

Universidade Federal de Minas Gerais  
Faculdade de Letras  
Curso de Especialização em Ensino de Inglês

Teaching English in a Pleasant Way

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## Introduction

*“A teacher affects eternity; he can never tell where his influence stops.”*

*Henry Brooks Adams*

English has been my passion for years. Looking back, I believe that all this enchantment started when I was very young, and I saw all the magic from Disney movies, and I became very curious about the U.S., a country which has been very interesting to me since then.

As the years went by, I went to college and life took another path, I started my bachelor degree in business, which made me very happy. After that, I decided that it was time to live abroad and meet new people and cultures. My choice was Ireland, a country where I could study and work. I spent a wonderful time in that cold but very friendly place; where I improved my languages skills, and learned a lot as a student and above all, as a person.

When I moved back, I decided not to let English walk out of my life, then I took an international certificate, and then started my course at UFMG, a university that was my dream to be part of, taking the course that was my passion. All I can say is that things worked out better than I'd planned. Today I work as coordinator assistant and teacher in a recognized English school.

During this work, I've tried to synthesize what I've learned so far. As I'm constantly in contact with students and teachers, I realize that little changes can make a huge difference. So, it is extremely important to create a friendly atmosphere between teachers and students. **Teaching English in a Pleasant Way** was developed with this purpose, to bring new information with content that most students would be able to talk about. The two topics were carefully chosen to make students feel more interested and willing to talk about something they really know about, have experienced and/or like. The students have time to explore and improve all their skills in listening, speaking, reading and writing.

The Communicative Approach is the theoretical foundation of this work, where teachers will guide students, letting them be the principal characters in this process of learning. This must

happen in an active way; teachers should promote discussions and encourage students to share their opinions whenever possible.

The contents of each unit were divided into: **Talking about yourself:** This warm-up aims to introduce the subject among students, and assess their speaking skills, when they are ready to give their opinion. **Share your thoughts:** Pre-reading activity is performed to help students understand what they are going to read, teachers should explain the purpose of reading the text, and contextualize it in a meaningful way. **Let's read!:** The text introduced will bring up topics related to students' everyday lives, expose them to new information, and also promote discussions. **Exploring the text:** In this part, students will answer questions according to the text they have read. **Speak out loud. Tell us more about it:** This activity aims to introduce to students the audio they are going to hear next. The purpose is to create a space where they can share their personal experiences, and also have some idea about the listening part. **Listening:** In the listening activity, students should watch a video related to the theme in each unit. After watching the video, students should answer a few questions related to the video they watched. **Grammar Point:** Grammar will be explored throughout the lessons in order to revise the details of the grammar structures in English. **Pronunciation:** To complete the understanding of students, the pronunciation part, aims to show to them the three ways to pronounce the Simple Past “-ed” according to each verb (Unit 1), and the contractions in Present Perfect Tense in (Unit 2). **Grammar Practice:** It's time to put into practice what students have just learned. Some exercises are proposed in this part. **Write down your ideas:** Students have to write about a specific topic, related to the lesson studied in the chapter.

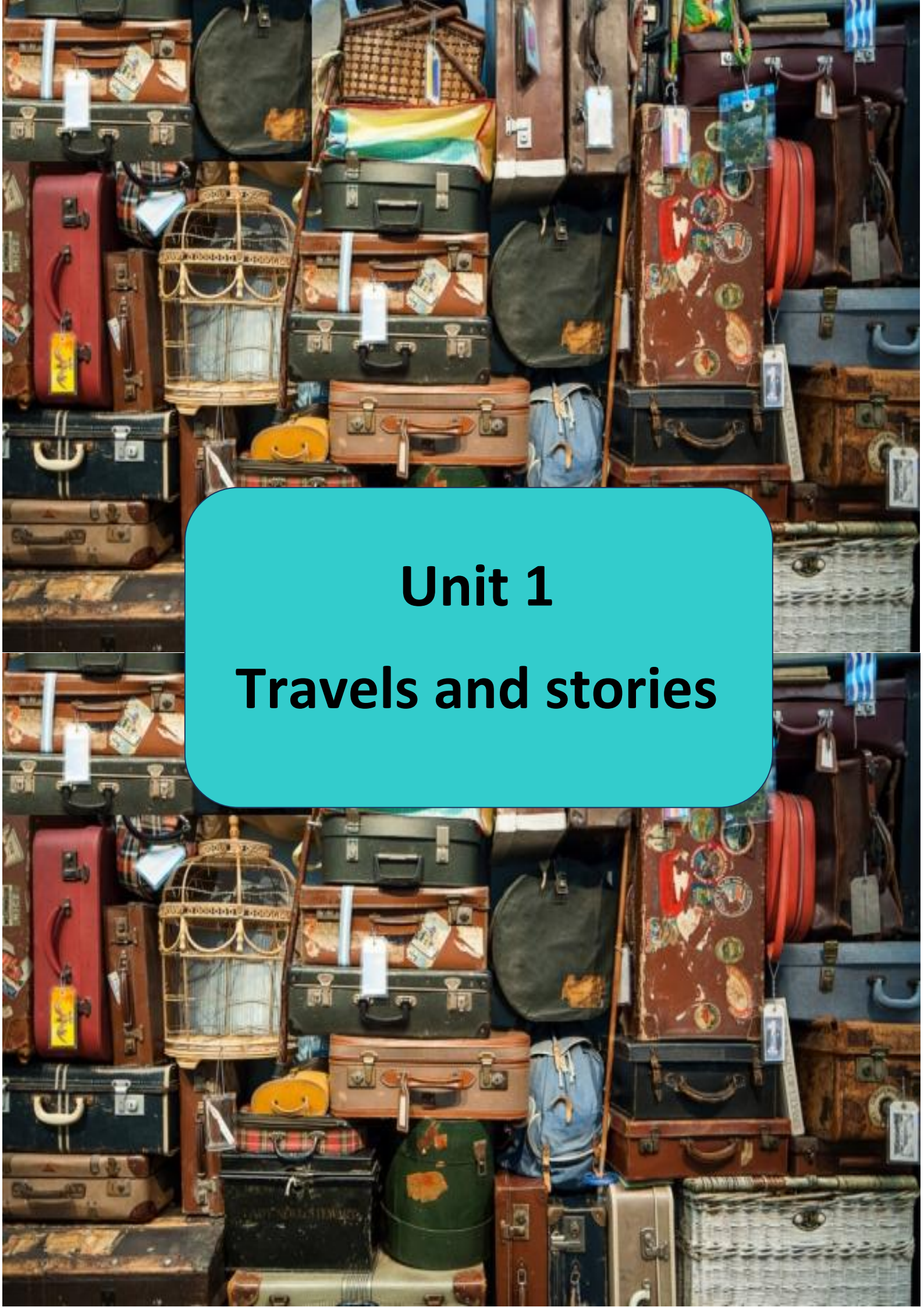
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**Teaching  
English in a  
Pleasant  
Way**







