

**Introduction -  
*how to become a more effective learner?***



**1. Greetings + Getting to know each other**

- a) What is your name? And your fullname?
- b) How old are you? When were you born?
- c) Where do you live?
- d) What do you do for a living?

**2. How does this course work? The syllabus**

**3. Test: How to learn better?**

Watch the video: [https://www.youtube.com/watch?v=\\_lopcOwfsoU](https://www.youtube.com/watch?v=_lopcOwfsoU)

a) Which answer works better for your? Please, circle 1 or maximum 2 answers when necessary.

























**1. To me, to learn a language...**

- a) makes sense, because I would like to get smart.
- b) is good, because I can have contact with native speakers.
- c) is necessary, because I need it for my job/profession/studies.
- d) is funny and makes me feel good, because I can learn more about foreign countries, culture and people.

2. When someone wants to learn a language well, they must
a) learn how does grammar rules work. b) learn vocabulary and expressions. It's necessary for our aims. c) talk and train with native speakers. d) watch a lot of movies, series; listen to a lot of music.
3. I feel that I learn better
a) with other students in small groups. b) with a partner in pair. c) in a language course. d) alone.
4. The homework should be
a) online and sent via Classroom with a week space doing, so the teacher can evaluate and accompany our progress better. A mix of grammar and other activities as text productions, interviews. b) gave and solved in class time. A mix of grammar and other activities as text productions, interviews. c) Other proposals? Write it:
5. In a language course, the teacher should
a) correct my errors and mistakes b) always speak in english c) bring interesting games and exercises d) other:
6. I think that the traning of speaking and pronunciation
a) is important, due to the fact that when you know how to speak well you can have success in your career and your aims. b) is necessary, since I have trouble hearing and understanding the words. c) is not that important, while I'd like to listen and read more. d) is too much important, while it's a difficulty for me.

### b) Which type of learner are you? Learning style

It's time to measure your results. Which symbol did you frequently marked the most? Then, read the evaluation below.

	1	2	3	4	5	6
A						
B						
C						
D						

🧠 Type A - Systematic Learner - you like to live in discipline and loves training. You pay attention when writing something, always correct, and have no fear of the challenges. You like to work with grammar tables and see grammar as important. While talking you make some mistakes and don't care too much about it. You feel that you'd like to get better on speaking, your spelling is not so good. That's why you prefer use this course to improve your speaking.

🗣️ Type B - Communicative Learner - You are a communicative person and like to be with people. You also aren't a worm in books and don't like to stay too many hours in the computer. For you the most important thing is to be with people and practice language with them. That's why the best choice for you is to be a language course. You learn new words and contents fast and knows how use it in conversation activities. Errors are abominable! You like to train so you can speak right and well.

🎯 Type C - Focused Learner - You are the kind of student who needs english for the day to day in your job or studies. The learning of grammar rules is not interesting for you. In the other hand, you think that more fast you learn better are the results. That's why you care about the results more than the process. Your interests are: dialogues and situations where you play a role; you like to hear english in real life instead of controlled situations. In workgroups you tend to be too active. You memorize long texts with no problems and like to write emails.

🌍 Type D - Cultural Learner - You are the kind of person who lives in your country but can't wait to have an experience outside traveling a lot in the world. You have an interest in literatura, series, movies, history and culture, it's a hobby for you. You read well and love to learn expressions and idioms. The only barrier is that you don't have the opportunity to use the language actively. That's why you expect to train speaking more.

### c) Test Result

- a) What do you think about your result? Do you agree with it?
- b) Look for in your class: Who's got the same result as you? How many types are there in class?
- c) Which similarities on learning a foreign language do you perceive?

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## Learning styles

visual learners: [https://www.youtube.com/watch?v=IN-\\_S\\_jj3gE](https://www.youtube.com/watch?v=IN-_S_jj3gE)

auditory learners: <https://www.youtube.com/watch?v=O6BXxGqDSxQ>

reading + writing learners: <https://www.youtube.com/watch?v=MGx3Jgg8oTw>

kinesthetic/ hands on: [https://www.youtube.com/watch?v=eBN\\_OO94uBQ](https://www.youtube.com/watch?v=eBN_OO94uBQ)

**Summary:** In general, learning styles are divided into four different categories: visual, auditory, reading/writing, and kinesthetic (learning by doing). While each individual can learn to some extent using any one of these, a specific style may be

more suited for a certain individual to be better able to grasp a study material. Thereby, find your style and capitalize on it.

