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MARIELA DO ESTREITO MARIN

TEACHING AND LEARNING VOCABULARY IN ENGLISH USING TV SERIES

Bagé

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Trabalho de Conclusão de Curso apresentado como requisito parcial para obtenção do título de Licenciada em Letras pela Universidade Federal do Pampa.

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My family and friends:

Who always believed in me and were always there for me, not only during this period of writing but also in my whole life.

My English teachers:

Who encouraged me to study even more the English Language by showing to me their dedication regarding what they did in classroom and everything they have done to impart us with their knowledge.

My tutor:

Who laughed with me, understood me and gave me all the support and courage needed to make this paper real and specially for always believing in me and in my choices during the whole writing process.

RESUMO

Vocabulário é um dos aspectos importantes para a aquisição e aprendizagem de uma língua. Os alunos precisam aprender vocabulário para se comunicarem efetivamente e não somente para uso pessoal, mas também, para uso profissional. Neste estudo, eu verifico se o ato de assistir séries de TV influencia na aprendizagem de vocabulário em Língua Inglesa. A pesquisa foi feita com dois grupos de estudantes de Língua Inglesa do curso de LICENCIATURA EM LETRAS-INGLÊS da UNIVERSIDADE FEDERAL DO PAMPA – CAMPUS BAGÉ. Os dois grupos foram investigados durante um período de dois meses. O primeiro grupo foi exposto aos episódios da série de TV *The Big Bang Theory* e a exercícios. O segundo grupo foi somente exposto aos exercícios. O objetivo desta pesquisa é identificar o papel das series de TV no processo de aprendizagem de vocabulário. Especificamente, eu quero verificar como elas podem ajudar no aprendizado de vocabulário. Os resultados apontam um crescimento maior no número de respostas dos participantes que assistem aos episódios em comparação com os participantes que não tem contato com elas. Ao fazer isso, eu proponho que os professores incluam séries de TV em sala de aula para aprimorar o ensino de vocabulário na língua Inglesa.

Palavras-chave: Ensino de vocabulário – Séries de TV – Aprendizado de vocabulário

ABSTRACT

Vocabulary is one of the important aspects in the acquisition and learning of a language. Learners need vocabulary to communicate effectively not only in their personal, but also in their professional lives. In this study, I verify if watching TV series can help in the learning of vocabulary in the English. The research is done with two groups. They are English students from the course LICENCIATURA EM LETRAS-INGLÊS from Universidade Federal do Pampa – Campus Bagé. The groups are investigated within a period of two months. The first group is exposed to watching the TV series *The Big Bang Theory* and doing vocabulary exercises. The other group is only exposed to the vocabulary exercises. The goal of this research is to identify the role of TV series in the process of learning vocabulary. Specifically, I want to verify how watching TV series may help in the vocabulary learning. The results show that there is a better understanding of vocabulary in favor of the participants who watch the episodes in comparison to those who do not watch it. In doing this research, I argue that teachers and students alike should think of including TV series in their classroom as a means to contextualize vocabulary to enhance the learning and teaching of the English language vocabulary.

Keywords: Vocabulary teaching – TV series – Vocabulary Learning

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>
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1. INTRODUCTION

Learning vocabulary has always been a significant part of learning a language. Learners need vocabulary not only in their daily lives, but also to enhance their knowledge. Ellis (2010) writes:

> The study of a learner's vocabulary development involves a consideration of both quantitative change in vocabulary development size over time and qualitative changes in the learner's knowledge of individual words" (ELLIS, 2010, p.99).

In other words, what Ellis (2010) says is that over time the learners need to enhance the number of terms they know as well as the knowledge of single terms that may change meaning in different contexts, for instance, connotative meaning.

Teaching English, choosing the best strategies, approaches and methods to each classroom situation in order to share with learners the knowledge we have of the language is really important for communication. One reason for that is because it is through the process of teaching, developing and, acquiring communicative strategies that learners and teachers alike reflect, learn, and acquire new forms of communication. "Recent researches prove that, in fact, vocabulary is the aim of the language." (LEWIS, 1993, apud SOUSA, 2010, p. 51, translation mine).[1] That is, we use the language every day and as we do so we learn new words, terms, and expressions; in order to process and understand them we need to communicate; that is, express and share our thoughts and ideas.

Besides, in order to be aware of how this process happens, we need to think of approaches and methods for teaching vocabulary.

> Vocabulary learning is a complex and gradual process. Because of this reason it will be appropriate to use different approaches in the activities. The important point of the vocabulary learning is the necessity of learning the words with different aspects (AGCA and OZDEMIR, 2013, p.782).

While teaching and learning English myself, I have frequently noticed that vocabulary has always been something really important to students and also to us teachers. Teachers have to be prepared to answer some vocabulary questions learners

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[1] "Pesquisas recentes dão conta de que, de fato, o vocabulário é o centro da Língua." (LEWIS, 1993 apud SOUSA, 2010, p. 51).

might have. So, teachers need to be walking dictionaries? Not necessarily, but we need to show some command of it. That is, there might be some terms we do not know how to answer on the spot and ask learners to look for them. However, we need to have a general grasp of common vocabulary terms related to the topic and theme we teach.

For learners, learning vocabulary is necessary to be able to listen to and talk about, read and write specific topics in English; express themselves more clearly and effectively. Communication only works if we learn and acquire how to use the language expressions, its collocations, and combinations. Otherwise, the vocabulary we use may be unintelligible if misused in a certain context.

Besides, I have also noticed that learners acquire and learn more vocabulary not only by studying for a test or studying the English language but also by focusing on learning vocabulary. When they study for a test or in general to read a text or converse about a topic without focusing on vocabulary learning, they only memorize words to use once or twice; eventually, they may forget them. However, a great tool for those who need to acquire vocabulary may be through watching TV series. The hypothesis behind this assumption is that the acquisition of new vocabulary has to be meaningful to learners because in this way they acquire it more effectively. Rather than studying only once or twice for a test, watching TV series episodes with a certain weekly frequency learners will eventually use the new vocabulary as they keep more in touch with it. I think that learning will only happen if having the indicated amount of hours per week which according to my experience as a teacher should be about 4 to 6 hours for a significant learning to happen. (Ideally, learners should be exposed to the language on a daily basis).

As I pointed out before, learning vocabulary is important to learners and teachers alike because we communicate daily in a regular basis. While we are doing that, we normally do not pay attention to what vocabulary or words we are using. Our focus is in what to communicate and then vocabulary use happens. Moreover, the whole process of acquiring vocabulary happens when we watch a movie or a TV series episode, when we talk to people, when we read a book, a magazine article, or a paper flyer. I think that whatever we find to listen to or read results in vocabulary learning in a way that somehow all those words we read or hear become part of our passive and active memory.

1.1 THEME

Teaching and learning of vocabulary in English using TV series.

1.2 OBJECTIVES

1.2.1. MAIN OBJECTIVE

The main goal of this research is to observe if the process of learning vocabulary using TV series in a controlled learning setting in a determined time frame is effective.

1.2.2. SPECIFIC OBJECTIVES

Identify the role of TV series for teaching and learning of vocabulary and verify if watching TV series may help in the vocabulary learning process.

1.3 RESEARCH QUESTIONS

If watching TV series in a controlled learning setting enhance the learning of vocabulary in English language?

How different is the learning of vocabulary from groups A and B?

In which group the learning of vocabulary is more effective? Why?

1.3.1. HYPOTHESIS

The main hypothesis here is that learners who watch TV series as one of the many tools to enhance their studies will have no difficulty or less difficulty when studying vocabulary in the English language in comparison to those learners who do not watch TV series.

1.4 JUSTIFICATION

Nowadays, there are several means of media communication and technologies being released to our society and along with that the need to learn and understand a language has become more important in a person's life. Besides, those innovations provide us with many ways from which some benefit can be taken in order to learn vocabulary in a foreign language, considering that it is important to have studies regarding vocabulary learning with media technologies because there are not many researches regarding the learning of English vocabulary with the use of TV series that I know of. [2]

Besides that, having a study on that matter can contribute to the process of learning and using vocabulary in a controlled environment. This kind of research may contribute to how teachers and learners can better understand how language works, in this case, the learning of vocabulary through TV series. It may enhance the opportunity of further studies and researches on this area as well as an opportunity to make the use of TV series more common among the tools used in or out of the classroom to increase the learning of vocabulary.

The whole analysis is going to be based on the use of TV series as a tool for learning and acquiring English vocabulary for communication because TV series provide autonomy; that is, TV series provide regular contact with the language and they are, nowadays, accessible to many people on either cable TV or the internet. Those who have cable TV can watch it all times as well as those who have internet because the episodes can be watched online or downloaded through websites that provide the links to each episode. The advantage of watching them online or downloading them is that you can choose the subtitles; that is, if they will be in English or Portuguese. The website link only provides the original audio and this is good for those who like to practice the English language because, at the same time they are listening to it they are also reading (in English) what is being said.

The whole point of watching TV series in order to learn and to improve vocabulary is based on the fact that they do provide daily vocabulary practice because the stories and plots found in each episode are generally based on real life situations and

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[2] Within the time of our research and the resources available we did not come across with a significant number of articles regarding this specific topic on vocabulary and new media.

the words they tend to use are frequent among people in everyday communication. The show *Big Bang Theory* was chosen for this research because it provides daily life situations vocabulary. In addition, the show and its characters have been nominated several times for awards such as Emmy and Grammy Awards, which means that people watch them. In Brazil, this TV series airs on the cable TV, on Warner channel around three times a week.

Additionally, learning vocabulary with TV series tends to be based in our daily lives, such as vocabulary when going to a restaurant, asking someone out, studying or going grocery shopping. Sometimes, this everyday vocabulary is also paired up with some academic vocabulary. Besides that, watching TV series also involves internalizing words and expressions. It gives you autonomy in learning and acquiring vocabulary because it is a natural process due to the fact that you watch it because you like it. You read it because you want to and not because you were asked to. Moreover, while doing it frequently your learning and vocabulary acquisition is increased.

In the following chapters, I review the literature taking into consideration general aspects of learning and acquiring vocabulary, the contemporary teaching of vocabulary, and the learning of vocabulary. Then, I explain the research methodology used. After that, I present the results for both research groups and I compare those results. Finally, I present final considerations and I argue that it is possible to learn vocabulary from the use of TV series and because watching TV series is a common enterprise among youngsters nowadays, they should be used to teach vocabulary.

2. LITERATURE REVIEW

In this chapter, I present the theories to support a research on the learning of vocabulary in English Language using TV series. In order to do that, the literature review I present is organized in three sections which have the objective to show some of the important aspects of the learning and teaching of vocabulary, explain some contemporary vocabulary teaching methods, and discuss if the teaching of vocabulary in English using TV series can be useful to enhance learners' vocabulary and knowledge of the language. I believe that analyzing these aspects is important to shed light on the state of the art of vocabulary teaching and learning.

2.1. ASPECTS IN LEARNING AND ACQURING VOCABUARY

In this section, I contrast the terms learning and acquiring a language, then I define how I understand the learning of a language and last I explain the aspects of learning vocabulary such as frequency of the words, core vocabulary and contextualization.

First, I am to define the difference between learning and acquiring a language. For this, I use a definition by Stephen Krashen. He writes: "Acquisition requires a meaningful interaction in the target language in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding" (KRASHEN, 1988 apud SCHUTZ).

Acquiring a language means being able to use this information to communicate, understand people and, therefore, speak the language. On the other hand, Krashen (1988) defines learning a language as "the product of formal instruction [that] comprises a conscious process which results in conscious knowledge 'about' the language, for example, knowledge of grammar rules". That is, it means receiving information from the language, transforming this same information into knowledge by using the learners' own intellectual effort and, therefore, storing this information by the use of memorization.

Even though, some researchers do not emphasize this contrast between "learning" and "acquiring" I opt to use it when vocabulary is concerned because I privilege in this

study the term learning, even believing that there is a difference between learning and acquiring.

Teaching English must provide language use for the learner's communication, not only for learners to convey meaning, but also for others to understand the meaning intended with the goal of always seeking to enhance the use of the English language in our everyday life. To begin with, we need to establish what learning a language and vocabulary is. For that I use definitions by Micolli and Cook. First, Micolli proposes:

> A long time ago, people used to think that learning a language had something to do with knowing the grammar and its vocabulary. Things have changed and nowadays, learning a language is when you know it and know how to use it properly. It is also when you know how to apply its vocabulary in order to communicate and if you know vocabulary and know how to use it in a specific situation or at different ones, then, you have learned that vocabulary (MICOLLI, 2010, p. 31, translation mine).[3]

In other words, according to Micolli, learning a language lies in the field of communication because if you are communicating with someone that means you are aware of how to use the language and what words to use in order to achieve the goal of expressing and sharing your thoughts and ideas. Vocabulary learning is there, but the main focus is learning vocabulary in context to communicate effectively.