# Unit 1

## Travels and stories



**Talking about yourself**

When you have free time, what kind of places do you like to visit? Why?

Talk about the best place you have ever visited.

What is your next planned trip? Where do you intend to go? Why?

**Share your thoughts**

Take a look at the images below. What place in your opinion seems to be the best one to go on holidays? Write down at least three reasons, explaining why you would go there.



*Indonesia*



*France*



*USA*



*Australia*



*Brazil*



*South Africa*

**Let's read!**

Now that you have talked about travelling, read the text below, and get to know about Jonathan's travel experience.

## Zen Travel Advice: Remember to Get Lost



The best experiences can't be planned.

I recently traveled to San Francisco for some meetings and found myself with a half day to kill. My options: The 49ers' first game of the season, against the Green Bay Packers. The America's Cup sailing races. Or I could get lost.

After a horrendously long line at the car rental center, I was free. So I disappeared into the fog and clouds shrouding the Pacific Coast Highway and headed south with absolutely no destination in mind.

I drove through tunnels carved out of the mountains and stopped at a few state beaches; at one, I watched a wedding out on the cliffs among the crashing waves.

Back in the car, I drove toward San Gregorio, a town that you can easily miss. I know because I drove right through it and ended up on a pine tree-bordered ribbon of asphalt that felt like it would go on forever.

A few people milled around outside the San Gregorio General Store, smoking cigarettes and talking about the motorcycles they've owned over the years. Inside, I found a bar

with regular patrons, a guitar duo, and, of course, a full-on store. I ordered a Pacifico, grabbed a seat, and watched the guitarists jam out. Then I congratulated them, threw a couple of wrinkled dollars in their bucket, and walked back out into the world.

The day could have been so different: crammed into a stadium or bar half-watching sports. But this was much more rewarding. Hours prior, I was on a flight with the masses, going through the motions. Then I was out on my own, having an unexpected and unrepeatable experience.

I learned something on September 8: Don't be afraid to get lost—on purpose or otherwise—and have zero expectations. It will be good for you. I promise.

*By Jonathan Petrino from Medium.com  
Also published in Reader's Digest Magazine February 2014*

<http://www.rd.com/advice/travel/zen-travel-advice-remember-get-lost/#ixzz2rhFK5NLH>

## Exploring the text

- 1) What kind of genre is this text?
  - Travel Report
  - Biography
  - Opinion Article
  - Essay
  
- 2) What is the purpose of the story?
  - To persuade the readers.
  - To inform about traveling and being abroad.
  - To entertain the readers.
  - To explain more about the town Jonathan visited.
  
- 3) Jonathan's main purpose during his travel was:
  - To visit his mother.
  - Tourism.
  - To meet some friends.
  - To attend some meetings.

4) When he found himself with free time, what did he decide to do?

- He went shopping.
- He bought a ticket to watch the 49ers' first game of the season, against the Green Bay Packers.
- He met his mother.
- He got lost.

5) Looking at the statements below from the text and mark whether are T (true) or F (false). For the statements you marked false, write the correct information.

| Jonathan...   | True | False |
|---|------|-------|
| ... travelled to San Diego.<br><hr/>                        |      |       |
| ... had an unexpected and unrepeatable experience.<br><hr/> |      |       |
| ... drove with no destination in mind.<br><hr/>             |      |       |
| ... watched the wedding of his friend.<br><hr/>             |      |       |



6) At the end of the text, Jonathan gives a piece of advice  
“Don’t be afraid to get lost”, what do you think about that?

---

---

**Speak out Loud**

**Tell us more about it...**

What is the most curious, funny or unexpected event that has happened to you while you were travelling? In pairs, or groups choose the most interesting experience and share with your classmates.

**Listening**

Let’s watch the video “Paris, France”.



<https://www.youtube.com/watch?v=oaSk6PHBoKE>

1) What are the most famous sites in Paris?

---

---

2) What is the name of the most famous gallery art in the world?

---

---

3) What can you find at The Champs Elysees Avenue?