### CLASS 1 - SEE

**4. TESTING:** In the following exercise, students must put their discovers in the test above to find out how to learn best.

**a) Grammar key - WORD FORMATION.** Work in groups. Turn the words below into its corresponding grammar class form.

verb >>> noun	adjective >>> nouns	noun >>> adjective
correct discuss produce describe inform invite build drive law own smok journal tour add repeat decide permit prove speak choose lend live life succeed think	blind forgetful ill sad distant important absent silent violent certain royal national stupid  <b>verb &gt;&gt;&gt; adjective</b>  central legal modern popular private	industry nation nature art energy hero photograph care hope peace power use worth courage danger fame health salt thirst wealth amuse excite surprise accept advise

**b) HOMEWORK - By yourself:** Make a slide presentation on synthetising the processes of word formation (or “what happens when I turn a verb into an adjective/ noun; each group must take examples from the column given in class). Use the seeing technics (colours, images, examples or things your “type” of student would create to memorize it). You must presenting it in class next meeting.

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**KEY.**

2. Word formation.

verb noun

correct → correction,

discuss → discussion

produce → production,

describe → description

inform → information,

invite → invitation

add → addition,

repeat → repetition

decide → decision,

permit → permission

adjective > nouns

blindness

forgetfulness

illness

sadness

distant → distance,

important → importance

absent → absence,

silent → silence,

violent → violence

certainty,

royalty;

nationality,

stupidity

verb > noun profession

builder,

driver,

footballer,

interviewer,

lawyer,

owner,

smoker,

walker,

writer

editor, navigator

journalist,

motorist,

nationalist,  
tourist

Adjective + -ize  
centralize  
legalize  
modernize  
popularize  
privatize

ADJ

Noun + -al  
industrial, national, natural, original, traditional

Noun + -ic  
artistic, energetic, heroic, photographic

Noun + -ful  
careful, hopeful, peaceful, powerful, wonderful

Noun + -less  
careless, hopeless, powerless, useless, worthless

Noun + -ous  
courageous, dangerous, famous, luxurious

Noun + -y  
greedy, healthy, salty, thirsty, wealthy

Noun + -ly  
costly, cowardly, friendly, neighbourly >

Verb + -ive  
active, effective, exclusive, informative

Verb + -ing  
amusing, exciting, surprising

Verb + -ed  
amused, excited, surprised

Verb + -able/-ible  
acceptable, eatable, excusable, manageable, comprehensible, defensible

Other examples are

advise → advice, descend → descent, prove → proof, speak → speech.

Sometimes there is more than one sound change,  
e.g. choose → choice, lend → loan, live /lɪv/ → life /laɪf/, succeed → success, think → thought.

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## CLASS 2 - HEAR

### LAST CLASS...

- HOMEWORK - By yourself: Make a slide presentation on synthesising the processes of word formation (or “what happens when I turn a verb into an adjective/ noun; each group must take examples from the column given in class). Use the seeing technics (colours, images, examples or things your “type” of student would create to memorize it). You must presenting it in class next meeting.

### TODAY’S CLASS...

1. Watch the video on Joe Biden’s speech after Trump supporters invade the Capitol in Washington DC.: [https://www.youtube.com/watch?v=c\\_rtnCFbU68](https://www.youtube.com/watch?v=c_rtnCFbU68)
2. Fishing meaning:
  - a) Alone: Write the unknowable words and expressions in your notebook while listening to his speech.
  - b) Group:
    - without using the dictionary, try to guess their meaning, build hypthesis about it together with your mates. You can consult the speech transcription to guess the meaning by context.
    - look for at least one synonyms and antonyms for these words (don’t use internet, talk to your mates!).
    - in Plenum: make a list of words you had success guessing, and other you didn’t.