Similar to what Micolli elaborates, Cook (2008) understands that, acquiring vocabulary, acquiring a word is not just connecting a form with a translated meaning. He writes, "it is acquiring a complex range of information about its spoken and written form, the ways it is used in grammatical structures and word combinations, and diverse aspects of meaning" (COOK, 2008, p. 51). In other words, Cook says that acquiring vocabulary involves being able to arrange the words in various possible and acceptable

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[3] Há alguns anos pensava-se que aprender uma língua era sinônimo de saber a gramática e o seu vocabulário. Hoje em dia, entendemos que "saber" uma língua é utilizá-la adequadamente. Uma língua é usada para, entre muitas outras coisas, comunicar ideias e sentimentos, permitindo aos seus falantes participação social e cultural (MICCOLI, 2010, p.31).

ways to communicate. For both of them, contextualization[4] of vocabulary seems to be the organizing factor for teaching and learning vocabulary.

However, the learning of vocabulary should be continuous. Maintaining only once or twice a week contact for a learner sets out to acquire vocabulary, acquisition may be hindered. That is, even acquiring it and be prone to internalizing it, you will eventually forget if the continuous retrieving of vocabulary is not there. "(...) Learning is a result of a continuous and symbiotic relationship between experience, reflection about that experience, and finally, its internalization. Therefore, if we are not constantly updating our knowledge, a consider amount of that is forgotten" (LEWIS, 1993 apud SOUSA, 2010, p. 52, translation mine). [5]

It seems that we need to maintain a progressive contact with the language in order to be able to learn it. That is, for communication to happen, we need to understand and know words; use them constantly in order to help ourselves to be able to communicate effectively.

In addition, another reason why vocabulary learning and acquisition is very important is because learners must know appropriate ways in which to use the vocabulary taking into consideration, for instance, its morphology, syntax and pragmatics. Micolli (2010) states, "(...) a grammatical mistake not always stops you from communicating, but a lexical mistake can cause misunderstandings and that is when we observe the importance of teaching vocabulary" (MICOLLI, 2010, p.52, translation mine)[6]. Micolli suggests that appropriate use of vocabulary affects communication and consequently student learning. That is, communication happens when you achieve an objective, for example, if you want to say, "I want a banana" and instead you say "I wants a banana", your sentence is still understandable, even having a grammatical mistake; therefore, communication is achieved. But, if you have a lexical mistake something might go wrong and what you are trying to say might not be recognized or might cause misunderstandings.

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[4] I understand "Contextualization" as input in which single words come to meaning. This context could be the relation among words (lexical inference), the social use of words (pragmatics), visual cues and among others.

[5] "A aprendizagem resulta de uma relação contínua e simbiótica entre experiência, reflexão sobre essa experiência e, finalmente, sua internalização. Portanto, se não estivermos constantemente atualizando nosso conhecimento, boa parte é esquecida" (LEWIS, 1993 apud SOUSA, 2010, p. 52).

[6] (...) "um erro gramatical nem sempre impede a comunicação, mas que um erro lexical pode causar desentendimentos, daí observa-se a grande importância do ensino de vocabulário" (MICOLLI, 2010, p.52).

Additionally, Cook (2008, p.49.) says that everybody know that they need an amount of words to speak a language. He also says that there is much more in acquiring vocabulary than in the acquisition of words and that it is true that people tend to remember a word they see or hear every day than a word they have only seen or heard once or twice a day. In other words, she says that acquiring vocabulary goes beyond learning words. It involves internalizing them and eventually using them to communicate. It seems that, according to Cook, knowing a word means knowing its spoken, written, grammatical and lexical properties and knowing its meaning. It seems that Cook agrees with Krashen that there is a difference between learning and acquiring vocabulary.

Besides that, Cook also claims that there are other ways in which learners internalize words. For example, frequency of vocabulary is important in language learning and vocabulary acquisition. The more frequent the words are the more natural they sound; those words will be supplied automatically. It is indeed important when teaching vocabulary to have a selection of the most frequently used words and here defining word frequency as being how often a word or word form occurs in a large sample of spoken or written language, for the learning of vocabulary to be meaningful.

Learning vocabulary involves the need to know a large number of words in order to be able to speak a language. According to Cook (2008, p. 45.), since 1980, there has been a huge focus in researching the acquisition, teaching, and learning of vocabulary. Besides, much of the teaching has been based on the idea that the most frequent words used in the language in focus should be in the classroom. Some beginners' books like the beginner course book *People and Places (Cook, 1980)* bring about 950 separate words. The American course *I Love English (Capelle et. al. 1985)* bring about 750 words and traditional syllabuses for language teaching normally include lists of the most frequent words. Additionally, the French course *Volx et Images de France (CREDIF, 1961)* was the first course in choosing its vocabulary by actually counting how often words were used by native speakers. In addition, it is true that learners learn a language better if the vocabulary that is to be practiced is somehow present in their routine, then, available for memorization and practice.

However, although having some relevance to teaching, word frequency is not the major role in language teaching. It has mainly being used to choose which words to be taught. There are many other factors which are also important. Carter (1988) apud Cook (2008) has proposed that a language has a core vocabulary found in all its uses that is

there are words that people who speak English need to know such as "go", "get", "take and so. In addition, 'subject' cores specific to specialist subject matters such as vocabulary that lawyers need to know in order to prosecute people in court. And, a non-core vocabulary, that is, non-content words which could be articles (definite or indefinite), pronouns, prepositions and so on. In other words, Carter says that each language has it nucleus of vocabulary depending on its use and purpose.

Besides, people understand that knowing vocabulary is related to knowing that 'chair' in English means '*cadeira*' or that the English word 'chair' means the same as 'chaise' in French. Cook (2008, p.50.), states that "learning vocabulary means acquiring long lists of words with their meaning, whether through some direct link or via translation into the first language". In other words, Cook says that in order to learn vocabulary one needs to have a large list of words and its meaning, comprehend and understand them and be able to use that same list to communicate, whether this being using translation or making relations in the language.

However, knowing vocabulary lies on all areas of language acquisition and is not just learning groups of words and their meanings. In other words, when you know a word, you know its meaning and all its structures. When you know vocabulary, besides knowing its meaning and structure, you also know how to apply it in context; therefore, you learned that vocabulary.

Finally, those aspects above mentioned are extremely important when teaching vocabulary in the English because acquiring vocabulary eventually comes from the use and comprehension of it. Learning vocabulary is dependent on the fact that the learners' effort with the language is something to do with their constant memorization and practice plus their awareness that the more words they know and the more meaningful they are to their own list of vocabulary, the easier it is to learn them.

In summary, it is necessary to maintain contact with the language and its vocabulary and it is also necessary to have a frequency of words from which the learner is going to use in order to communicate and achieve their goals. It is also important to have tasks in which the learner is going to be able to use the vocabulary learned in a meaningful way.

2.2 THE CONTEMPORARY TEACHING OF VOCABULARY

In this section, I briefly explain some methods and approaches of second language teaching and then I will relate some contemporary methods to vocabulary teaching. Some of the methods and approaches I will therefore present are The Lexical Approach, Communicative Language Teaching and Task-Based Language Teaching. For this, I use Brown (2007) and Richards & Rodgers (2001).

I focus on these three approaches because they evidence the teaching of vocabulary such as in the case of The Lexical Approach and sponsor a view that learning a language is engaging in communication such as the case of Communicative and Task-Based Instruction. There are many approaches, methods and suggestions on how to teach vocabulary. Nowadays, they play an important role in language teaching and teaching of vocabulary. For instance, I have already stated that learning a language lies on the fact that one knows the language, transforms the language into meaning, and, therefore, into knowledge and that knowledge is stored. The importance of learning vocabulary is the possibility of a better understanding and comprehension of the language.

In *"The Lexical Approach"* learning vocabulary is reflected on the belief that vocabulary is built and combined. Meaning that, it is important to know how to combine words in a sentence such as how to use a word in several different ways. It is also reflected on the language use itself and the use of those new words which are learned for communication. Here, it is important to enhance that the learning has to be intensive and the learner needs to understand what is being said in order to be able to interact. In terms of vocabulary, the more vocabulary you have and the more you understand, the more you are capable of understanding, the more chances you have to interact among people because you have your own autonomy and capacity of using vocabulary to participate and, therefore, enhance much more your vocabulary learning.

In *"Communicative Language Teaching"* or also known as *"Communicative Approach"*, learning vocabulary happens when the learner understands its use and learns the language in focus by interaction resulting in communicative competence of the language. Here, we are having the vocabulary learned being practiced as interaction. Furthermore, learners need to interact according to the circumstance or the role in which

communicative competence is required. Here, it is important to point out that being your own negotiator in class is having autonomy and knowing that, as a learner, you can't expect to learn everything from your teacher and also that the teacher can't teach everything to a learner. The learner has to interact, seek for his own abilities in the process of language acquisition to become more fluent.

The *Task-Based Language Teaching* is referred to an approach that involves the use of tasks as the aim of planning and instruction in language teaching. The approach presents several principles such as activities that involve real communication; activities in which language is used for carrying out meaningful tasks and language that is meaningful to the learner. The first principle of having activities, which involve real communication, is essential and extremely important for language learning. The second principle of having activities which language is used for carrying out meaningful tasks enhances the learners 'learning. The third principle is having meaningful language to support the learning process. The learning of vocabulary here is by giving and teaching the learner words which are common to his or her routine and will be eventually present in their lives.

Additionally, the learning of vocabulary happens with interaction and the use of tasks that involve activities that are involved with real meaningful language communication. Kagnarith; Theara and Klein mention the use of interaction and task-based activities in classroom in order to enhance learning in L2 emphasized by Richards and Schmidt (2002). They write:

> (…) students advance through stages of creating questions, collecting data and analyzing and reporting results while developing their L2 skills through brainstorming, research, writing, problem solving, and group work (RICHARDS AND SCHMIDT, 2002 apud KAGNARITH; THEARA; KLEIN, 2007, p. 2).

In other words, what Richard and Schmidt are saying is that when the learner does that, he is having his own autonomy to recognize and enhance abilities that are necessary to allow the use of the language for communication.

Summing up, it is important to use methods and approaches that lie on the field of communication and interaction because they are very important aspects for language teaching and more importantly, teaching of vocabulary. That is, this way, learners are in

contact with situations that provide them with a more effective learning and better understanding of the language and its use because the learning is provided with full meaningful situations involving real communication and interaction.

2.3 THE LEARNING OF VOCABULARY

In this section, I present some important aspects of learning vocabulary such as implicit and direct learning, aspects of the lexical system, strategies and factors.

The learning of vocabulary is reflected within all the abilities of the learners while speaking, writing as well as in reading and in oral comprehension. Nowadays, the researches regarding vocabulary acquisition and vocabulary learning have been suggesting the learning of vocabulary towards reading and approaching it in two different ways: implicit learning or direct learning. On the one hand, the implicit learning is that learning in which things are exposed to you in an accidental way and not necessarily in a context given. For example, when you are watching TV, you are constantly exposed to words as well as when you are reading a book. Those words are not there for you on purpose, you see them and you use them to comprehend what is there, along with the context. The direct learning, on the other hand, is when the words are highlighted and exposed to you on purpose and there is also context. For example, when a learner is given a text and is asked to pay attention to specific words and then apply them in a sentence or work with the word to change it from a verb to a substantive.

Additionally, Hedge (2000), in her book titled *"Teaching and Learning in the Language Classroom,"* suggests that understanding vocabulary learning, acquisition, and teaching involves 1) knowing the lexical system of English (denotative and connotative meaning, for example); 2) strategies for vocabulary learning such as association, inference, making word cards, categorizing words into lists; 3) factors such as frequency of input pronunciation, contextualization, processing and building word networks. About teaching, Hedge suggests teaching strategies, reading and training lexical inference, teaching the use of dictionaries, teaching vocabulary implicitly and explicitly and developing resources for teaching.

Since there are many areas of study when vocabulary is involved as suggested by Hedge, I choose some aspects of knowing the lexical systems (denotative and connotative meaning), strategies (making word cards), and factors (contextualization, frequency of input) for vocabulary learning to explore in more details. I do that because I consider them essential for vocabulary learning and acquisition because 1) it is important to know what other possible meanings a word has and how different the meaning can be from different learners' point of view and 2) there is a great chance of meaningful learning to happen when teaching words and using the most frequent ones in context.