---

---

4) Paris is known as the city of:

- Art.
- Music.
- Light.
- Colors.



**Grammar Point**

I recently **traveled** to San Francisco.

I **disappeared** into the fog and clouds shrouding the Pacific Coast Highway.

I **ordered** a Pacifico, **grabbed** a seat, and **watched** the guitarists jam out

## Travels and stories

The simple past tense is used to talk about actions that happened at a specific time in the past. You state when it happened using an adverb of time, i.g.: yesterday, last week/ month/ year/ century, two years ago.



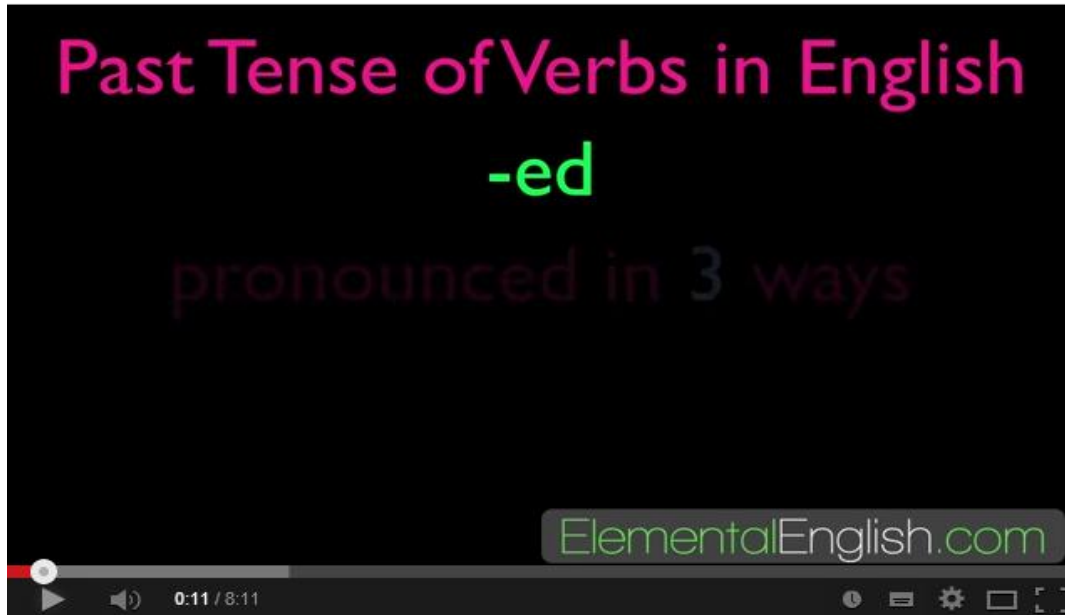
You form the simple past of a verb by adding -ed onto the end of a regular verb.



| Regular Verb<br>(to travel) |                          | Questions             | Short answer        |                       |
|-----------------------------|--------------------------|-----------------------|---------------------|-----------------------|
| +                           | -                        |                       | +                   | -                     |
| I traveled.                 | I didn't travel.         | Did I travel?         | Yes, I did.         | No, I didn't.         |
| He/she/it traveled.         | He/she/it didn't travel. | Did He/she/it travel? | Yes, He/she/it did. | No, He/she/it didn't. |
| You traveled.               | You didn't travel.       | Did you travel?       | Yes you did.        | No, you didn't.       |
| We traveled.                | We didn't travel.        | Did we travel?        | Yes we did.         | No, we didn't.        |
| They traveled.              | They didn't travel..     | Did they travel?      | Yes they did.       | No, they didn't.      |

**Pronunciation**

Listen the words in the past tense and notice how the –ed is pronounced in these words.



<https://www.youtube.com/watch?v=j32SurxnE4s>

**Take Note!!!**When “ed” is part of the past tense of a regular verb, it can be pronounced as / Id /, / t / or / d /. To use the / Id /pronunciation the verbs should end generally in “t” or “d”, Depending on the final sound of the root verb.

1. Put the verbs into the correct columns.

|                |                |                |                |                |
|----------------|----------------|----------------|----------------|----------------|
| <b>Allowed</b> | <b>Ended</b>   | <b>Enjoyed</b> | <b>Cleaned</b> | <b>Danced</b>  |
| <b>Needed</b>  | <b>Opened</b>  | <b>Wanted</b>  | <b>Played</b>  | <b>Dropped</b> |
| <b>Missed</b>  | <b>Tried</b>   | <b>Decided</b> | <b>Asked</b>   | <b>Kissed</b>  |
| <b>Looked</b>  | <b>Stopped</b> | <b>Tasted</b>  | <b>Cooked</b>  | <b>Loved</b>   |



| /d/           | /t/          | /Id/         |
|---------------|--------------|--------------|
| <b>Called</b> | <b>Asked</b> | <b>Acted</b> |
|               |              |              |
|               |              |              |
|               |              |              |
|               |              |              |
|               |              |              |
|               |              |              |
|               |              |              |
|               |              |              |
|               |              |              |

**Grammar Practice**

1. Complete the sentences with the words in the box. Put the verbs into the Simple Past tense. **Please pay attention: some sentences are negatives.**

|       |       |       |        |      |
|-------|-------|-------|--------|------|
| Visit | Walk  | Try   | decide | Live |
| Go    | Start | Serve | Stay   | Take |

- a) This year we \_\_\_\_\_ to go to Morocco.
- b) \_\_\_\_\_ Susan \_\_\_\_\_ to England by plane?
- c) They \_\_\_\_\_ a farm two weeks ago.
- d) We \_\_\_\_\_ a vacation to Tuscany last September. (not)
- e) Paul \_\_\_\_\_ in New York City last year.
- f) I \_\_\_\_\_ along Copacabana beach on my last day of vacation.
- g) I \_\_\_\_\_ the day visiting the most famous museum in the city.
- h) In the morning, the waiter \_\_\_\_\_ a genuine English breakfast.
- i) John \_\_\_\_\_ the exotic Chinese food. (not)
- j) We \_\_\_\_\_ in a hotel built in the caves!