### Text 1: Joe Biden’s speech transcription

*I’m sorry, not just the inconvenience, but I’m sorry for the reason we’ve delayed, I’ve delayed coming out to speak to you. Initially I was going to talk about the economy, but all of you, all of you been watching what I’ve been watching. At this hour, our democracy is under unprecedented assault — unlike anything we’ve seen in modern times.*

*An assault on the citadel of liberty. The Capitol itself.*

*An assault on the people's representatives and the Capitol Hill police sworn to protect them.*

*And the public servants who work at the heart of our republic. An assault on the rule of law like few times we've ever seen it. An assault on most sacred of American undertakings, the doing of the people's business.*

*Let me be very clear: The scenes of chaos at the Capitol do not reflect a true America. Do not represent who we are. What we're seeing are a small number of extremists dedicated to lawlessness.*

*This is not dissent. It's disorder, it's chaos, it borders on sedition. And it must end now.*

*I call on this mob to pull back and allow the work of democracy to go forward.*

*You've heard me say before in different context, the words of a president matter. No matter how good or bad that president is.*

*At their best, the words of a president can inspire. At their worst, they can incite.*

*Therefore, I call on President Trump to go on national television now, to fulfill his oath and defend the Constitution and demand an end to this siege.*

*To storm the Capitol, to smash windows, to occupy offices, the floor of the United States Senate, rummaging through desks ... On the Capitol, on the House of Representatives, threatening the safety of duly elected officials ...*

*It's not protest, it's insurrection.*

*The world's watching. Like so many other Americans, I am genuinely shocked and saddened that our nation — so long the beacon of light and hope for democracy — has come to such a dark moment.*

*Through war and strife, America has endured much.*

*And we will endure here, and we will prevail again and will prevail now.*

*The work of the moment and the work of the next four years must be the restoration of democracy — of decency, honor, respect, the rule of law, just plain, simple decency. The renewal of the politics that's about solving problems, looking out for one another, not stoking the flames of hate and chaos.*



*As I said, America is about honor. Decency, respect, tolerance — that's who we are, that's who we've always been.*

*The certification of the Electoral College vote is supposed to be a sacred ritual. We affirm — the purpose is to affirm the majesty of American democracy. But today's reminder, a painful one, is democracy is fragile.*

*And to preserve it requires people of goodwill, leaders who have the courage to stand up, who are devoted not to the pursuit of power or the personal interest pursuits of their own selfish interests at any cost — but of the common good. Think what our children watching television are thinking. Think what the rest of the world is looking at.*

*For nearly two and a half centuries, we the people, in search of a more perfect union, have kept our eyes on that common good. America is so much better than what we've seen today.*

*Watching the scenes in the Capitol, I was reminded as I prepared other speeches in the past, I was reminded of the words of Abraham Lincoln in his annual message to Congress, whose work has today been interrupted by chaos.*

*Here's what Lincoln said. He said, 'We shall nobly save or merely lose the last, best hope on Earth.'*

*He went on to say: 'The way is plain, peaceful, generous, just. A way which, if followed, the world will forever applaud and God must forever bless.'*

*The way is plain here, too. That's who we are. It's the way of democracy, of respect, of decency, of honor. And commitment as patriots to this nation.*

*Notwithstanding what I saw today, we're seeing today, I remain optimistic about the incredible opportunities. There's never been anything we can't do, when we do it together.*

*And this godawful display today, let's bring it home to every Republican and Democrat and Independent in the nation, that we must step up. This is the United States of America. There's never, ever, ever, ever, ever been a thing we've tried to do that when we've done it together, we've not been able to do it.*

*So President Trump, step up.*

*God bless America. God protect our troops and all those folks at the Capitol. We're trying to preserve order. Thank you, and I'm sorry to have kept you waiting.*



3. Group: answer to one of these questions by hearing the speech again.
  - a) What exactly is under assault? Quote some examples from Biden's Speech. Do they reflect the meaning of democracy?
  - b) How does Biden see the rioters? What do you think would be the "real America" according his speech?
  - c) Which demands does Biden claims from Trump? What is the difference between "protest" and "insurrection"?
  - d) What are the future plains for Bidens government and how does it solve problems? Which values and institutions does Biden recognize as important to keep democracy?
  - e) What does Abraham Lincoln say (make a paraphrasis)? For what reason does Biden quote his words in his speech? Which effect does it make?