First, in the denotative meaning, learners are exposed to objects which can represent a word. On the other hand, connotative meaning refers to how the learner sees and interprets the language and the word chosen. Moreover, as an example of connotative meaning, Hedge (2000) suggests doing associations with words that can influence the learner's point of view of the word. She suggests a list of adjectives used to describe people and the learners would have to decide which ones had positive and negative associations. According to her, some of those adjectives would depend on how the learner interprets the word and also the context given and impression that the word makes in the learner's mind. However, she says that "even the task of learning vocabulary in relation to physical objects is complicated by the fact that languages reflect the world in different ways and use different categories to describe it" (HEDGE, 2000, p. 112). In other words, labeling words can be difficult because one word and its meaning might not occur in another language as well as might have different meaning in that same or another language. When teaching children the term "chicken" in English to Brazilian learners, for instance, you need to make them aware that it also means to be coward.

Secondly, making word cards is a very good strategy that learners can adopt in their process of learning vocabulary not only because the learner can memorize it and look at it at any time, but also because it is very easy to accomplish it because, since the learner is the one making them or looking for them, the learner is making his own decisions of important vocabulary needs. For instance, a learner can make a flashcard by choosing a substantive and associate that same substantive with possible formations such as its verbs, hyponyms, and so on.

Thirdly, Hedge (2000) also mentions contextualization as one of the factors for vocabulary learning. I think it is as essential as the strategies and factors above mentioned in learning a language and even more important when learning vocabulary. There is no point presenting learners random words if they do not provide any kind of context. It might make the learning process difficult. One of the authors that Hedge researches in her book, writes, "Isolated words do not present a linguistic reality, as the meaning of a word is in most cases partly defined by the context" (BEHEYDT, 1987 apud HEDGE, 2000, p. 120).

Summing up, in the three sections of this chapter, I review the literature on teaching and learning vocabulary in order to shed light on the methods, approaches and aspects that focus on communication, frequency of words and contextualization for the teaching and learning of vocabulary. I do that because I think communication, the teaching of frequency of words and contextualization are essential for language learning and teaching of vocabulary, because, as I mentioned before in this same section, they bring the possibility of a better understanding and comprehension of the language.

3. RESEARCH METHODOLOGY

I base my research on Agca and Ozdemir's research (2013) Cook (2008) and Zilles (2010). Agca and Ozdemir (2013) propose a research on vocabulary learning by using a different type of technology. Their research is titled "Foreign Language vocabulary learning with mobile technologies." In this research, they proposed the learning of vocabulary in English by using cell phones. Their research is based on the importance given to the development of information and communication technologies resulting on innovations for teaching activities. For their research, they use the Mixed Study Research method, which is, according to them "(…) a combined method which is used in a research for data collection and analysis with both quantitative and qualitative research methods" (Agca and Ozdemir, 2013, p.782). Also, they invite forty participants from Gazi University Faculty Of Education English Language Teaching Department, who are divided in two groups to a better controlling of the research. The collection of their data is from the analysis of the participants' pre-tests and post-tests scores. The result of the research points that there is a significant difference between post-tests in favor of participants who studied with mobile supported learning environment and students' opinions also support that. The argument is, according to Agca and Ozdemir (2013, p, 784) that "Mobile learning environment provide the advantages that learning with images, learning the word with different aspects".

However, differently from Agca and Ozdemir (2013), I choose to use TV series as a different contemporary method for researching the learning of vocabulary. I base my research design of vocabulary exercise choices on Cook (2008). However, what I did different is to give words definitions for them to choose. Cook (2008) does not do that, he only suggests an exercise with the definition of a term and participants have no options to choose from. Additionally, the research questions are based on Zilles (2010), who did a similar research on vocabulary teaching using two different target groups for his article " O ensino e aquisição de vocabulário em LE no Brasil: Abordagem direta ou indireta?".

As follows, I explain who the participants are, how I choose the TV series episodes, how I manage the research, and how I devise and organize the vocabulary exercises.

Regarding the purpose of this project that is to identify how watching TV series may help people to learn vocabulary, I establish two groups to do the research. My research is done with two groups of undergraduate students from the course "Licenciatura em Letras – Português, Inglês e Suas Respectivas Literaturas" from Universidade Federal do Pampa – Campus Bagé who agreed to participate willingly (See consent form Appendant 1). Participants are students whose level of English varies in range from Intermediate to Advanced. Both groups A and B have 10 participants in which the levels Intermediate and Advanced are mixed.

The students from GROUP A are exposed to activities related to the topic and they also watch episodes of the TV series "The Big Bang Theory" in order to help us obtain the data. However, GROUP B, the control group[7], which only have access to the vocabulary exercises, do not watch any episodes in order to help fixate vocabulary. GROUP B helps us identify how different it might be their learning from GROUP A, which have access to the episodes and vocabulary exercises. In sum, GROUP A is exposed to vocabulary exercises in context while GROUP B, the control GROUP, is only exposed to vocabulary exercises without the context of the TV show.[8]

Regarding the episodes of the TV series *The Big Bang Theory*, they are six episodes from season eight.[9] The choice is based on the fact that the episodes are currently being aired in Brazil by Warner Channel on cable TV. The orders for the exhibition of the episodes are random because the TV series *The Big Bang Theory* does not necessarily follow a chronological order to the story line to present their episodes. There is no rigid storyline that needs to be followed or a chronology among the episodes that would make it impossible to understand and enjoy the episodes as stand-alone. In this research, I present the episodes in the following order: Pre-watching vocabulary, exercise 1, activity 1, After-watching 1 and activity 1.1 – episode 5; Pre-watching vocabulary exercise 2, activity 2, After-watching 2 and activity 2.1– episode 9; Pre-watching vocabulary exercise 3, activity 3, After-watching 3 and activity 3.1 – episode 1; Pre-watching vocabulary exercise 4, activity 4, After-watching 4 and activity 4.1, –

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[7] Here, the control group is the group that does not do the same sequence of activities that Group A does. The control group serves as a regulator not being exposed to the new media; that is, the main part of the research.

[8] There is a context of the TV show in the exercises that GROUP A does; however, GROUP B does not watch the TV show to do the exercises. GROUP B is only exposed to the context of the sentences about the show in the activities 1.1 to 6.1.

[9] The episodes contain English subtitles. I do that because I am not investigating if their listening abilities affect their learning but doing that I intend to make them see those words they are working on in the exercises.

episode 2; Pre-watching vocabulary exercise 5, activity 5, After-watching 5 and activity 5.1 – episode 8; and Pre-watching vocabulary exercise 6, activity 6, After-watching 6 and activity 6.1 – episode 11. Moreover, since it is already season eight, some participants are already familiar with who the characters are.

In order to organize the research, I create an online group on the social platform Facebook called "Vocabulary Learning in English Language with TV Series." So, I invite participants of GROUP A to join the group. I do not invite GROUP B to join the Facebook group because they do not need to watch the TV series. These activities are posted each week. I post the exercises and video weekly. The activities are aimed to vocabulary learning and interpretation from context. Another management tool I use is the Google forms to create the vocabulary exercises. The technology is used only with GROUP A. With GROUP B, I present the vocabulary exercises in hard copy and they need to use pen or pencil to answer the exercises. I print the exercises and use part of their regular class time to collect the data. They do not watch the episodes while they are doing the exercises. After putting the data, I created a new Google platform to create each word graphic.

Regarding the vocabulary activities, I devise four exercise activities based on the episodes chosen. For each episode, there is one pre-watching vocabulary exercise and then three after-watching exercises. I select meaningful vocabulary presented in the episodes. I do the selection of meaningful vocabulary based on the frequency of words that I find important for vocabulary learning and also the contextualization for each word. All terms have its contextualization. They are not random spoken words. Each episode is composed of about thirteen to eighteen terms. I choose the terms in a way that I could give participants some verbs, some adjectives, and some nouns. I took this type of exercise after reading suggestions by Cook (2008) for learning and teaching vocabulary in which he points out the importance of having verbs, nouns, and adjectives when teaching and learning vocabulary for a better understanding of the language.

Students from GROUP A had to access the online form and did the exercises. That is, they accessed the online group on Facebook in order to do the exercises. Firstly, they were provided with the link for the pre-vocabulary activity. In this exercises they were exposed to the vocabulary that they were supposed to pay attention while watching the episode. After that, they had to access the link to watch the episode posted in the Facebook group. After watching the episode they had to access the link for the after-watching activity which was also posted by me in the online group. In this exercise,

they were should read the sentences that I formulated based on the context of the episode and replace the term in quote by another synonym. They could choose among three options. The context students had was from watching the TV show and from the sentences in the exercises.

On the other hand, students from GROUP B had access to the same exercises in a classroom environment, not online. Even though the exercises are the same I am going to name them as follows: activities 1 to 6 and activities 1.1 to 6.1. I do that because they did not watch the episodes. In six weeks, they did activities 1 to 6. First, they did the activity 1, subsequently activities 2 to 6, in which they were given the hard copy of the exercises created on Google Forms. In this exercises they had to match the words to its meaning. Secondly, they had to do activity 1.1, subsequently activities 2.1 to 6.1, in which they had to replace the term in quote by another without changing the meaning of the sentence. The only context they had here was the context of the sentences that were related to the TV show.

Here I explain the Pre-watching vocabulary activities 1 to 6 of GROUP A and Activities 1 to 6 of GROUP B. They are the same activities but named differently because GROUP B did not watch the TV show.

The pre-activities before watching each episode are exercises in which I ask participants to link some definitions to the matching term. For each of the six pre-watching vocabulary exercises and activities 1 to 6 prepared, there are a total of ninety-two different words. These words are divided along with the six pre-watching vocabulary exercises in the following manner, in pre-watching vocabulary 1, 2, 3 and 5 and activity 1, 2, 3 and 5, there is a total of sixteen words each; that is, eight in the first and eight in the second part[10]. In Pre-watching vocabulary activity 4 and activity 4, there are eight in the first part and seven in the second. And, in pre-watching vocabulary activity 6 and activity 6, there are thirteen words divided into seven in the first and six in the second part. I do not keep the same number for each activity because the episodes that I chose not always had words that I found interesting to be used. The objective of this activity is to identify students' previous knowledge of vocabulary and help them to reflect upon the meaning of words that they did not know or somehow forgot about their use. I created and posted the exercise into an online form in Google Drive.

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[10] See Appendant on pages 49-79 and on to identify the first and second part of the exercise. I use Google Forms to do the research. Because of the format of the form, I could not organize one exercise with sixteen words. I opt to organize two identical exercises with about the same number of words.

Here I explain the After-watching activities 1 to 6 of GROUP A and Activities 1.1 to 6.1 of GROUP B. The same explanation applies here; that is, Group B did not watch the series.

These activities are designed to reinforce the learning of the words giving. The after-watching exercises and activities ask participants to complete sentences by using the definition of the words as they appear in context in the episode. There is the same number and the same words as in all the six pre-watching vocabulary exercises and activities 1 to 6. The second activity (the after-watching the episode and activity 2.1) is to form sentences using those same words given. The objective here is to enhance students' learning and memorization of words by having to create their own sentences for those words they choose, therefore, providing a meaningful learning of vocabulary.

4. RESULTS AND ANALYSIS

In this chapter, I present the results in numbers. I analyze the answers for pre-watching vocabulary and activities 1 to 6 and after watching activities (for the six episodes of the TV series *The Big Bang Theory*) and activities 1.1 to 6.1 Firstly, I show the results of GROUP A, the ones who watched the episode and did the exercises in context. Secondly, I present the results of control GROUP B who did not watch the episodes and answered the exercises without context.
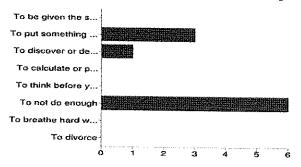
In regard of the analysis of the results, all the answers from both groups A and B only five terms from each one of the six pre-watching vocabulary activities and activities 1 to 6 are chosen. The same words are chosen from each one of the six after-watching activities and activities 1.1 to 6.1. The choice of the five terms out of sixteen (16) terms total used in the exercises is because they are clearly a sample of the results. I mean to explain that the results from the sixteen (16) words do not vary from what I choose to show. These five words that I choose are divided as follow: words that have more correct answers, words that are in an intermediate level of correct answers and words that have no correct answers.