2. Choose the correct past simple verb to fill the gap in each sentence.

1. I \_\_\_\_\_ very well last night, and today I want to enjoy my free day in Paris.
- Dreamed                                       Slept                                       Think
2. Anna \_\_\_\_\_ Brazil last summer, she visited to California.
- didn't visit                                       didn't like                                       didn't arrive
3. It was snowing last night. It \_\_\_\_\_ so cold!
- touched                                       felt                                       happened
4. Lucy \_\_\_\_\_ her map , so she bought a new one.
- broke                                       crashed                                       forgot
5. We \_\_\_\_\_ at the museum for three hours yesterday.
- went                                       visited                                       stayed
6. I \_\_\_\_\_ an e-mail to the travel agency but they never answered.
- published                                       read                                       sent
7. The two cousins \_\_\_\_\_ at the airport for the first time.
- met                                       welcomed                                       saw
8. I \_\_\_\_\_ many pictures during my trip to London.
- took                                       sent                                       liked

3. Complete the text, filling the gaps using the Simple Past.



I just \_\_\_\_\_ (to return) from Italy, visiting Rome, Florence, and Venice for two weeks. I \_\_\_\_\_ (to go) with my family. Originally, the trip was meant as a sort of “reward” for my mom when she \_\_\_\_\_ (to start) to get a bad diagnosis about her cancer last year. I \_\_\_\_\_ (to promise) to take her and her sister (my aunt) to Italy to celebrate when she was done with chemo. Unfortunately, that never \_\_\_\_\_ (to happen) and she \_\_\_\_\_ (to die) soon after. During the Christmas last year I \_\_\_\_\_ (to tell) my Aunt about the trip and \_\_\_\_\_ (to ask) if we could maybe go, as a sort of tribute to my mom. She enthusiastically said yes. My Aunt \_\_\_\_\_ (to live) in Germany in the early 1970s (my uncle was stationed there in the military at the time) and they \_\_\_\_\_ (to have) the chance to take short vacations through Italy so she could often compare today to 40 years ago.

Italy is fantastic! The food overall was very good and close to what a lot of Italian places serve in the USA. We \_\_\_\_\_ (to have) a good time in Rome seeing the sites. I would definitely recommend first time visitors to Italy to not miss Rome. I can't imagine an easier non-English speaking country to visit.

*Adapted from: <http://a.wholelottanothing.org/2012/07/my-trip-to-italy.html>*

**Write down your ideas**



The Reader's Digest magazine receives stories about many different situations. Like Jonathan, I'm sure you have something nice to share.

Now, it's your turn to write a story about one of your travels to the Reader's Digest magazine just like he did. You are free to choose the most funny, curious or unexpected thing that has happened to you while you were travelling.



### Precious Tips

To write a **narrative** essay, you'll need to tell a story (usually about something that happened to you) in such a way that the audience learns a lesson or gains insight.

#### Tips for writing effective narrative essays:

- Tell a story about a moment or event that means a lot to you--it will make it easier for you to tell the story in an interesting way!
- **Get right to the action!** Avoid long introductions and lengthy descriptions--especially at the beginning of your narrative.
- **Make sure your story has a point! Describe what you learned from this experience.**
- **Use all five of your senses** to describe the setting, characters, and the plot of your story. Don't be afraid to tell the story in your own voice. Nobody wants to read a story that sounds like a textbook!

Extracted from: <http://www.roanestate.edu/owl/describe.html>

## Teacher's Guide

### Unit 1

#### Travels and stories

##### GENERAL INSTRUCTIONS

- English must be the language used to communicate with your students, use a content that students have seen before, so they can clearly understand you.
- Your tone of voice should be loud, but pleasant.
- Motivate your students, be the first to give them the example.
- If the student makes a mistake, the teacher must wait until he/she finishes the sentence, to correct it. The sentence/word must be repeated for the whole class, and on no occasion should a student be pointed at or exposed.
- Show students the importance of learning English, and do it in a meaningful way.

The unit 1 – “**Travels and stories**” was created for students at intermediate level.

This theme has been chosen because it is very popular and everybody can share a story that happened while traveling. Because it is not a controversial subject, this lesson is expected to bring some fun and create a relaxing atmosphere during the English class.

- This unit was developed to be taught in three classes of 1 hour each. The time is a flexible factor; the teacher can and should adapt it according to the students' needs.

##### **Talking about yourself – (Warm up activity around 10 minutes)**

This warm-up aims to introduce the subject among students, and assess their speaking skills, when they are ready to give their opinion.

In pairs or small groups, ask the students to ask the questions to the partner. After 5 minutes, the teacher should choose few students to talk about their colleagues' opinion.

##### **Share your thoughts – (Pre reading activity around 20 minutes)**

The Pre-reading activity is performed to help students understand what they are going to read, the teacher should explain the purpose of reading the text, and contextualize it in a meaningful way

In this part, students should work in pairs or small groups and discuss about the best place to go on holidays, according to the images shown.