### 5. Grammar key 1: Cohesion:

Explain quickly about them and it's function. What are **conjunctions**? a coesão textual liga, relaciona, estabelece nexos na camada textual. Ela é marcada linguisticamente (através das conjunções, por exemplo) e ajuda, mas não é suficiente para entender o sentido global do texto; esse papel cabe à coerência. Koch e Travaglia sobre o sentido da “coesão”.

- Task 1: Each group must hear the part given again.
  - a) Find examples of **conjunctions** in Biden's Speech.
  - b) Describe its function in the phrase level? (Tip: remove them to see if the text sustains its cohesiveness).
  - c) Talking: give examples of your own mind. The other student must explain the meaning of the conjunction you used.

**Task 2.** Search for informations, make a slide presentation and bring it to the next class. Explain what is ask for by using **all sorts of imagens (as pieces of songs and videos, memes, charges, twitters of celebrities commenting the issue etc.) with the idea of “cohesion” explained in class.** Don't put long texts on it. You must prepare a 5 minutes presentation.

- Who is Joe Biden? Which party does he represent? Search for its history, past members and doings.
- Who is the Proud Boys (the group who organizes the mob) and Donald Trump? Which party does he represent? Search for its history, past members and doings.
- What does the Capitol represent? Make a research on its history? Were there any insurrections in the past?
- Who was Abraham Lincoln? Why is he so important to the values of democracy?
- Which protagonism did the media have transmitting the event? How did the conservative media understand the event? How does the democratic medias did it? Make a research. (You can bring examples from medias in Brazil too)

Extra exercises on conjunctions

- <https://agendaweb.org/exercises/grammar/conjunctions-connectors/test-1>

## CLASS 3 - READ & WRITE LEARNER

### LAST CLASS...

- 1) Groups will present their research in Plenum; other groups must ask questions after the presentation (10 min + 5 min discussion)

Grammar key 2: Coherence: No campo da linguística textual, a **coerência** resulta de processos cognitivos, nem sempre disponíveis ao público, pois decorrem de condições socioculturais e interpessoais como conhecimento de mundo (como os *gêneros textuais*), elementos linguísticos (gramaticais, sintáticos etc.), saberes partilhados, inferências, situacionalidade, intertextualidade etc.

- a) Which elements provide coherence? In other words, which of the facts in the research you already knew? Make a brainstorm list in a paper.

Extra exercises on conjunctions

- [https://www.myenglishpages.com/site\\_php\\_files/grammar-exercise-conjunctions.php](https://www.myenglishpages.com/site_php_files/grammar-exercise-conjunctions.php)

### TODAY'S CLASS

- Listen and simultaneously read (mentally or in voice) Bob Dylan's song "Murder Most Foul". The song addresses the assassination of John F. Kennedy.

### TEXT 1 - Bob Dylan's "Murder Most Foul" lyrics (From Rough and Rowdy Days)

Twas a dark day in Dallas, November '63

A day that will live on in infamy

**President Kennedy** was a-ridin' high

Good day to be livin' and a good day to die

Being led to the slaughter like a sacrificial lamb

He said, "Wait a minute, boys, you know who I am?"

"Of course we do, we know who you are"