4.1 RESULTS AND ANALYSIS FOR GROUP A

This section presents the results obtained from GROUP A which have contact with the episodes of the TV series *The Big Bang Theory*. This is done within a two (2) month research. The group is composed by ten (10) students. They belong mostly to an Advanced course of English. (Three participants are still in the Intermediate course). It is important to mention that, in some activities, not all the participants answer the questionnaires, either because they don't have time, they forget about it, they have no internet connection, or they do not want to answer it. I show here the results in tables for pre-watching and after-watching vocabulary exercises 1, 2, 3, 4, 5, and 6. I present the results in graphics which represent an example on the way I look and create the tables for the analysis of each one of the six (6) Pre-watching vocabulary exercises and After-watching exercises.
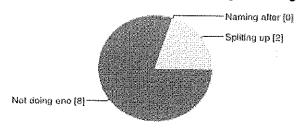
Pre-watching vocabulary exercise 1

Phoning in it [Match the words to its definition:]

To be given the same name	0	0%
To put something somewhere	3	19%
To discover or decide	1	6%
To calculate or process	0	0%
To think before you speak	0	0%
To not do enough	6	38%
To breathe hard while sleep	0	0%
To divorce	0	0%

After-watching exercise 1

Replace the term "PHONING IN IT" by choosing another without changing the meaning:

Not doing enough	8	73%
Naming after	0	0%
Spliting up	2	18%

Pre- and After-watching Vocabulary Exercises 1

This first vocabulary exercise is related to the episode 5 of season 8 of *The Big Bang Theory.*

Table 1

Pre-watching vocabulary exercise episode 1	After-watching the episode 1
0 correct answers for 10 responses to the term "Straying off topic"	10 correct answers for 10 responses to the term "Straying off topic"
0 correct answers for 10 responses to the term "Twirl"	10 correct answers for 10 responses to the term "Twirl"
2 correct answers for 10 responses the term "Divot"	10 correct answers for 10 responses to the term "Divot"
1 correct answer for 10 responses to the term "Bridle"	10 correct answers for 10 responses to the term "Bridle"
0 correct answers for 10 responses to the term "Bust"	10 correct answers for 10 responses to the term "Bust"

In this table it is worth mentioning that the terms *"Straying off topic", "Twirl" "Divot", "Bridle" and "Bust"[11]*, for instance, are something that some participants did

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[11] These words alike all the other words listed on the tables are in constant context in the episode. They do not appear randomly. There is always a context before the term appearance. That is, the episode provides contextualization for its viewers.

not know or did not identify before watching the episode. It is important to consider that no participants get it right either because they do not answer it, forget to answer or answer wrong in the pre-watching vocabulary activity. However, in context with the episode, participants understand and answer the after-watching exercises correctly. [12]

Here I explain more thoroughly one of the examples mentioned above because the reasoning for all the terms above is the same. The options for the term *"Straying off topic"* in the pre-watching activity 1 are: a cavity, to rotate, to deviate, to smash or break, a public waiting room, a meal eaten late in the morning, to go back in time, a harness and to follow. No participants got it right in the pre-watching exercise. After participants choose one of the meanings out of context, they watch the video. In the video, the geek friends are trying to concentrate on doing research but any and many things would make them stray off topic. So, the example is very clear. Besides, this term appears when Leonard says, "Some psychologists perform operant conditioning with punishment. Maybe we can come up with a punishment for straying off topic". In the after-watching activity, the sentence for that term is *"While the guys were in the lab, they were straying off topic several times"*. And, there were ten correct answers out of ten responses. That is, that demonstrates a significant high in the understanding of the term after watching the video. I remind that the same analysis is alike for the other terms above mentioned.

Pre- and After-watching Vocabulary Exercises 2

This second vocabulary exercise is related to the episode 9 of season 8 of *The Big Bang Theory*.

Table 2

Pre-watching vocabulary exercise episode 2	After-watching the episode 2
0 correct answers for 10 responses to the term "Shoved"	9 correct answers for 10 responses to the term "Shoved"
0 correct answers for 10 responses to the term "Dashboard"	" 9 correct answers for 10 responses to the term "Dashboard"
6 correct answers for 10 responses to the term "Phoning it in"	8 correct answers for 10 responses to the term "Phoning it in
2 correct answers for 10 responses to the term "Deceived"	10 correct answers for 10 responses to the term "Deceived"
6 correct answers for 10 responses to the term "Marshal"	10 correct answers for 10 responses to the term "Marshal"

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[12] The same analysis applies for tables 2 to 6 with the exception of the words chosen.

Here I explain term *"Shoved"* in the pre-watching activity 2. The options for this term are: to be given the same name, to put something somewhere, to discover or decide, to calculate or process, to think before you speak, to not do enough, to breathe hard while sleep, and to divorce. No student got it right. In the video, Leonard arrived home and he is not happy after his appointment with the doctor. Besides, in the video, this term appears when Leonard says, "Oh, not fun. The doctor shoved a camera up into my sinuses". In the after watching activity, the sentence for that term is *"Leonard seemed not happy having had a camera shoved up in his sinuses"* and the participants have to choose between three options, which are: put, split up and deceived. Nine out of ten participants got it right.

Pre- and After-watching Vocabulary Exercises 3

This third vocabulary exercise is related to the episode 1 of season 8 of *The Big Bang Theory.*

Table 3

Pre-watching vocabulary exercise episode 3	After-watching the episode 3
2 correct answers for 8 responses to the term "Knitting"	8 correct answers for 8 responses to the term "Chummy"
1 correct answer for 8 responses to the term "Chummy"	7 correct answers for 8 responses to the term "Knitting"
4 correct answers for 8 responses to the term "Fly by"	7 correct answers for 8 responses to the term "Fly by"
3 correct answers for 8 responses to the term "Rattled"	7 correct answers for 8 responses to the term "Rattled"
6 correct answers for 8 responses to the term "Deranged"	8 correct answers for 8 responses to the term "Deranged"

The term *"Knitting"* in the pre-watching activity 3 have the following options: a tactic, too friendly, not satisfied or unhappy, to create a cloth, insane, affected deeply or upset, run out of town and pass from a stage. Only two correct answers out of eight were correct. In the TV show, Sheldon is at the train station when he approaches a woman who is sat on a bench knitting a piece of cloth. Besides, in the video, this term appears when Sheldon says to the woman, "Is it all possible that you are knitting a pair of pants?". Then, for the after watching activity the sentence is *"The woman who was knitting a piece of cloth got scared with Sheldon's attitude"* with the options of: making a piece of cloth by using needles, cutting a piece of cloth by using needles and washing a piece of cloth by using a machine. I remind that the same analysis is alike for the other

terms above mentioned. There were seven correct answers out of eight responses which indicate a high grasp of the meaning of the term.

Pre- and After-watching Vocabulary Exercises 4

This forth vocabulary exercise is related to the episode 2 of season 8 of *The Big Bang Theory*.

Table 4

Pre-watching vocabulary exercise episode 4	After-watching the episode 4
3 correct answers for 9 responses to the term "Pouting"	5 correct answers for 9 responses to the term "Pouting"
4 correct answers for 9 responses to the term "Obnoxious"	6 correct answers for 9 responses to the term "Obnoxious"
2 correct answers for 9 responses to the term "Disparage"	9 correct answers for 9 responses to the term "Disparage"
3 correct answers for 9 responses to the term "Impart"	9 correct answers for 9 responses to the term "Impart"
3 correct answers for 9 responses to the term "How come"	9 correct answers for 9 responses to the term "How come"

For the word *"Pouting"* in the pre-watching activity 4 the possibilities of correct answers are: a know it all person, to come or bring to a finish, a small ball glass used in games, to share knowledge, to show that you are angry, why, to discredit and to retract. In the pre-watching vocabulary exercise there were three correct responses out of nine participants. In the scene, Sheldon is at the University talking to Mrs. Davis about changing his field of study. She says that they had come up with a solution for that. Besides, in the video, this term appears when Sheldon says to Mrs. Davis, "Wow. Pouting and running away actually worked". In the after watching activity the sentence for that term is *"When Sheldon said, "Pouting and running away actually worked", he meant:"* and the participants got five correct answers out of nine responses.

Pre- and After-watching Vocabulary Exercises 5

This fifth vocabulary exercise is related to the episode 8 of season 8 of *The Big Bang Theory*.

Table 5

Pre-watching vocabulary exercise episode 5	After-watching the episode 5
2 correct answers for 9 responses to the term "Flip"	7 correct answers for 8 responses to the term "Flip"
2 correct answers for 9 responses to the term "Leap out"	7 correct answers for 8 responses to the term "Leap out"
3 correct answers for 9 responses to the term "Bragging"	8 correct answers for 8 responses to the term "Bragging"
4 correct answers for 9 responses to the term "Neat"	8 correct answers for 8 responses to the term "Neat"
4 correct answers for 9 responses to the term "Blend in"	8 correct answers for 8 responses to the term "Blend in"

The possibilities for the term *"Flip"* in the pre-watching activity 5 are: to jump, to join or support a party, the act of vomiting, a small ape, talking as showing off something, to be dropped without any care, not satisfactory and to throw or move fast. Here, is important to consider that there were five (5) answers for the meaning "To jump" and two (2) for the meaning "To throw or move fast" and in the after watching this changed. The participants answered seven (7) correct answers for "To jump" and only one (1) for "To throw or move fast". This was possible due to the context of the video that made it clear to them. In the video, the guys are having lunch when Leonard mentions having bumped into Howard's mom the night before at a famous restaurant. Besides, in the video, this term appears when Sheldon says to Mrs. Davis, "Uh, yeah. She loves that place. Every time they flip a shrimp in the air, she practically leaps out her seat to catch it". There were two correct answers out of nine responses for this term. In the after watching activity the sentence is "*Howard said whenever people flip food in the air his mom would always pick it*". There were seven correct answers out of eight responses. Therefore, this corresponds a high understanding of the word after watching the video.

Pre- and After-watching Vocabulary Exercises 6

This sixth vocabulary exercise is related to the episode 11 of season 8 of *The Big Bang Theory*.

Table 6

Pre-watching vocabulary exercise episode 6	After-watching the episode 6
7 correct answers for 9 responses to the term "Pigeon"	6 correct answers for 6 responses to the term "Pigeon"
6 correct answers for 9 responses to the term "Sparkle"	6 correct answers for 6 responses to the term "Sparkle"
5 correct answers for 9 responses to the term "Raisins"	5 correct answers for 6 responses to the term "Raisins"
6 correct answers for 9 responses to the term "Moth"	6 correct answers for 6 responses to the term "Moth"
6 correct answers for 9 responses to the term "Wool"	6 correct answers for 6 responses to the term "Wool"

The term "Pigeon" in the pre-watching activity 6 is composed by seven possible answers which are: silly, the act of shouting at someone, an insect similar to a butterfly, a dry grape, a bird, repulsive to the sight and unconscious. In the video, the guys are in the clean room at the university (a lab for experiments) when a bird comes in compromising the hygiene of the clean room. There were seven correct answers out of nine responses in the pre-watching exercise. Besides, in the video the term appears when Howard says, *"How the hell did a pigeon get in here?"*. In the after-watching activity, there is the following sentence: *"Howard didn't shut the loading doors so that's why a pigeon flew into the room"*. The number of correct responses for this term in the after-watching can be considered the same as in the pre-watching activity because the number of participants that answered to the questionnaire was fewer.

4.2 RESULTS AND ANALYSIS FOR GROUP B

This section presents the results we obtain from GROUP B that only have contact with the exercises regarding the TV series *The Big Bang Theory* within a two-month period research. Ten (10) students composed this group. They mostly belong to an Intermediate English level (three participants are in the Advanced level). It is important to mention that in some activities, not all the participants answer the

questionnaires either because they do not come to class, they forget about one or another term or they do not want to answer it.

Activity 1 and Activity 1.1

This first vocabulary exercise is related to the episode 5 of season 8 of *The Big Bang Theory*.

Table 7

Activity 1	Activity 1.1
1 correct answer for 9 responses to the term "Straying off topic"	2 correct answers for 6 responses to the term "Straying off topic"
4 correct answers for 9 responses to the term "Twirl"	6 correct answers for 6 responses to the term "Twirl"
1 correct answer for 9 responses to the term "Divot"	2 correct answer for 6 responses to the term "Divot"
1 correct answer for 9 responses to the term "Bridle"	4 correct answers for 6 responses to the term "Bridle"
1 correct answer for 9 responses to the term "Bust"	1 correct answer for 6 responses to the term "Bust"

The same analysis done in GROUP A applies to GROUP B (See pages 29-30).

"Straying off topic" in the activity 1 is composed by the following options: a cavity, to rotate, to deviate, to smash or break, a public waiting room, a meal eaten late in the morning, to go back in time, a harness and to follow. After participants choose one of the meanings, they do not watch the video. There was one correct answer out of nine responses. Then, they do the activity 1.1 without watching the video. In this activity the sentence for the term is *"While the guys were in the lab, they were straying off topic several times"* and there were two correct answers out of six responses. I remind that the same analysis is alike for the other terms above mentioned.

Activity 2 and Activity 2.1

This second vocabulary exercise is related to the episode 9 of season 8 of *The Big Bang Theory*.