The students will write down at least three reasons telling why the place chosen is the best one. After that, teacher should ask them to compare their answers and choose a few students to share their opinions.

**Let's read! (Reading activity – around 20 minutes)**

The text introduced will bring up topics related to students' everyday lives, and expose them to new information, and also promote discussions.

The purpose of the text it's to show new vocabulary and grammar structures, expanding their knowledge in the language.

Proceed with the following steps when using texts.

- Ask students to read the text silently.
- After reading it, ask the students how familiar they are with the topic.
- Don't worry about structure and vocabulary at this point; it will be explored at the end of the lesson.

**Exploring the text (Post reading activity – around 15 minutes)**

In this part, the student will answer questions according to the text they have read.

Answers:

- 2) Travel report.
- 3) To entertain the readers.
- 4) To attend some meetings.
- 5) Open answer.

| Jonathan...  | True | False |
|--|------|-------|
| ... traveled to San Diego.<br>He traveled to San Francisco |      | X     |
| ... had an unexpected and unrepeatable experience.         | X    |       |

|   |   |   |
|---|---|---|
|   |   |   |
| ... drove with no destination in mind.  | X |   |
| ... watched the wedding of his friend.<br>He watched a wedding out on the cliffs among the crashing waves |   | X |

**Speak out loud – Tell us more about it (Pre listening activity – around 10 minutes)**

This activity aims to introduce to students the audio they are going to hear next. The purpose is to create a space where they can share their personal experiences, and also have some idea about the listening part.

During this step, the teacher should allow the students to discuss in pairs or small groups about their experience and after that, select a few students to share it with the whole class, and so “speak out loud”.

**Listening - (around 30 minutes)**

In the listening activity, students should watch a video related to the theme in unit 1. After watching the video, students should answer a few questions related to the video they watched.

The purpose of this activity is:

- Ask students to work in pairs and discuss the topics, and exchange their opinions about the video.

**Guidelines**

- Play the audio/video 3 times.
- CD track 01



Video Transcript:

Gai Paris! The largest and greatest city in all of France is also the country's capital.

The comfortable style, the gorgeous wide boulevards, the art and culture and history of this great city and its people, all culminate in the Parisian's love of life – le joy de vivre!

Paris is built on the banks of the River Seine and is one of the world's great cities. Wherever you look there is action and movement, of people hurrying here and there – but behind the hustle and bustle you will find that Parisians live life to the full and enjoy every moment.

It is this love of life that is expressed in the cafes and restaurants, the buildings and monuments, and the culture and arts.

The Champs Elysses is arguably the most beautiful avenue in all the world and captures everything that is Paris. A beautiful cobbled boulevard, roadsides cafes, top class stores. It is the Paris from the movies. With the Arc de Triumph at one end and the Place de la Concorde at the other the Champs Elysees is the heart of Paris.

Located in the heart of the city right beside the Seine, the Eiffel Tower is the tiara of Paris. Beautiful during the day, the Tower sparkles like a jewel at night.

The Louvre is the most famous art gallery in the world. The ultra modern pyramid in the Cour Napoleon blends unusually well with the ornate design of the original buildings.

Located on the Ile de la Cite, le Notre Dame de Paris is the grand cathedral of Paris. The power of the ornate Gothic architecture and incredible flying buttresses veils the serenity of the cathedral's interior.

All around the grounds, you will find people celebrating life and enjoying the moment.

Paris is the City of Light and the city of love. Embrace Paris for only a moment and she will embrace you for life

- Explain the meaning of “bustle and hustle”.

**hustle and bustle** (*uncountable noun*) - A large amount of activity and work, usually in a noisy surrounding.

(available at [http://en.wiktionary.org/wiki/hustle\\_and\\_bustle](http://en.wiktionary.org/wiki/hustle_and_bustle), accessed on November 7, 2014)

Answers:

1. Possible answers: Arc de Triumph, Champs Elysees, Eiffel Tower, Notre Dame, Louvre.

2. Louvre.
3. Possible answers: A beautiful cobbled boulevard, roadsides cafes, top class stores.
4. Light

**Grammar Point (Grammar activity – around 10 minutes)**

Grammar will be explored throughout the lessons in order to revise the details of the grammar structures in English.

The grammar point in unit 1 focus on the Simple Past Tense, which is the most common tense used for talking about things that happened or have finished before now. Commonly, we use a word or expression of finished time with this tense like last month, last week, in 1958 and so on.

**Pronunciation (around 5 minutes)**

- CD track 02

To complete the understanding of students, the pronunciation part, aims to show to them the three ways to pronounce the Simple Past “-ed” according to each regular verb.

| If the base verb ends in one of these sounds: |      | example base verb*: | example with -ed: | pronounce the -ed: |
|---|------|---------------------|-------------------|--------------------|
| Unvoiced                                      | /t/  | Want                | wanted            | / Id/              |
| Voiced  | /d/  | End                 | ended             |                    |
| Unvoiced                                      | /p/  | Hope                | hoped             | / t/               |
|   | /f/  | Laugh               | laughed           |                    |
|   | /s/  | Fax                 | faxed             |                    |
|   | /S/  | Wash                | washed            |                    |
|   | /tS/ | watch               | watched           |                    |

|        |                                     |       |         |      |
|--------|-------------------------------------|-------|---------|------|
|        | /k/                                 | Like  | liked   |      |
| Voiced | all other sounds,<br>for example... | Play  | played  | / d/ |
|        |                                     | allow | allowed |      |
|        |                                     | beg   | begged  |      |

Available at: <https://www.englishclub.com/pronunciation/-ed.htm> accessed on November 5, 2014.

