

# **Murilo Carvalho Gripp – Individual Class**

## **Student Analysis – 2025-07-18**

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### **OVERVIEW**

#### **Class Overview:**

In this individual session on July 18, 2025, Murilo engaged in a rich and reflective conversation centered around key life transitions: his university enrollment, upcoming driving test, personal aspirations, frustrations with educational bureaucracy, and thoughts on digitalization. The session was thematically dense, touching on emotional maturity, motivation, expectations for academic life, and generational changes in society and technology. Murilo practiced expressing both facts and feelings, comparing school and university life, questioning the utility of certain subjects, and evaluating the impacts of technological shifts such as digital diplomas, AI, and online learning.

He demonstrated communicative resilience and emotional depth, especially when articulating hopes and anxieties about entering a new phase in life. His teacher offered emotional support, life advice, and linguistic modeling throughout the class, helping Murilo refine expressions about bureaucracy, routines, university life, and the concept of "owning" one's future.

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## **GENERAL OBSERVATIONS**

Murilo continues to grow in his fluency and depth of expression. He initiates topics, maintains long turns in conversation, and displays strong reflective thinking. He often articulates complex ideas despite occasional gaps in vocabulary or grammar, and is increasingly able to explain himself through paraphrasing. He makes use of emotional language, humor, and personal storytelling to convey ideas. Mistakes remain, particularly in article use, verb tenses, and vocabulary transfer from Portuguese. However, Murilo remains highly responsive to feedback and curious about language forms and meanings.

His conversational rhythm is generally fluid, with some pauses when searching for vocabulary or formulating more advanced thoughts. He actively explores abstract ideas and demonstrates a strong emotional connection to language learning as a form of identity-building.

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# MAIN MISTAKES

## Grammar & Structure Issues

Mistake	Correction	Technical Explanation
"I'm waiting the message"	"I'm waiting for the message"	Prepositional verb: "wait" requires "for."
"To make the inscription"	"To enroll" / "To register"	False friend: "inscription" is rarely used in this context.
"Make the inscription"	"Do the registration"	Verb-noun collocation: more natural with "do" + noun.
"I'm anxious to do the test"	"I'm anxious about the test"	Preposition error: "anxious" is typically followed by "about."
"If they send me, I have to go"	"If they send it to me, I have to go"	Missing pronoun object and indirect object structure.
"Goodest"	"Better" or "More fun"	Incorrect superlative form; "good" becomes "better," not "goodest."
"I like it to get into YouTube"	"I liked to go on YouTube"	Tense and preposition correction.
"Will not get impressed"	"Will not be printed"	Confusion between "impress" and "print"; passive structure needed.

## Vocabulary Issues

Issue	Suggestion	Explanation
"Inscription"	"Enrollment" or "registration"	False friend from Portuguese.
"Make an inscription"	"Do the enrollment" / "Register"	Inaccurate verb-noun combination.
"Digitalization make children dumb"	"Digitalization can reduce critical thinking"	"Dumb" is overly strong; expression lacks nuance.
"Children's"	"Children"	"Children" is already plural; no need for "'s" unless showing possession.
"He don't know who am I"	"He doesn't know who I am"	Verb agreement and word order in indirect questions.

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## **FLUENCY & CONFIDENCE**

Murilo shows increasingly natural speech patterns, especially when narrating personal experiences and exploring philosophical questions. He manages extended turns effectively, adjusts register based on the topic, and uses intonation for emphasis. He occasionally hesitates when attempting more abstract expressions, but he consistently self-corrects or accepts reformulations. His confidence in expressing opinions, humor, and emotion in English is a clear indicator of growth.

Notably, he handled transitions between personal anecdotes and larger societal reflections with ease, and responded well to the teacher's encouragement and emotional support. His fluency is now sufficient to explore meta-linguistic ideas (e.g., "owning your path," emotional intelligence, generational change).

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## PROFESSOR FEEDBACK

The teacher played a crucial role in creating a space for emotional and linguistic exploration. They supported Murilo by validating feelings, offering authentic life advice, and guiding him toward more accurate language use without discouraging fluency. Key concepts like "owning it," "enrollment," and "emotional intelligence" were introduced and clarified contextually. The teacher effectively modeled reformulations, encouraged mindset shifts, and reinforced confidence through personalized praise.

### Teacher Explanations Quick Reference

- "Own it" means take full responsibility and pride in something you choose.
- "Enrollment" and "registration" are the most natural terms for starting university.
- "Children" is already plural; don't say "children's" unless it's possessive.
- "Don't say 'goodest' — say 'better' or 'more fun.'"
- "You wait **for** something."

# PRACTICAL EXERCISES

## Written Exercise

**Topic:** Describe your expectations and fears about starting university.

**Theory:** Use future tenses and modal verbs (will, might, may) to express hopes and doubts.

**Example:** I think university will be difficult, but I hope I can adapt. I might struggle with math at first, but I will do my best.

## Speaking Exercise 1

**Topic:** Share a personal decision and how it made you feel.

**Theory:** Use past simple and expressions of emotion to explain choices and consequences.

**Example:** I decided to study chemistry because I always loved experiments. It made me feel excited and motivated.

## Speaking Exercise 2

**Topic:** Talk about how your generation is different from others.

**Theory:** Use comparative structures and time expressions to contrast past and present.

**Example:** My generation grew up with digital tools. We had to

study during the pandemic. Older generations didn't have to face this kind of change.

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