Table 8

Activity 2	Activity 2.1
2 correct answers for 9 responses to the term "Shoved"	7 correct answers for 9 responses to the term "Shoved"
5 correct answers for 9 responses to the term "Dashboard"	7 correct answers for 9 responses to the term "Dashboard"
1 correct answer for 9 responses to the term "Phoning it in"	6 correct answers for 9 responses to the term "Phoning it in"
1 correct answers for 9 responses to the term "Deceived"	7 correct answers for 9 responses to the term "Deceived"
7 correct answers for 9 responses to the term "Marshal"	8 correct answers for 9 responses to the term "Marshal"

In the activity 2, the term *"Shoved"* has the following options: to be given the same name, to put something somewhere, to discover or decide, to calculate or process, to think before you speak, to not do enough, to breathe hard while sleep, and to divorce. There were two correct responses out of nine participants. In the activity 2.1, the sentence for the term *"Shoved"* is *"Leonard seemed not happy having had a camera shoved up in his sinuses"*. There were seven correct answers out of nine responses. That indicates a high comprehension of participants in relation to the term.

Activity 3 and Activity 3.1

This third vocabulary exercise is related to the episode 1 of season 8 of *The Big Bang Theory*.

Table 9

Activity 3	Activity 3.1
1 correct answer for 9 responses to the term "Knitting"	6 correct answers for 9 responses to the term "Knitting"
5 correct answers for 9 responses to the term "Chummy"	7 correct answers for 9 responses to the term "Chummy"
0 correct answers for 9 responses to the term "Fly by"	4 correct answers for 9 responses to the term "Fly-by"
2 correct answer for 9 responses to the term "Rattled"	6 correct answers for 9 responses to the term "Rattled"
2 correct answers for 9 responses to the term "Deranged"	6 correct answers for 9 responses to the term "Deranged"

Here the possibilities for the term *"Knitting"* in the activity 3 are: a tactic, too friendly, not satisfied or unhappy, to create a cloth, insane, affected deeply or upset, run out of town and pass from a stage. Only one participant out of nine got the correct meaning. In the activity 3.1 the sentence is *"The woman who was knitting a piece of cloth got scared with Sheldon's attitude"* and there were six correct answers out of nine responses. That shows us that the context within the sentence is important to grasp the meaning of a word.

Activity 4 and Activity 4.1

This forth vocabulary exercise is related to the episode 2 of season 8 of *The Big Bang Theory*.

Table 10

Activity 4	Activity 4.1
1 correct answer for 9 responses to the term "Pouting"	3 correct answers for 9 responses to the term "Pouting"
2 correct answer for 9 responses to the term "Obnoxious"	6 correct answers for 9 responses to the term "Obnoxious"
6 correct answers for 9 responses to the term "Disparage"	7 correct answers for 9 responses to the term "Disparage"
1 correct answer for 9 responses to the term "Impart"	7 correct answers of 9 responses for the term "Impart"
2 correct answers for 9 responses to the term "How come"	5 correct answers for 9 responses to the term "How come"

The multiple choices participants have for the term *"Pouting"* in the activity 4 are: a know it all person, to come or bring to a finish, a small ball glass used in games, to share knowledge, to show that you are angry, why, to discredit and to retract. Only one participant out of nine got the meaning right. In the activity 4.1 the sentence is *"When Sheldon said, "Pouting and running away actually worked", he meant:"* and, there were three correct responses out of nine answers. Those answers demonstrate that the context of the sentence, in this case, is not enough.

Activity 5 and Activity 5.1

This fifth vocabulary exercise is related to the episode 8 of season 8 of *The Big Bang Theory*.

Table 11

Activity 5	Activity 5.1
1 correct answers for 8 responses to the term "Flip"	3 correct answers for 8 responses to the term "Flip"
0 correct answers for 8 responses to the term "Leap out"	4 correct answers for 8 responses to the term "Leap out"
3 correct answers for 8 responses to the term "Bragging"	4 correct answers for 8 responses to the term "Bragging"
1 correct answers for 8 responses to the term "Neat"	3 correct answers for 8 responses to the term "Neat"
1 correct answers for 8 responses to the term "Blend in"	3 correct answers for 8 responses to the term "Blend in"

For the term *"Flip"*, participants have to choose among the possible terms which are: to jump, to join or support a party, the act of vomiting, a small ape, talking as showing off something, to be dropped without any care, not satisfactory and to throw or move fast. Here, is important to consider that there are five answers for the meaning "To jump" and two for the meaning "To throw or move fast" and in the after watching, this changed. The participants answer seven correct answers for "To jump" and only one for "To throw or move fast". In the activity 5.1 the sentence is: *"Howard said whenever people flip food in the air his mom would always pick it"* and, there were three correct answers out of eight responses. That indicates that number is not expressive enough to show their learning.

Activity 6 and Activity 6.1

This sixth vocabulary exercise is related to the episode 11 of season 8 of *The Big Bang Theory*.

Table 12

Activity 6	Activity 6.1
5 correct answers for 6 responses to the term "Pigeon"	5 correct answers for 6 responses to the term "Pigeon"
1 correct answers for 6 responses to the term "Sparkle"	3 correct answers for 6 responses to the term "Sparkle"
2 correct answers for 6 responses to the term "Raisins"	3 correct answers for 6 responses to the term "Raisins"
3 correct answers for 6 responses to the term "Moth"	4 correct answers for 6 responses to the term "Moth"
1 correct answer for 6 responses to the term " Wool"	3 correct answer for 6 responses to the term " Wool"

"Pigeon" in the activity 6 can be: silly, the act of shouting at someone, an insect similar to a butterfly, a dry grape, a bird, repulsive to the sight and unconscious. There were five correct answers out of six responses, demonstrating that participants really understand what this word means. In the activity 6.1 the sentence is *"Howard didn't shut the loading doors so that's why a pigeon flew into the room"* and there was the same correct number of responses in comparison to activity 6.

4.3 COMPARISON AND ANALYSIS BETWEEN GROUP A AND GROUP B RESULTS

In this section, I bring the comparison between the results from GROUP A and GROUP B after the collection of the data.

Firstly, group A is the one in which the participants answer to the pre-watching vocabulary exercises, watch the episodes for each activity and answer the after-watching activities. According to the analysis of the results above mentioned for GROUP A, it is possible to see a growth in the number of correct answers in comparison to the pre-activities and its after-watching activities.

Secondly, in regard to GROUP B, the control group, the participants also answer to the pre-watching vocabulary exercises and after-watching exercises, but do not watch any episodes. According to the analysis of the results above mentioned for GROUP B, it is possible, as well, to see a growth in the number of correct answers; however, that growth is not higher than GROUP A pointing us to understand that context is significant as Hedge (2010) states. "Isolated words do not present a linguistic reality, as the meaning of a word is in most cases partly defined by the context". (BEHEYDT, 1987 apud HEDGE, 2000, p. 120).

Below I compare tables of pre- and after-watching vocabulary exercises 1, 2, 3, 4, 5, and 6 from GROUP A and activities 1 to 6 and activities 1.1 to 6.1 from GROUP B; respectively they are 1 and 7, 2 and 8, 3 and 9, 4 and 10, 5 and 11, 6 and 12.

I observe that in tables 1 and 7 the knowledge of participants in GROUP A of the terms in pre-watching vocabulary exercise1 and activity 1 is very little. They cannot without context match terms and their definitions. However, GROUP B has a better grasp of the words. More students get them correct. In the example of the term "straying off topic," participants in GROUP A do not get is correct while 1 participant in GROUP B gets it correct. The difference is not significative. However, I have 10 out 10 correct responses from GROUP A and only 2 out of 6 correct responses for GROUP B in the after-watching exercise 1 and activity 1.1. This example corroborates with Hedge's assumption or claim that context is important when teaching.

In tables 2 and 8, I observe that the knowledge of participants in GROUP A in regard of the terms in pre-watching vocabulary exercise 2 and activity 2 is a little bit bigger in comparison to pre-watching vocabulary exercise 1 and activity 1. They seem to be able to match much more terms even without context. In contrast, participants' answers from GROUP B show us a bit more of comprehension and understanding of the terms. In the example of "Shoved" participants from GROUP A do not get it correct, while three participants from GROUP B do. The difference, however little, is not significant. However, we have nine out ten correct responses from GROUP A and only seven out of nine correct responses for GROUP B in the after-watching exercise 2 and activity 2.1. But, besides GROUP A that got nine correct terms after watching the episode, GROUP B has got seven correct answers, being only two correct questions behind. So, there is no difference that explains in this case that the context of the episode subserves participants' understanding.

In tables 3-9, I observe that the knowledge of participants in GROUP A and GROUP B in relation of the terms in pre-watching vocabulary exercise 3 and activity 3 is also very little. In the example of 'Knitting' participants from GROUP A get two, while participants from GROUP B get only one. The difference is not significative. However, I have seven out eight correct responses from GROUP A and six out nine responses from GROUP B in the after-watching exercise 3 and activity 3.1

Then, in tables 4 and 10, I observe that the knowledge of participants in GROUP A and B in regard of the terms in pre-watching vocabulary exercise 4 and activity 4 is very little. In the example of 'Pouting' participants from GROUP A get three, while participants from Group B get one. However, I have five out of nine correct responses from GROUP A and three out of nine responses from GROUP B in the after-watching exercise 4 and activity 4.1.This example also corroborates with Hedge's assumption or claim that context is important when teaching.

In tables 5 and 11, I observe that the knowledge of participants in GROUP A in relation of the terms in pre-watching vocabulary exercise 5 and activity 5 is also very little as shown in tables 1 and 7. In the example of "Flip' participants from GROUP A get two, while participants from GROUP B get one. However, I have seven out of eight responses from GROUP A and three out of eight responses from GROUP B in the after-watching exercise 5 and activity 5.1.This example also corroborates with Hedge's assumption or claim that context is important when teaching.

Finally, in tables 6 and 12, I observe that the knowledge of participants in GROUP A in regard of the terms in pre-watching vocabulary exercise 6 and activity 6 is bigger in comparison to Group B. In the example of 'Pigeon' participants from GROUP A get seven, while participants from GROUP B get four. However, I have seven out of nine correct responses from GROUP A and five out six responses from GROUP B in the after-watching exercise 6 and activity 6.1. Therefore, the difference between GROUP A and GROUP B in the after-watching is not significant because GROUP B has fewer answers in comparison to GROUP A.

I believe that context for young adult students needs to involve new media. Even though the after-watching exercises are in coherent sentence context, only Group A have all participants getting it right because they are exposed to more than just reading in context, but also watching in context (they hear the word, they read the subtitles in English, they watch the body language of the characters, how they feel about what is

being said).The new generation of students comes to the classroom with the expectation that reading is more than looking and interpreting written words in a page, they come with the expectation that they will listen and watch/see the terms they will interpret. The relation and understanding to context that these students have is becoming increasingly different from what it used to be some two or three decades ago.

5. FINAL CONSIDERATIONS

In this chapter, I mention what I write in the introduction in regard of being a student and a teacher and how I learn and teach vocabulary. After writing this research, which I write as a beginner, I embrace what my research answers in terms of the research questions, objectives, and hypothesis. Besides, I mention what can be done in future researches for vocabulary teaching and learning. I also would like to believe that my research enhances the studies of vocabulary teaching and learning using TV series. I argue that English teachers should think about this matter of including TV series, which are a common enterprise among youngsters, in their classroom to work with vocabulary learning and teaching with their students.

First, I answer the research questions. 1) If watching TV series in a controlled learning setting enhance the learning of vocabulary in English? My answer for this question is yes, because GROUP A (the one that watched the series) had more correct answers in comparison to GROUP B. 2) How different is the learning of vocabulary from groups A and B? Both GROUPS A and B had a valid growth in their understanding of the terms, even participants from GROUP B that did not have contact with the series were able to understand some terms from the context given by the sentences. However, including new media as a context to learn vocabulary will allow students to grasp the meaning more easily. 3) In which group the learning of vocabulary is more effective? Why? I believe that both groups had an effective learning of vocabulary, however, GROUP A demonstrated to have a higher understanding because of the connection with the show.

In terms of methodology, I understand that in order to continue with this kind of research I would have to include a different kind of control group. For instance, a group in contact with TV series and another control group with the same vocabulary but with different input such as, reading text, songs, etc. This way it would be easier to contrast if the different kind of context provided somehow proved that watching TV series would be the major tool for teaching and learning vocabulary amongst youngsters.

This research sheds light on the aspect that it is possible to use TV series for teaching and learning vocabulary because they provide contact with vocabulary that

students need and use daily and that they also enhance the vocabulary learning and understanding of students who are in contact with the scenes. Also, TV series provide contextualization within its exhibitions. Therefore, the vocabulary present is not a random selection of words. For GROUP A they have the context of the show and the exercises and for GROUP B, they have the context of the exercises. According to the results, both groups A and B have a growth in their responses; even GROUP B, which did not have any contact with the episodes, were able to match some terms, because they had some kind of context from the sentences provided in the exercises. However, GROUP A seemed to have learned and understood more vocabulary in comparison to GROUP B. Therefore, it again proves the possibility of learning and understanding vocabulary by the use of TV series.