### Grammar Practice – (around 10 minutes)

#### Answers

1. **Complete the table** – Put the verbs in the right column.

|                |                |                  |                |                |
|----------------|----------------|------------------|----------------|----------------|
| Allowed (/d/ ) | Ended (/id/ )  | Enjoyed (/d/ )   | Cleaned (/d/ ) | Danced (/d/ )  |
| Needed (/id/ ) | Opened (/d/ )  | Wanted ( /id/ )  | Played (/d/ )  | Dropped (/t/ ) |
| Missed (/t/ )  | Tried (/d/ )   | Decided ( /id/ ) | Asked (/t/ )   | Kissed ( /t/ ) |
| Looked (/t/ )  | Stopped (/t/ ) | Tasted (/id/ )   | Cooked (/t/ )  | Loved (/d/ )   |

2. **Complete the sentences with the words from the box** - Students have to complete the sentences choosing a word from the box and changing it into the Simple Past Tense.

- |                |            |               |
|----------------|------------|---------------|
| a) decided     | e) lived   | i) didn't try |
| b) did/go      | f) walked  | j) stayed     |
| c) visited     | g) started |               |
| d) didn't take | h) served  |               |

3. **Complete the sentences** - Students have to fill in the gaps with the verb which matches better the sentence.

- |          |              |         |
|----------|--------------|---------|
| a) Slept | b) Didn't go | c) Felt |
|----------|--------------|---------|

- d) Forgot
- e) Stayed

- f) Sent
- g) Met

- h) Took

**4. Fill in the gaps** - Students have to fill in the gaps using the Simple Past, complete the text with the words given.

- a) Returned
- b) Went
- c) Started
- d) Promised

- e) Happened
- f) Died
- g) Told
- h) Asked

- i) Lived
- j) Had
- k) Had

**Write down your ideas (Writing activity – 30 minutes)**

Students have to write about a specific topic, related to the lesson studied in the chapter.

In this activity, students should write a narrative essay. Show them this genre and explain that a narrative essay usually tells a story from the writer viewpoint, follow the time in a chronologic way, and it's written in a vivid way in order to catch the reader attention.

**Test**

**Unit 1 – Travels and stories**

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Date: \_\_/\_\_/\_\_

Grade: \_\_\_\_/ 10 points

**Grammar**

1. Put the sentences in the Simple Past using the words given.

a) I like the movie. (last week)

\_\_\_\_\_

b) She wants the money. (yesterday)

\_\_\_\_\_

c) We travel to Spain. (last year)

\_\_\_\_\_

d) They visit the museum. (in 2013).

\_\_\_\_\_

2. Put the sentences in the correct order.

a) last lived Rome year in I

\_\_\_\_\_

b) He email. answered the

---

c) relaxed yesterday. She

---

d) the night played last I guitar

---

e) Friday. We Jane's birthday last celebrated

---

f) girl. kissed He the

---

### Reading

#### A Little Thanks ... For the Lessons We Learned from the People We Met





Traveling with my niece last year through Southeast Asia has taken on a surreal quality over the past several months since we returned home. Intellectually I know that it was not so long ago that she and I were side-by-side on an airplane, a grin on her face mixed with equal slices of fear and enthusiasm for her first plane ride. It took us nearly two days to get to Chiang Mai, Thailand, but once there, it felt like a return to home for me – it is a city I know quite well – and for my niece Ana, it was a safe spot for a new adventure.

The adventure turned out so much better than I could have hoped for when we decided homeschool and travel. That's not to say that there weren't challenges – we had no idea the adjustments that were in store for both of us – but over the course of the months we grew closer as we found activities and interests that coincided and helped us explore together. And we met new friends. Many, many new friends from all walks of life and each one with a lesson to share that went far beyond what I alone could ever teach her.

And for each of those people who came into our lives in Southeast Asia with a lesson, a friendship, and a shared idea – well, to each of them I owe a sincere thank you. It is with the influence of the community of people we met along the way that our more than six months abroad were so successful. Though this list is not exhaustive of the lessons learned and friends met, it is more a sample of the nature of friends on the road the value I found in exposing my niece to people from all walks of life. It's a thank you through the lessons and ideas each person has inspired in Ana and me.

Written by Shannon O'donnel

Available at: <http://alittleadrift.com/about-shannon-odonnell/>

Accessed on November 6, 2014

### **Text Comprehension**

1. The expression to be “in store” means:

- a) To give up
- b) planned or likely to happen
- c) Inside the store
- d) To forgive someone

2. Answer the questions according to the text:

- a) How long did they take to get to Thailand?





Available at: <https://www.youtube.com/watch?v=7ih949hVs78#t=61>

Accessed on November 5, 2014

Answer the questions according to the video:

a) List the possible ways to get to Antarctica:

---

b) How many tourists visited Antarctica in 2007-2008 season?

---

c) What is the main problem in Antarctica? Why?

---

d) What does the cold temperature preserve?

---

## Test - Unit 1 – Travels and stories

### Answers

### Grammar

1. Put the sentences in the Simple Past using the words given.

- a) I liked the movie last week.
- b) She wanted the money yesterday.
- c) We traveled to Spain last year.
- d) They visited the museum in 2013.

2. Put the sentences in the correct order.

- a) I lived in Rome last year.
- b) He answered the email.
- c) She relaxed yesterday.
- d) I played the guitar last night
- e) We celebrated Jane's birthday last Friday.
- f) He kissed the girl.