Then they blew off his head while he was still in the car

Shot down like a dog in broad daylight

Was a matter of timing and the timing was right

You got unpaid debts, we've come to collect

We're gonna kill you with hatred, without any respect

We'll mock you and shock you and we'll put it in your face

**We've already got someone here to take your place**

The day they blew out the brains of **the king**

Thousands were watchin', no one saw a thing

It happened so quickly, so quick, by surprise

Right there in front of everyone's eyes

Greatest magic trick ever under the sun

Perfectly executed, skillfully done

Wolfman, oh Wolfman, oh Wolfman, **howl**

**Rub-a-dub-dub**, it's a **murder most foul**

Hush, little children, you'll understand

**The Beatles** are comin', they're gonna hold your hand

Slide down the banister, go get your coat

Ferry 'cross the **Mersey** and go for the throat

There's three bums comin' all dressed in rags

Pick up the pieces and lower the flags

I'm goin' to **Woodstock**, it's the **Aquarian Age**

Then I'll go to **Altamont** and sit near the stage

Put your head out the window, let the good times roll

There's a party goin' on behind the **Grassy Knoll**

Stack up the bricks, pour the cement

Don't say Dallas don't love you, Mr. President

Put your foot in the tank and step on the gas

Try to make it to the triple underpass

Blackface singer, whiteface clown

Better not show your faces after the sun goes down

I'm in the red-light district, like a cop on the beat

Livin' in a nightmare on **Elm Street**

When you're down in **Deep Ellum**, put your money in your shoe  
Don't ask what your country can do for you  
Cash on the barrelhead, money to burn  
**Dealey Plaza**, make a left-hand turn  
I'm goin' down to the crossroads, gonna flag a ride  
The place where faith, hope, and charity died  
Shoot him while he runs, boy, shoot him while you can  
See if you can shoot the invisible man  
Goodbye, Charlie, goodbye, **Uncle Sam**  
Frankly, Miss Scarlet, I don't give a damn  
What is the truth, and where did it go?  
Ask Oswald and Ruby, they oughta know  
"Shut your mouth, " said the wise old owl  
**Business is business**, and it's a murder most foul

Tommy, can you hear me? I'm the **Acid Queen**  
I'm riding in a long, black Lincoln limousine  
Riding in the backseat next to my wife  
Heading straight on in to the afterlife  
I'm leaning to the left, I got my head in her lap  
Hold on, I've been led into some kind of a trap  
Where we ask no quarter, and no quarter do we give  
We're right down the street from the street where you live  
They mutilated his body and they took out his brain  
What more could they do? They piled on the pain  
But his soul's not there where it was supposed to be at  
For the last fifty years they've been searchin' for that  
Freedom, oh freedom, freedom over me  
I hate to tell you, mister, but only dead men are free  
Send me some lovin', tell me no lies  
Throw the gun in the gutter and walk on by  
Wake up, **little Suzie**, let's go for a drive  
Cross the **Trinity River**, let's keep hope alive  
Turn the radio on, don't touch the dials  
Parkland hospital, only six more miles  
You got me dizzy, Miss Lizzy, you filled me with lead  
That magic bullet of yours has gone to my head  
I'm just a patsy like **Patsy Cline**

Never shot anyone from in front or behind  
Got blood in my eye, got blood in my ear  
I'm never gonna make it to the new frontier  
**Zapruder's film**, I've seen that before  
Seen it thirty-three times, maybe more  
It's vile and deceitful, it's cruel and it's mean  
Ugliest thing that you ever have seen  
They killed him once and they killed him twice  
Killed him like **a human sacrifice**  
The day that they killed him, someone said to me, "Son  
**The age of the Antichrist has just only begun"**  
Air Force One comin' in through the gate  
**Johnson sworn in at 2:38**  
Let me know when you decide to throw in the towel  
It is what it is, and it's murder most foul

What's new, **pussycat**? What'd I say?  
I said the soul of a nation been torn away  
And it's beginning to go into a slow decay  
And that it's thirty-six hours past **Judgment Day**  
**Wolfman Jack**, he's speaking in tongues  
He's going on and on at the top of his lungs  
Play me a song, Mr. Wolfman Jack  
Play it for me in my long **Cadillac**  
Play me that, "**Only The Good Die Young**"  
Take me to the place **Tom Dooley** was hung  
Play, "**St. James Infirmary**" and, "**The Port of King James**"  
If you want to remember, you better write down the names  
Play **Etta James**, too, play "**I'd Rather Go Blind**"  
Play it for the man with the telepathic mind  
Play **John Lee Hooker**, play "**Scratch My Back**"  
Play it for that strip club owner named Jack  
Guitar Slim going down slow  
Play it for me and for **Marilyn Monroe**

Play, "**Please Don't Let Me Be Misunderstood**"  
Play it for the First Lady, she ain't feeling any good  
Play **Don Henley**, play **Glenn Frey**