Secondly, I answer the questions in the aspect of the objectives. The objectives focus on the matter of identifying if watching TV series enhances vocabulary learning and teaching and if it is effective; the results demonstrate a growth in the vocabulary understanding and comprehension of the participants, showing again, the possibility of using TV series as a teaching tool. AGCA and OZDEMIR (2013) state "Vocabulary learning is a complex and gradual process. (...)". ELLIS (2010) also states that "The study of a learner's vocabulary development involves a consideration of both quantitative change in vocabulary development size over time and qualitative changes in the learner's knowledge of individual words". I understand that even with the two months period of doing the exercises, participants in GROUP A have learned and understood the terms with the TV series context and context within the exercises, proving that it is a gradual process and complex process but that can be done quantitatively and qualitatively. That is, having a considerable amount of words to choose from and being able to use words in several different situations.

Thirdly, in the aspect of the research hypothesis which is to prove if learners who have contact with TV series will have no difficulties or less in comparison to those who do not watch them, the result is that all participants including the ones who had contact with the TV series also have their doubts in terms of conveying meaning from context. However, those participants who had contact with the episode have fewer difficulties in answering the exercises. On the other hand, participants who did not have contact with the episode complained about not being able to understand some terms because of the lack of contextualization in activities 1 to 6. Therefore, that also proves the need of extensive contextualization when teaching vocabulary. That is, besides teaching

vocabulary it is necessary to provide context from written texts and new media along with that vocabulary in order to present the learner with examples of how the term is being used in possible contexts.

In conclusion, this research helps me shed light on how to teach and learn vocabulary as well as helps me to see that aspects like communication and contextualization, for instance, are essential for a better understanding and comprehension of the language. It also reflects about the use of TV series in an English classroom in order to teach vocabulary and the need to think about what can be done for future researches regarding vocabulary learning and teaching with the use of TV series.

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7. ATTACHMENTS

ATTACHMENT ONE

TERMO DE CONSENTIMENTO DE PARTICIPAÇÃO NO PROJETO DE TCC I REFERENTE Á AQUISIÇÃO DE VOCABULÁRIO USANDO SÉRIES DE TV

Entendo que fui convidado/a a participar do estudo sobre aquisição de vocabulário usando séries de TV realizado por Mariela do Estreito Marin, orientado por Kátia Vieira Morais, professora do curso de Licenciatura em Letras- Português e Inglês.

A. OBJETIVO

Declaro que fui informado/a de que o propósito do estudo é investigar a forma de aquisição de vocabulário em língua inglesa através do uso de séries de TV.

B. PROCEDIMENTOS

Entendo que serei solicitado/a a fazer o TOEFL ITP como teste de nivelamento, responder questionários, assistir episódios de séries de TV e participar regularmente de todas as atividades propostas.

C. RISCOS E BENEFÍCIOS

Entendo que não há riscos decorrentes de minha participação neste estudo. Posso beneficiar-me com a exposição aos episódios, aquisição e reflexão sobre vocabulário em língua inglesa.

D. CONDIÇÕES DE PARTICIPAÇÃO

• Entendo que posso desistir de participar do estudo livremente, a qualquer momento, sem consequências negativas e que minha participação neste estudo não será identificada e toda e qualquer informação revelada em pesquisa será do conhecimento apenas da pesquisadora e sua orientadora.

• Entendo que os dados deste estudo poderão ser publicados e que minha identidade será preservada.

Se, a qualquer momento, eu tiver dúvidas sobre o presente estudo, devo entrar em contato com Mariela do Estreito Marin (marieladoemarin@gmail.com) ou Kátia Vieira Morais (katiamorais@unipampa.edu.br).

Se, a qualquer momento, eu tiver dúvidas sobre meus direitos como participante do estudo, devo entrar em contato com *o grupo de ética na pesquisa da UNIPAMPA.*

Local e data: _____,_____

Nome: _____

Assinatura: _____

Pre-watching vocabulary exercise 1 and Activity 1

1. **Match the words to its definition:**

   Marcar apenas uma oval por linha.

	A cavity	To rotate	To deviate	To smash or break	A public waiting room	A meal eaten late in the morning	To go back in time	A harness
Brunch	◯	◯	◯	◯	◯	◯	◯	◯
Lounge	◯	◯	◯	◯	◯	◯	◯	◯
Bridle	◯	◯	◯	◯	◯	◯	◯	◯
Straying off topic	◯	◯	◯	◯	◯	◯	◯	◯
Twirl	◯	◯	◯	◯	◯	◯	◯	◯
Retreat	◯	◯	◯	◯	◯	◯	◯	◯
Bust	◯	◯	◯	◯	◯	◯	◯	◯
Divot	◯	◯	◯	◯	◯	◯	◯	◯

2. **Match the words to its definition:**

   Marcar apenas uma oval por linha.

	A bowl	To think of	A formal charge	A curtain	Along with	In a favorable state of mind	Be remembered	To manifest
In the mood	◯	◯	◯	◯	◯	◯	◯	◯
Brainstorm	◯	◯	◯	◯	◯	◯	◯	◯
Come to mind	◯	◯	◯	◯	◯	◯	◯	◯
Wrapped around	◯	◯	◯	◯	◯	◯	◯	◯
Drapes	◯	◯	◯	◯	◯	◯	◯	◯
Bucket	◯	◯	◯	◯	◯	◯	◯	◯
Come up with	◯	◯	◯	◯	◯	◯	◯	◯
Complaint	◯	◯	◯	◯	◯	◯	◯	◯

After watching the episode 1 and activity 1.1
*Obrigatório

1. **Replace the word "CAME TO MIND" by choosing another term without changing the meaning:**

   Raj came to mind not being able to see who would win the ping-pong match.
   Marcar apenas uma oval.

   ◯ Remembered

   ◯ Break up

   ◯ Chase

2. **Replace the word "BRUNCH" by choosing another term without changing the meaning:**

   The brunch was supposed to be on Sunday but then, Leonard and the guys decided to do have retreat.
   Marcar apenas uma oval.

   ◯ Morning meal

   ◯ Harness

   ◯ Bust

3. **Replace the word "IN THE MOOD" by choosing another term without changing the meaning:**

   Amy was the only one who seemed to be in the mood for Fairly Manilow.
   Marcar apenas uma oval.

   ◯ Favorable

   ◯ Twirl

   ◯ Fold

4. **Replace the word "STRAYING OFF" by choosing another term without changing the meaning:**

   While the guys were in the lab, they were straying off the topic several times.
   Marcar apenas uma oval.

   ◯ Organizing

   ◯ Deviating

   ◯ Rotating

5. **Replace the word "CAME UP WITH" by choosing another term without changing the meaning:**

Raj was the one who came up with the idea of having a retreat.
Marcar apenas uma oval.

◯ Manifested

◯ Fold

◯ Chased

6. **Replace the word "RETREAT" by using another term without changing the meaning:**

The idea of doing a retreat was given by Raj at the table, while eating.
Marcar apenas uma oval.

◯ Going back in time

◯ Brainstorm

◯ Chasing

7. **Replace the word "COMPLAINT" by choosing another term without changing the meaning:**

The girls knocked at Penny's door room in order to make a complaint.
Marcar apenas uma oval.

◯ Brunch

◯ Formal charge

◯ Fold

8. **Replace the word "DIVOT" by choosing another term without changing the meaning:**

At the bar, Amy said she had a divot in her spine.
Marcar apenas uma oval.

◯ Cavity

◯ Bucket

◯ Accomplisments

9. **Replace the word "BUCKET" by choosing another term without changing the meaning:**

Penny wanted to get a bucket of margaritas when leaving for the party.
Marcar apenas uma oval.

◯ Bowl

◯ Reinforcement

◯ Complaint

10. **Replace the word "TWIRL" by choosing another term without changing the meaning:**

Bernadette wanted to see if the stripers were able to twirl their bodies.
Marcar apenas uma oval.

◯ Rotate

◯ Follow

◯ Retreat

11. **Replace the word "LOUNGE" by choosing another term without changing the meaning:**

In Las Vegas, Amy suggested go seeing a band that would play at the hotel lounge.
Marcar apenas uma oval.

◯ Drapes

◯ Waiting room

◯ Twirl

12. **Replace the word "WRAPPED AROUND" by choosing another term without changing the meaning:**

Howard seems to like having a can of Pillsbury dough wrapped around cocktails.
Marcar apenas uma oval.

◯ Bust

◯ Along with

◯ Rotate

13. **Replace the word "BRIDLE" by choosing another term without changing the meaning:**

Sheldon mentioned the bridle as a way of punishment.
Marcar apenas uma oval.

◯ Bust

◯ Divot

◯ Harness

14. **Replace the word "BRAINSTORM" by choosing another term without changing the meaning:**

Howard agrees that there is no harm in getting together and brainstorming ideas.
Marcar apenas uma oval.

◯ Thinking off

◯ Rotating

◯ Deviating

15. **Replace the word "BUST" by choosing another term without changing the meaning:**

Sheldon wanted to see them bust a ghost.
Marcar apenas uma oval.

- ◯ Deviate
- ◯ Rotate
- ◯ Smash

16. **Replace the word "DRAPES" by choosing another term without changing the meaning:**

While Amy and Bernadette were lying on the bed, Bernadette asked Penny to close the drapes.
Marcar apenas uma oval.

- ◯ Bucket
- ◯ Bridle
- ◯ Curtains

17. **Is there any term that you learned from this episode that you would like to share or that you think it was relevant for building vocabulary? ***

18. **Are there any terms that were new to you? Write them down: ***

19. **Choose at least 5 words and build your own sentences: ***

Pre-watching Vocabulary exercise 2 and Activity 2

1. **Match the words to its definition:**

Marcar apenas uma oval por linha.

	To be given the same name	To put something somewhere	To discover or decide	To calculate or process	To think before you speak	To not do enough	To breathe hard while sleep	To divorce
Named After	◯	◯	◯	◯	◯	◯	◯	◯
Crushing the numbers	◯	◯	◯	◯	◯	◯	◯	◯
Figure Out	◯	◯	◯	◯	◯	◯	◯	◯
To snore	◯	◯	◯	◯	◯	◯	◯	◯
Phoning it in	◯	◯	◯	◯	◯	◯	◯	◯
Giving it an ounce of a thought	◯	◯	◯	◯	◯	◯	◯	◯
Split Up	◯	◯	◯	◯	◯	◯	◯	◯
Shoved	◯	◯	◯	◯	◯	◯	◯	◯

2. **Match the words to its definition:**

Marcar apenas uma oval por linha.

	To do many times	Might be important	A lazy person	A panel of a vehicle	Get things by pressure	False impression	To keep a secret	A military officer
Gotten used to it	◯	◯	◯	◯	◯	◯	◯	◯
Deceived	◯	◯	◯	◯	◯	◯	◯	◯
Slob	◯	◯	◯	◯	◯	◯	◯	◯
Marshal	◯	◯	◯	◯	◯	◯	◯	◯
Wore me down	◯	◯	◯	◯	◯	◯	◯	◯
Big deal	◯	◯	◯	◯	◯	◯	◯	◯
Kept bottled up	◯	◯	◯	◯	◯	◯	◯	◯
Dashboard	◯	◯	◯	◯	◯	◯	◯	◯

After watching the episode 2 and Activity 2.1
*Obrigatório

1. **Replace the term "WORE ME DOWN" by choosing another option without changing the meaning:**

   When Penny asked Amy why were they at the hospital, she said, "Sheldon wore me down."

   Marcar apenas uma oval.

   ◯ Sheldon pressured me

   ◯ Sheldon deceived me

   ◯ Sheldon used me

2. **Replace the term "SLOB" by choosing another option without changing the meaning:**

   Howard agrees he is a slob at his house.

   Marcar apenas uma oval.

   ◯ He is helpful

   ◯ He is crazy

   ◯ He is lazy

3. **Replace the term "MARSHAL" by choosing another option without changing the meaning:**

   Sheldon mentioned calling a marshal to put Penny's fire off as a methapor for her lies.

   Marcar apenas uma oval.

   ◯ Militar officer

   ◯ Vehicle

   ◯ Help

4. **Replace the term "NAMED AFTER" by choosing another option without changing the meaning:**

   In order to help Sheldon to figure out which celebrity he was in the game, Amy said that the person was named after a car.

   Marcar apenas uma oval.

   ◯ Got the same name

   ◯ Deceived

   ◯ Slob

5. **Replace the term "FIGURE OUT" by choosing another option without changing the meaning:**

Amy helped Sheldon to figure out who he was in the game.
Marcar apenas uma oval.