### Reading

### Text Comprehension

1. b) planned or likely to happen

2. Answer the questions according to the text:

a) It took 2 days.

b) Homeschool and travel.

c) For the lessons and ideas each person has inspired in Ana and her (Shannon).

### Listening

- CD track 05

### Video Transcript

There are only two ways to get to Antarctica: By ship and by plane. And neither one is an easy journey.

Still, Antarctica is now more accessible than ever, and it has become the “it” place to visit for adventure tourists

The 2007-2008 tourism season set records with more than 46,000 tourists making the journey to Antarctica. This is more than 20 times the number in 1983.

But environmentalists are worried about their impact. Uruguayan environmentalist Rodrigo Ponce de Leon says the concerns begin with how the tourists get to Antarctica.

“The main problem is with touristic ships,” he said.

The vessels can and do leak gasoline or oil into the normally pristine waters, despite efforts to stay environmentally friendly.

Even a small spill in this fragile environment can have deadly consequences.

Ponce de Leon says the most vulnerable creatures to the leaks are krill -- the shrimp-like crustaceans that form the foundation of the Antarctic food chain.

“Krill is very important for the life here. Not only for us, it is important for the life of the birds, penguins, that’s the fish, mammals,” he said.

The International Association of Antarctic Tourism Operators admits things are getting a bit crowded... especially along the Antarctic Peninsula.

Brazil’s Jose De Medeiros says everyone working on Antarctica is aware of the issue.

“The human presence is bigger here than any other place and that’s why it is the most impacted area,” he said.

While there is a limit to the number of boats which can come into harbor at any given time... there is no such limit on the ship's size and the ships are getting bigger.

Member nations of the Antarctic Treaty, which governs the continent, are considering imposing mandatory tourism limits.

But increased tourism is not the only concern. The proliferation of research stations scattered about the continent also is having an impact.

There are now more than 60 in all and the head of Chile's Antarctic program Jose Retamales says many are expanding their stations.

"Half the buildings you have seen, they were not there five years ago. The Chinese station, the Korean Station, all they make new buildings, I don't think we should have so many stations in Antarctica," he said.

Yet no country seems willing to give up an established station even though most conduct similar experiments and then share information under the Treaty guidelines.

"The studies of Antarctica are important for each country because it's a continent very big and a lot of country come to have observations of each point in Antarctica," said Alexander Orup, who heads the Russian station.

Yet the bases are trying to reduce the impact of their operations.

Composting facilities like this one at Chile's Frei base on King George Island are just one of the programs which have been implemented under an environmental protection accord reached in 1980.

Recycling in general is now standard operating procedure and the stations are looking for more environmentally friendly alternatives to the heating oil they use to power and heat their buildings.

By living and working in Antarctica, they know better than most what the human impact can be in an environment where the cold temperatures preserve the good... and the bad.

Video: <https://www.youtube.com/watch?v=7ih949hVs78#t=61>

Transcript: <http://www.voanews.com/english/2009-04-07-voa46.cfm>

a) List the possible ways to get to Antarctica:

A: By ship and by plane

b) How many tourists visited Antarctica in 2007-2008 season?

A: More than 46,000 tourists

c) What is the main problem in Antarctica? Why?

A: The main problem is the touristic ships, because they do leak gasoline or oil into the normally pristine waters.

d) What does the cold temperature preserve?

A: It preserves the good and the bad.



DON'T

STOP

THE MUSIC

**Unit 2**

**Turn up the  
music**

## Talking about yourself

- What kind of music do you like?
- What is one of your favorite band or singer?
- What is your favorite song? Why do you like it? Who sings it?



Available at: <http://www.deviantart.com/art/please-don-t-stop-the-music-10255715>  
Accessed on November 5, 2014



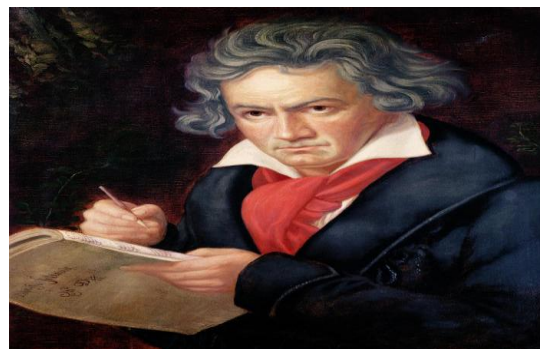
Share your thoughts

Take a look at these world-renowned singers, and in pairs or small groups, discuss how important were their participation in the history of music.



*Elvis Presley*

Available at: <http://blog.myheritage.com.br/2012/08/elvis-presley-viva-o-rei/>  
Accessed on November 5, 2014



*Beethoven*

Available at: <http://www.outcast.it/sundaycast-55-hipster-sonic/>  
Accessed on November 5, 2014



*Michael Jackson*

Available at: <http://jornalq.com/images/Mundo/michaelnovo.jpg>  
Accessed on November 5, 2014



*Bob Marley*

Available at: <http://kdfrases.com/autor/bob-marley>  
Accessed on November 5, 2014



*Louis Armstrong*







Available at: [http://en.wikipedia.org/wiki/Louis\\_Armstrong](http://en.wikipedia.org/wiki/Louis_Armstrong)  
Accessed on November 5, 2014



*Alan Jackson*

Available at: <http://static.glamurama.uol.com.br/2012/11/alan-jackson-springfield-mo.jpg> Accessed on November 5, 2014