Take it to the limit and let it go by  
Play it for Carl Wilson, too  
Looking far, far away down Gower Avenue  
Play, **"Tragedy" play, "Twilight Time"**  
Take me back to **Tulsa** to the scene of the crime  
Play another one and, **"Another One Bites the Dust"**  
Play, **"The Old Rugged Cross" and, "In God We Trust"**  
Ride the pink horse down that long, lonesome road  
Stand there and wait for his head to explode  
Play, **"Mystery Train"** for Mr. Mystery  
The man who fell down dead like a rootless tree  
Play it for the Reverend, play it for the Pastor  
Play it for the dog that got no master  
Play **Oscar Peterson, play Stan Getz**  
**Play, "Blue Sky", play Dickey Betts**  
Play Hot Pepper, **Thelonious Monk**  
**Charlie Parker** and all that junk  
All that junk and, "All That Jazz"  
Play something for **the Birdman of Alcatraz**  
Play **Buster Keaton, play Harold Lloyd**  
Play Bugsy Siegel, play Pretty Boy Floyd  
Play the numbers , play the odds  
Play, **"Cry Me A River"** for the Lord of the gods  
Play Number Nine, play Number Six  
Play it for Lindsey and Stevie Nicks  
Play **Nat King Cole, play, "Nature Boy"**  
Play, "Down In The Boondocks" for Terry Malloy  
Play, "It Happened One Night" and, "One Night of Sin"  
There's twelve million souls that are listening in  
Play, **"Merchant to Venice"** play, "Merchants of Death"  
Play, "Stella by Starlight" for **Lady Macbeth**

Don't worry, Mr. President, help's on the way  
Your brothers are coming, there'll be hell to pay  
Brothers? What brothers? What's this about hell?  
Tell them, "We're waiting, keep coming"  
We'll get them as well  
Love Field is where his plane touched down



But it never did get back up off the ground  
 Was a hard act to follow, second to none  
 They killed him on the altar of the rising sun  
 Play, **"Misty"** for me and, **"That Old Devil Moon"**  
 Play, **"Anything Goes"** and, **"Memphis in June"**  
 Play, "Lonely At the Top" and, "Lonely Are the Brave"  
 Play it for **Houdini** spinning around his grave  
 Play **Jelly Roll Morton**, play, **"Lucille"**  
 Play, "Deep In a Dream" and play "Driving Wheel"  
 Play, **"Moonlight Sonata"** in F-sharp  
 And, "A Key To The Highway" for the king of the harp  
 Play, **"Marching Through Georgia"** and, "Dumbaroton's Drums"  
 Play, "Darkness" and death will come when it comes  
**Play, "Love Me Or Leave Me" by the great Bud Powell**  
 Play, "The Blood-stained Banner" play, "Murder Most Foul"

V	a) divide the part given inside the group. Listen to the song excerpt in groups and simultaneously underline all unknowable words.
S1	a) Focus on stanza 1  What is this text about? When does it happen? Is there a narrator? How would you describe him? Make inferences with the singing voice in this song. Who is the main character? What about the other characters? Which metaphors and comparisons are applied to describe the main character and his death? How did the "murder" happen? How does the text describe its perpetrators? Who is the "you"? Who is "we"? What about this "someone" to take the place? What does the title track mean? Give a translation that is similar in portuguese and justify your choice.
R	b) Each group will get a piece of a song again. Make a list of word rhymes. There is always a pair.  c) After making your "rhyme list", try guessing the word class for each word. Then each student in the group must write a phrase with at least one pair of rhyme.
H	HOMEWORK  a) each member choose one of the references given. Make a quick research on the web about it. Make brief notations to remember the main points.

	b) pick only a picture and write a short text about the reference you chose with your own words. Present it after in plenum.
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Next class: Bring your beer

## CLASS 4 - MOVE

- 1) Bring your beer

LAST CLASS...

HOMEWORK - apresentação dos seminários

a) each member choose one of the references given. Make a quick research on the web about it. Make brief notations to remember the main points.

b) pick only a picture and write a short text about the reference you chose with your own words. Present it after in plenum.

b) Make a list of rhymes. There is always a pair. You must tell it in class and then add a third word that rhymes too. Use the help of friends.

TODAY'S CLASS...

- 2) **GAME 1. Search game:** a aluna escolhe outra e pede um objeto específico em inglês. Se ele não tiver, deve escolher outro. Se a aluna não entender ou souber, a sala pode dar dicas. Cada aluna pode pedir até 3 objetos de cada vez. Um minuto para encontrar e mostrar para a sala. Depois, a aluna deve fazer uma frase com o objeto na posição de sujeito e na posição de objeto.
- 3) **GAME 2. Rapping:** Pick your favorite song in english. Make a list of rhymes on it. Show the class. Then add a third word that rhymes too and choose a colleague to make a sentence with it.
- 4) **Finishing:** talk about the course, critics etc.