◯ Discover

◯ Analyze

◯ Deceive

6. **Replace the term "SHOVED" by choosing another option without changing the meaning:**

Leonard seemed not happy having had a camera shoved up in his sinuses.
Marcar apenas uma oval.

◯ Put

◯ Split up

◯ Deceived

7. **Replace the term "SNORE" by choosing another option without changing the meaning:**

Leonard said, "I snore, I get sinus infection" to support the reason why he is having the surgery.
Marcar apenas uma oval.

◯ I breathe lightly

◯ I breathe hard

◯ I don't breathe

8. **Replace the term "PHONING IT IN" by choosing another without changing the meaning:**

Raj's parents enjoyed going to the Mumbai Symphony but they don't go anymore because they think they were phoning it in..
Marcar apenas uma oval.

◯ Not doing enough

◯ Naming after

◯ Splitting up

9. **Replace the term "CRASHING THE NUMBERS" by choosing another without changing the meaning:**

Sheldon is crushing the numbers in order to convice Leonard to give up doing the surgery.
Marcar apenas uma oval.

◯ Calculating

◯ Modifying

◯ Naming after

10. **Replace the term "SPLIT UP" by choosing another without changing the meaning:**

Raj was upset because his parents had split up.
Marcar apenas uma oval.

◯ Phoned in it

◯ Divorced

◯ Being lazy

11. **Replace the term "DASHBOARD" by choosing another without changing the meaning:**

Amy told Sheldon that her car dashboard was clean.
Marcar apenas uma oval.

◯ Panel

◯ Window

◯ Slob

12. **Replace the term "KEPT BOTTLED UP" by choosing another without changing the meaning:**

Raj thinks that the reason why his parents split up is because they kept bottled up the things they didn't like about each other.
Marcar apenas uma oval.

◯ Kept in secret

◯ Kept naming after

◯ Kept mentioning

13. **Replace the term "DECEIVED" by choosing another without changing the meaning:**

Sheldon thinks that Leonard deceived him.
Marcar apenas uma oval.

◯ Gave him a hard time

◯ Gave him a false information

◯ Gave him true information

14. **Replace the term "GIVING IT AN OUNCE OF A THOUGHT" by choosing another without changing the meaning:**

Bernadette was not happy that Howard was talking without giving it an ounce of a thought.
Marcar apenas uma oval.

◯ Thinking

◯ Thinking too much

◯ Thinking slow

15. **Replace the term "A BIG DEAL" by choosing another without changing the meaning:**

Leonard thinks that his surgery is not a big deal, although Sheldon disagrees.
Marcar apenas uma oval.

- ◯ That important
- ◯ Stupid
- ◯ Easy

16. **Replace the term "GOTTEN USED TO IT" by choosing another without changing the meaning:**

Sheldon gotten used with Leonard's snoring.
Marcar apenas uma oval.

- ◯ Felt okay
- ◯ Felt not okay
- ◯ Felt deceived

17. **Is there any term that you learned from this episode that you would like to share or that you think it was relevant for building vocabulary? ***

18. **Are there any terms that were new to you? Write them down: ***

19. **Choose at least 5 words and build your own sentences: ***

Pre-watching vocabulary exercise 3 and Activity 3

1. **Match the words to its definition:**
Marcar apenas uma oval por linha.

	A tactic	Too friendly	No satisfied, unhappy	To create a cloth	Insane	Affected deeply, upset	Run out of town	Pass from a stage
Ride the rails	◯	◯	◯	◯	◯	◯	◯	◯
Overwhelmed	◯	◯	◯	◯	◯	◯	◯	◯
Knitting	◯	◯	◯	◯	◯	◯	◯	◯
A ploy	◯	◯	◯	◯	◯	◯	◯	◯
Deranged	◯	◯	◯	◯	◯	◯	◯	◯
Rattled	◯	◯	◯	◯	◯	◯	◯	◯
Pupating	◯	◯	◯	◯	◯	◯	◯	◯
Chummy	◯	◯	◯	◯	◯	◯	◯	◯

2. **Math the words to its definition:**
Marcar apenas uma oval por linha.

	Failed	Funny, happy	To stop	To happen fast	Annoying	To come into sight or view	To remove a color	No longer, bygone
Giggly	◯	◯	◯	◯	◯	◯	◯	◯
Well past	◯	◯	◯	◯	◯	◯	◯	◯
Fly by	◯	◯	◯	◯	◯	◯	◯	◯
Blew	◯	◯	◯	◯	◯	◯	◯	◯
Burst forth	◯	◯	◯	◯	◯	◯	◯	◯
Gave out	◯	◯	◯	◯	◯	◯	◯	◯
Squeaky	◯	◯	◯	◯	◯	◯	◯	◯
Untinted	◯	◯	◯	◯	◯	◯	◯	◯

After watching the episode 3 and Activity 3.1
*Obrigatório

1. **Replace the term "BURST FORTH" by choosing another word without changing the meaning:**

   According to Sheldon, his railroad trip made him burst forth as a new man.
   Marcar apenas uma oval.

   ◯ Become

   ◯ Leave

   ◯ Rattled

2. **Replace the term "KNITTING" by choosing another word without changing the meaning:**

   The woman who was knitting a piece of cloth got scared with Sheldon's attitude.
   Marcar apenas uma oval.

   ◯ Making a piece of cloth by using needles

   ◯ Cutting a piece of cloth by using needles

   ◯ Washing a piece of cloth by using a machine

3. **Replace the term "WELL PAST" by choosing another word without changing the meaning:**

   What Howard meant when he said that his mom was well past time to date was:
   Marcar apenas uma oval.

   ◯ She is no longer young to date

   ◯ She has dated too much

   ◯ She is available to date

4. **Replace the term "OVERWHELMED" by choosing another word without changing the meaning:**

   Sheldon decided to leave town because he was overwhelmed.
   Marcar apenas uma oval.

   ◯ Disappointed

   ◯ Happy

   ◯ Lazy

5. **Replace the term "A PLOY" by choosing another word without changing the meaning:**

Sheldon thinks that the reason why Amy wanted to move in with him was a ploy to see his male parts.
Marcar apenas uma oval.

- ⬭ Tactic
- ⬭ Squeaky
- ⬭ Fly by

6. **Replace the term "PUPATING" by choosing another word without changing the meaning:**

What did Sheldon mean when he said he had pupating to be the world's smartest caterpillar.
Marcar apenas uma oval.

- ⬭ Passed through a stage
- ⬭ Worked a lot on a project
- ⬭ Left work undone

7. **Replace the term "GIGGLY" by choosing another word without changing the meaning:**

Howard thinks his mother and Stuart are too giggly around each other.
Marcar apenas uma oval.

- ⬭ Happy
- ⬭ Calm
- ⬭ Angry

8. **Replace the term "RIDE THE RAILS" by choosing another word without changing the meaning:**

Leonard wanted to know why would Sheldon ride the rails like that.
Marcar apenas uma oval.

- ⬭ Keep in town
- ⬭ Leave town
- ⬭ Clean town

9. **Replace the term "CHUMMY" by choosing another word without changing the meaning:**

When Howard said that his mom and Stuart were too chummy, he meant:
Marcar apenas uma oval.

- ⬭ Distant
- ⬭ Friendly
- ⬭ Quiet

10. **Replace the term "SQUEAKY" by choosing another word without changing the meaning:**

Bernadette's co-worker also said she had a squeaky voice.
Marcar apenas uma oval.

○ Calm

○ Annoying

○ Wierd

11. **Replace the term "DERANGED" by choosing another word without changing the meaning:**

Sheldon was half-naked and talking nonsense. He agreed to himself he might looked deranged.
Marcar apenas uma oval.

○ Sad

○ Insane

○ Funny

12. **Replace the term "BLEW" by choosing another word without changing the meaning:**

Penny blew her interview and she didn't want Bernadette to know about it.
Marcar apenas uma oval.

○ Didn't miss

○ Didn't go well in

○ Went well in

13. **Replace the term "RATTLED" by another word without changing the meaning:**

Sheldon seemed to be rattled over the phone, according to Leonard.
Marcar apenas uma oval.

○ Satisfied

○ Unhappy

○ Calm

14. **Replace the term "FLY BY" by choosing another word without changing the meaning:**

Leonard mocked that time would fly by while having Amy in the car, complaining about Sheldon.
Marcar apenas uma oval.

○ Pass fast

○ Be boring

○ Stop

15. **Replace the term "GAVE OUT" by choosing another word without changing the meaning:**

Sheldon had taken a medicine but its effect gave out eventually.
Marcar apenas uma oval.

- ◯ Continued
- ◯ Didn't disapear
- ◯ Stopped

16. **Replaced the term "UNTINTED" by choosing another word without changing the meaning:**

When Raj said, "I will have my car windows untinted," he meant:
Marcar apenas uma oval.

- ◯ Blocked
- ◯ Uncolored
- ◯ Colored

17. **Is there any term that you learned from this episode that you would like to share or that you think it was relevant for building vocabulary? ***

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18. **Are there any terms that were new to you? Write them down: ***

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19. **Choose at least 5 words and build your own sentences: ***

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ATTACHMENT FIVE
Pre-watching vocabulary exercise 4 and Activity 4

1. **Match the words to its correct definition:**

Marcar apenas uma oval por linha.

	A know it all person	To come or bring to a finish	A small ball glass used in games	To share knowledge	To show that you are angry	Why	To discredit	To retract
Marbles	◯	◯	◯	◯	◯	◯	◯	◯
Wind up	◯	◯	◯	◯	◯	◯	◯	◯
Pouting	◯	◯	◯	◯	◯	◯	◯	◯
Take back	◯	◯	◯	◯	◯	◯	◯	◯
Impart	◯	◯	◯	◯	◯	◯	◯	◯
How come	◯	◯	◯	◯	◯	◯	◯	◯
Disparage	◯	◯	◯	◯	◯	◯	◯	◯
Obnoxious	◯	◯	◯	◯	◯	◯	◯	◯

2. **Match the words to its correct definition:**

Marcar apenas uma oval por linha.

	Agreed to participate	Extravagant or immoderate	Fecal matter	To attack in speech	To be very scared	To portray as less important or impressive	To annoy
Lash out	◯	◯	◯	◯	◯	◯	◯
Stool	◯	◯	◯	◯	◯	◯	◯
Scares the pants off	◯	◯	◯	◯	◯	◯	◯
Belittle	◯	◯	◯	◯	◯	◯	◯
Outrageous	◯	◯	◯	◯	◯	◯	◯
Bugging me	◯	◯	◯	◯	◯	◯	◯
Signed up	◯	◯	◯	◯	◯	◯	◯

After watching the episode 4 and Activity 4.1
*Obrigatório

1. **Replace the term "BELITTLE" by choosing another word without changing the meaning:**

   Howard will not drop out Sheldon's class provided that he doesn't belittle him.
   Marcar apenas uma oval.

   ◯ Annoy him down

   ◯ Put him down

   ◯ Provoke

2. **Replace the term "LASH OUT" by choosing another word without changing the meaning:**

   What Sheldon meant when he said, "I lash out people" was:
   Marcar apenas uma oval.

   ◯ I cut people

   ◯ I amuse people

   ◯ I offend people

3. **Replace the term "DISPARAGE" by choosing another word without changing the meaning:**

   Amy wants to talk to Bernadette and disparage Penny's behavior.
   Marcar apenas uma oval.

   ◯ Talk in a good way about

   ◯ Talk in a bad way about

   ◯ Talk too much about

4. **Replace the term "OBNOXIOUS" by choosing another word without changing the meaning:**

   Sheldon didn't get any student's signing up for his class because people think he is obnoxious.
   Marcar apenas uma oval.

   ◯ Doesn't know things

   ◯ Knows too much a for that he is annoying

   ◯ Very slow

5. **Replace the term "OUTRAGEOUS" by choosing another word without changing the meaning:**

Amy told Bernadette that she thinks Penny going out for lunch instead of studying was outrageous.
Marcar apenas uma oval.

◯ Bad behavior

◯ Good behavior

◯ Normal behavior

6. **Replace the term "SIGNED UP" by choosing another word without changing the meaning:**

Nobody signed up for Sheldon's class.
Marcar apenas uma oval.

◯ Left to

◯ Came in

◯ Registered for

7. **Replace the term "BUGGING ME" by choosing another word without changing the meaning:**

Penny said, "Bernadette won't stop bugging me." What she meant was:
Marcar apenas uma oval.

◯ Poking

◯ Calling

◯ Annoying

8. **Replace the term "IMPART" by choosing another word without changing the meaning:**

Sheldon was promoted junior professor and for that he would have to teach a class and impart his knowledge to other people.
Marcar apenas uma oval.

