? / Quiénes? — People
- Why = Porqué? — Reasons

Examples

- What is your favorite color?
- Which is your car?
- Where do you live?
- When is your birthday?
- Who are you?
- Why are you studying English?

Grammar Structure

Wh + auxiliary + subject + verb + complement

Wh	auxiliary	subject	verb	complement
What	are	you	reading?	
Who	is	your	English	teacher?
Where	do	you	go	
Which	is	your	book?	
When	do	you	study?	
Why	are	you	studing?	on Sunday?

Post: Activity Unit 1

Name: _____   **Date:** _____

Globalization and Communication

```
V  Y  N  E  W  L  N  K  S  H  O  R  T  A  G  E  P  K
Y  I  U  C  P  O  P  U  L  A  T  I  O  N  G  G  T  N
I  N  F  O  R  M  A  T  I  O  N  Q  O  H  O  V  H  Q
H  A  F  N  T  R  F  G  R  O  W  T  H  Q  A  H  R  F
B  B  Z  O  C  P  R  O  D  U  C  E  K  V  L  A  E  P
V  R  X  M  T  G  L  O  B  A  L  N  U  Z  S  Z  A  M
H  O  Q  I  A  I  I  M  P  R  O  D  U  C  T  S  T  W
U  A  Z  C  Y  L  O  S  T  E  R  E  O  T  Y  P  E  A
N  D  G  L  O  B  A  L  I  Z  A  T  I  O  N  G  F  T
V  C  O  M  M  U  N  I  C  A  T  I  O  N  K  Y  P  E
N  W  E  A  L  T  H  Y  A  G  E  I  N  G  R  V  J  R
V  J  N  H  M  I  L  L  E  N  N  I  U  M  B  G  A  I
```

Find the following words in the puzzle.
Words are hidden → ↓ and ↘ .

ABROAD	GROWTH	STEREOTYPE
AGEING	INFORMATION	THREAT
COMMUNICATION	MILLENNIUM	WATER
ECONOMIC	POPULATION	WEALTHY
GLOBAL	PRODUCE	
GLOBALIZATION	PRODUCTS	
GOALS	SHORTAGE	

Unit 2

Slide 1
Questions with How

Slide 2
Interrogatives

- How ——————→ Cómo?
- How Much ———→ Cuántos/as? (Plural)
- How Many ———→ Cuánto/a? (Singular)
- How Often ———→ Con qué frecuencia?
- How Long ————→ Cuánto tiempo?

Slide 3
Examples

- How many brothers and sister do you have?
- How do you cook lasagna?
- How much time do you have to finish the test?
- How often do you visit your grandmother?
- I don't care how long you have to wait!

Slide 4
Functions

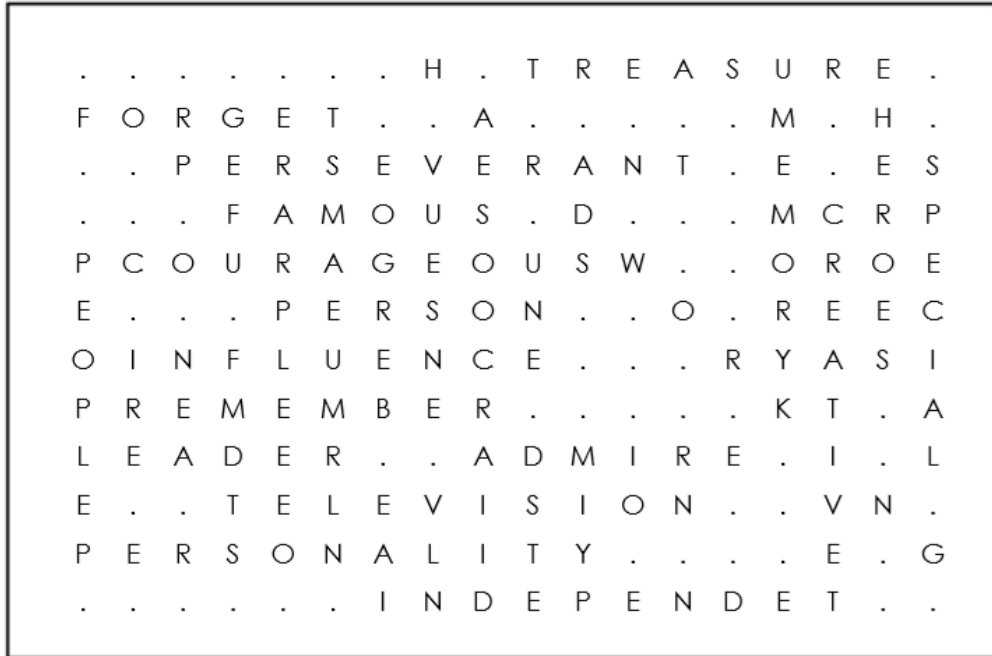| Question	Meaning
How Many	Quantity for (countable nouns)
How Much	Quantity for (uncountable nouns)
How Often	Frequency
How Long	Duration
How old	Age
How far	Distance
How	Manner, Condition or Quality

SOLUTION

Outstanding Persons

```
. . . . . . . H . T R E A S U R E .
F O R G E T . . A . . . . . M . H .
. . P E R S E V E R A N T . E . E S
. . . F A M O U S . D . . . M C R P
P C O U R A G E O U S W . . O R O E
E . . . P E R S O N . . O . R E E C
O I N F L U E N C E . . . R Y A S I
P R E M E M B E R . . . . . K T . A
L E A D E R . . A D M I R E . I . L
E . . T E L E V I S I O N . . V N .
P E R S O N A L I T Y . . . . E . G
. . . . . . I N D E P E N D E T . .
```

Word directions and start points are formatted: (Direction, X, Y)

ADMIRE (S,3,4)   INDEPENDET (S,1,1)   PERSONALITY (SE,5,1)
COURAGEOUS (E,3,12)   INFLUENCE (S,17,2)   REMEMBER (S,7,3)
CREATIVE (S,15,3)   LEADER (S,16,6)   SPECIAL (S,6,5)
FAMOUS (S,14,1)   MEMORY (SE,7,1)   TELEVISION (S,18,2)
FORGET (S,5,2)   PEOPLE (S,9,6)   TREASURE (S,4,3)
HARDWORKING (S,13,1)   PERSEVERANT (S,8,1)
HEROES (E,7,2)   PERSON (S,2,3)

Pre: Unit 4

Video: https://www.youtube.com/watch?v=7V8oFI4GYMY