◯ Transmit

◯ Correct

◯ Agree

9. **Replace the term "SCARES THE PANTS OFF" by choosing another word without changing the meaning:**

Perhaps the idea of having someone smarter than Sheldon scares the pants off him.
Marcar apenas uma oval.

◯ Attacks

◯ Scares

◯ Annoys

10. **Replace the term "STOOL" by choosing another word without changing the meaning:**

Sheldon swallowed a spit ball and he wouldn't stop checking his stool.
Marcar apenas uma oval.

- ⬭ Fecal matter
- ⬭ Clothes
- ⬭ Drinks

11. **Replace the term "WIND UP" by choosing another word without changing the meaning:**

According to Sheldon the Koala would wind up with an army so cute that it couldn't be attacked.
Marcar apenas uma oval.

- ⬭ Stop
- ⬭ Start
- ⬭ Settle

12. **Replace the term "MARBLES" by choosing another word without changing the meaning:**

Howard says that when hippos are hungry one can stop them with marbles.
Marcar apenas uma oval.

- ⬭ Food
- ⬭ Toys
- ⬭ Love

13. **Replace the term "HOW COME" by choosing another word without changing the meaning:**

When Amy asked Penny "How come?" when she said Bernadette wasn't invited, she meant:
Marcar apenas uma oval.

- ⬭ What do you mean?
- ⬭ Where?
- ⬭ How do we go?

14. **Replace the term "TAKE BACK" by choosing another word without changing the meaning:**

Sheldon asked Howard to take back what he said about engineers being just as smart as physicists.
Marcar apenas uma oval.

- ⬭ Repeat
- ⬭ Retreat
- ⬭ Reformulate

15. **Replace the term "POUTING" by choosing another word without changing the meaning:**

When Sheldon said, "Pouting and running away actually worked.", he meant:
Marcar apenas uma oval.

- ◯ Getting deaf
- ◯ Getting mad
- ◯ Getting crazy

16. **Is there any term that you learned from this episode that you would like to share or that you think it was relevant for building vocabulary? ***

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17. **Are there any terms that were new to you? Write them down: ***

....

18. **Choose at least 5 words and build your own sentences: ***

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Pre-watching vocabulary exercise 5 and Activity 5

1. Match the words to its correct definition:
Marcar apenas uma oval por linha.

	To jump	To join or support a party	The act of vomiting	A small ape	Talking as showing off something	To be dropped without any care	Not satisfactory	To throw or move fast
Flip	◯	◯	◯	◯	◯	◯	◯	◯
Leap out	◯	◯	◯	◯	◯	◯	◯	◯
Balled up	◯	◯	◯	◯	◯	◯	◯	◯
Gibbon	◯	◯	◯	◯	◯	◯	◯	◯
Bragging	◯	◯	◯	◯	◯	◯	◯	◯
Bandwagon	◯	◯	◯	◯	◯	◯	◯	◯
Puking	◯	◯	◯	◯	◯	◯	◯	◯
Lame	◯	◯	◯	◯	◯	◯	◯	◯

2. Match the words to its correct definition:
Marcar apenas uma oval por linha.

	To harmonize	A bottle with a narrow neck for drinks	Something nice	A guide	A suit	Something new and fresh	Body language	To be okay with it
Facial cues	◯	◯	◯	◯	◯	◯	◯	◯
Blend in	◯	◯	◯	◯	◯	◯	◯	◯
Flask	◯	◯	◯	◯	◯	◯	◯	◯
Off the hook	◯	◯	◯	◯	◯	◯	◯	◯
Neat	◯	◯	◯	◯	◯	◯	◯	◯
Chaperone	◯	◯	◯	◯	◯	◯	◯	◯
Tuxedos	◯	◯	◯	◯	◯	◯	◯	◯
Doesn't bug	◯	◯	◯	◯	◯	◯	◯	◯

After watching the episode 5 and Activity 5.1
*Obrigatório

1. **Replace the term "FLIP" by choosing another word without changing the meaning:**
Howard said whenever people flip food in the air his mom would always pick it.
Marcar apenas uma oval.

   ◯ Kick

   ◯ Throw

   ◯ Jump

2. **Replace the term "LEAPS OUT" by choosing another word without changing the meaning:**
Howard mom's leaps out from her seat whenever she sees food.
Marcar apenas uma oval.

   ◯ Kicks

   ◯ Jumps

   ◯ Keeps

3. **Replace the term "GIBBON" by choosing another word without changing the meaning:**
According to Leonard, the gibbon doens't even know it is called that way.
Marcar apenas uma oval.

   ◯ Ape

   ◯ Monster

   ◯ Reptile

4. **Replace the term "BRAGGING" by choosing another word without changing the meaning:**
Amy told Bernadette to stop bragging about having a date on prom night.
Marcar apenas uma oval.

   ◯ Showing off

   ◯ Talking in a nice way

   ◯ Talking nonsense

5. **Replace the term "PUKING" by choosing another word without changing the meaning:**
Penny said that during prom night she made out with some guy while his date was puking.
Marcar apenas uma oval.

   ◯ Vomiting

   ◯ Screaming

   ◯ Fighting

6. **Replace the term "FACIAL CUES" by choosing another word without changing the meaning:**

Sheldon said he was not goof at reading facial cues.
Marcar apenas uma oval.

- ⭘ Facial pains
- ⭘ Facial expressions
- ⭘ Facial spots

7. **Replace the term "CHAPERONE" by choosing another word without changing the meaning:**

The only reason why Howard took his mom to his prom was because she was his chaperone.
Marcar apenas uma oval.

- ⭘ Company
- ⭘ Driver
- ⭘ Family

8. **Replace the term "FLASK" by choosing another word without changing the meaning:**

Before the prom Sheldon put a flask in his suit pocket.
Marcar apenas uma oval.

- ⭘ Plate
- ⭘ Bottle
- ⭘ Cup

9. **Replace the term "NEAT" by choosing another word without changing the meaning:**

Bernadette said that Raj's girlfriend tattoo was neat.
Marcar apenas uma oval.

- ⭘ Ugly
- ⭘ Nice
- ⭘ Big

10. **Replace the term "DOESN'T BUG" by choosing another word without changing the meaning:**

When talking about Stuart and Howard's mom, Raj asked Howard, "It doesn't bug you when they go out on dates?"
Marcar apenas uma oval.

- ⭘ It doesn't bother you
- ⭘ It doesn't calm you
- ⭘ It doesn't stop you

11. **Replace the term "BALLED UP" by choosing another word without changing the meaning:**

Bernadette thought that Penny's prom dress would be balled up somewhere.
Marcar apenas uma oval.

- ⬭ Dropped
- ⬭ Folded
- ⬭ Hidden

12. **Replace the term "TUXEDOS" by choosing another word without changing the meaning:**

Amy suggested making the guys wear tuxedos for the prom night.
Marcar apenas uma oval.

- ⬭ Old clothing
- ⬭ New clothing
- ⬭ Suits

13. **Replace the term "BANDWAGON" by choosing another word without changing the meaning:**

Raj said that when saw Never Been Kissed he was back on the prom bandwagon.
Marcar apenas uma oval.

- ⬭ Group
- ⬭ Band
- ⬭ Party

14. **Replace the term "LAME" by choosing another word without changing the meaning:**

Leonard suggested that Penny thinks the whole prom do over idea is lame.
Marcar apenas uma oval.

- ⬭ Very good
- ⬭ Unecessary
- ⬭ Expensive

15. **Replace the term "BLEND IN" by choosing another word without changing the meaning:**

Sheldon and Penny were not in the mood to go to the prom, so he suggested pretending to be aliens in order to blend in.
Marcar apenas uma oval.

- ⬭ To harmonize
- ⬭ To spend time
- ⬭ To disappear

16. **Replace the term "OFF THE HOOK" by choosing another word without changing the meaning:**

About the prom night: "It's goona be off the hook", said Sheldon.
Marcar apenas uma oval.

◯ Something new

◯ Something crazy

◯ Something small

17. **Is there any term that you learned from this episode that you would like to share or that you think it was relevant for building vocabulary? ***

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18. **Are there any terms that were new to you? Write them down: ***

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19. **Choose at least 5 words and build your own sentences: ***

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Pre-watching Vocabulary exercise 6 and Activity 6

1. **Match the words to its correct definition:**

   Marcar apenas uma oval por linha.

	Silly	The act of shouting at someone	An insect similar to a butterfly	A dry grape	A bird	Repulsive to the sight	Unconscious
Stunned	◯	◯	◯	◯	◯	◯	◯
Raisins	◯	◯	◯	◯	◯	◯	◯
Heinous	◯	◯	◯	◯	◯	◯	◯
Pigeon	◯	◯	◯	◯	◯	◯	◯
Moth	◯	◯	◯	◯	◯	◯	◯
Yelling	◯	◯	◯	◯	◯	◯	◯
Foolish	◯	◯	◯	◯	◯	◯	◯

2. **Match the words to its correct definition:**

   Marcar apenas uma oval por linha.

	With consent or agreement	A sponge made of fibers	To become bright	Fine dry powder found in surfaces	To impose	To guide step-by-step
Walk me through	◯	◯	◯	◯	◯	◯
Wool	◯	◯	◯	◯	◯	◯
Push around	◯	◯	◯	◯	◯	◯
Sparkle	◯	◯	◯	◯	◯	◯
My will	◯	◯	◯	◯	◯	◯
Dust	◯	◯	◯	◯	◯	◯

After watching the episode 6 and Activity 6.1
*Obrigatório

1. **Replace the term "WALK ME THROUGH" by choosing another word without changing the meaning:**

Bernadette said to Sheldon, "you are gonna have to walk me through that" regarding Amy's Christmas present.
Marcar apenas uma oval.

⚪ Explain

⚪ Take

⚪ Organize

2. **Replace the term "WOOL" by choosing another word without changing the meaning:**

Raj's father and Amy were playing a game which used a ball of wool.
Marcar apenas uma oval.

⚪ Plastic

⚪ Fibers

⚪ Water

3. **Replace the term "RAISINS" by choosing another word without changing the meaning:**

Sheldon says that people get excited about English pudding but then they get a cake with raisins in it.
Marcar apenas uma oval.

⚪ Nuts

⚪ Dry grapes

⚪ Dry cookies

4. **Replace the term "MOTH" by choosing another word without changing the meaning:**

Leonard thinks that Howard's whole idea of turning off all the lights except for one in order to catch the bird is lame because it's not a moth.
Marcar apenas uma oval.

⚪ Insect

⚪ Larvae

⚪ Reptile

5. **Replace the term "HIDEOUS" by choosing another word without changing the meaning:**

Hideous was the adjective that Sheldon gave to the present he was about to buy Amy.
Marcar apenas uma oval.

○ Very beautiful

○ Very ugly

○ Expensive

6. **Replace the term "PUSH AROUND" by choosing another word without changing the meaning:**

Leonard said that since Raj came along Howard found someone he could push around.
Marcar apenas uma oval.

○ Control

○ Imitate

○ Replace

7. **Replace the term "STUNNED" by choosing another word without changing the meaning:**

Howard thinks that the bird is just stunned.
Marcar apenas uma oval.

○ In a state of shock

○ In a frozen state

○ Slow

8. **Replace the term "DUST" by choosing another word without changing the meaning:**

The guys got in panic when a bird flew into the clean room because the room wasn't supposed to have dust in it.
Marcar apenas uma oval.

○ Dirty substances

○ Infections

○ Viruses

9. **Replace the term "PIGEON" by choosing another word without changing the meaning:**

Howard didn't shut the loading doors so that's why a pigeon flew into the room.
Marcar apenas uma oval.

○ A goose

○ A bird

○ A snail

10. **Replace the term "YELLING" by choosing another word without changing the meaning:**

Howard said that they would find a solution to the problem if Leonard keeps yelling.
Marcar apenas uma oval.

◯ Laughing

◯ Shouting

◯ Complaining

11. **Replace the term "MY WILL" by choosing another word without changing the meaning:**

"I am going to this foolish dinner against my will", Sheldon said.
Marcar apenas uma oval.

◯ My agreement

◯ My things

◯ My culture

12. **Replace the term "FOOLISH" by choosing another word without chaning the meaning:**

Sheldon thinks the Christmas dinner is foolish.
Marcar apenas uma oval.

◯ Stupid

◯ Tiring

◯ Chaotic

13. **Replace the term "SPARKLE" by choosing another word without changing the meaning:**

Sheldon says that Amy's eyes sparkle when she watches old French movies.
Marcar apenas uma oval.

◯ Shine

◯ Stare

◯ Blink

14. **Is there any term that you learned from this episode that you would like to share or that you think it was relevant for building vocabulary? ***

15. **Are there any terms that were new to you? Write them down: ***

16. Choose at least 5 words and build your own sentences: *

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