Now, match each musical genre according to its characteristics, and decide which musical genre the singers you talked about belong to.

|  |  |   |  |  |
|--|--|---|--|--|
|  |   |  |  |  |
|  |   |  |  |  |
|  | <p>Music of general appeal to teenagers; a bland watered-down version of rock'n'roll with more rhythm and harmony and an emphasis on romantic love</p>   |   |  |  |
|  | <p>Popular music based on the folk style of the southern rural United States or on the music of cowboys in the American West</p>   |   |  |  |
|  | <p>A style of music, native to America, characterized by a strong but flexible rhythmic understructure with solo and ensemble improvisations on basic tunes and chord patterns and, more recently, a highly sophisticated harmonic</p> |   |  |  |
|  | <p>Traditional genre of music conforming to an established form and appealing to critical interest and developed musical taste</p>   |   |  |  |
|  | <p>A genre of popular music originating in the 1950s; a blend of black rhythm-and-blues with white country-and-western; "rock is a generic term for the range of styles that evolved out of rock'n'roll."</p>                          |   |  |  |
|  | <p>Popular music of Jamaican origin having elements of Calypso and rhythm and blues, usually with an accent placed on the off beat</p>   |   |  |  |

**Let's read!**

Let's read the text below and find out...

## Why Music Makes You Happy

People love music and when you listen to tunes that move you, the study found, your brain releases dopamine, a chemical involved in both motivation and addiction. Dopamine is an adaptive reward-inducing molecule that makes animals want to look for food before they're hungry. It's what makes it impossible for some people to pass by the neighborhood bakery without going in to buy bread. Dopamine-induced pleasure may help explain why music has been such a big part of human societies throughout history.

The findings offer a biological explanation for why music has been such a major part of major emotional events in cultures around the world since the beginning of human history. Through music, the study also offers new insights into how the human pleasure system works.

According to Valorie Salimpoor, a neuroscientist at McGill University in Montreal when a person is listening to music and following the tunes and anticipating what's going to come next and whether it's going to confirm or surprise, and all of these little cognitive nuances are what's giving the person this amazing pleasure," "The reinforcement or reward happens almost entirely because of dopamine."

"This basically explains why music has been around for so long," she added. "The intense pleasure we get from it is actually biologically reinforcing in the brain, and now here's proof for it."

In a previous study, Salimpoor and colleagues linked music-induced pleasure with a surge in intense emotional arousal, including changes in heart rate, pulse, breathing rate and other measurements. Along with these physical changes, people often report feelings of shivers or chills. When that happens during a listening experience, Salimpoor's group and others have found evidence that blood flows to regions in the brain involved in dopamine release.

The study also offers a new way to study the relationship between dopamine and feelings of motivation, reward and pleasure. Brain scanners are notoriously expensive for scientists

**Turn up the music**

and claustrophobic for participants, with no room for people to do things like eat in them. Music, on the other hand, can be pumped right in to the machine, and scientists can then look at pleasure responses on a note-by-note basis. Music is a useful tool in trying to explain all sorts of aspects of pleasure, addiction and inadequate behaviors.

Adapted from: <http://news.discovery.com/human/psychology/music-dopamine-happiness-brain-110110.htm> Accessed on November 7, 2014.

**Exploring the text**

1) What physical changes happen when a person listens to music?

---

---

---

---

2) According to the author why music has been around for so long?

---

---

---

3) According to the text, choose the right answer:

Dopamine is related to the feelings of:

- a) Motivation, pleasure, addiction and reward.
- b) Inadequate behavior, pleasure, depression and motivation.
- c) Pleasure, depression, motivation and inadequate behavior.
- d) Reward, addiction, inadequate behavior and pleasure.



4) Looking at the statements below from the text and mark whether are T (true) or F (false). For the statements you marked false, write the correct information.

| About the text...  | True | False |
|--|------|-------|
| ... Music has been such a big part of human societies throughout history.<br><hr/>                           |      |       |
| ... Dopamine makes humans look for food before they're hungry.<br><hr/>                                      |      |       |
| ... During a listening experience blood flows to regions in the brain involved in dopamine release.<br><hr/> |      |       |
| ... Brain scanners are notoriously cheap for scientist.<br><hr/>   |      |       |

**Speak out Loud**  
**Tell us more about it...**

What's the best concert have you ever been to? In pairs, or groups share your experience with your classmates.

**Listening**

Let's watch the video "40 fascinating music facts!"



<http://www.youtube.com/watch?v=Wc3xt57UDM8>

1) Which singers died at the age of 27?

---

---

---

2) How many band members has the band Guns n' Roses had since they started in 1985?

---

---

3) In your opinion, which fact is the most curious/interesting?

---

---

---

4) Looking at the statements below from the video and mark whether are T (true) or F (false).

John Lennon was legally blind without his glasses. ( )

The song “umbrella” performed by Rihanna, was supposed to be sung by Madonna. ( )

Mozart was only 6 years old, when he wrote his first piece of music. ( )

Jimi Hendrix wrote with his right hand and played guitar with his left hand. ( )

“I gotta a feeling” performed by Black eyed peas it’s the most downloaded track on Itunes of all time. ( )



**Grammar Point**

Music **has been** such a major part of major emotional events in cultures around the world.

Salimpoor's group and others **have found** evidence that blood flows to regions in the brain involved in dopamine release.

This basically explains why music **has been** around for so long

**Turn up the music**

The present perfect expresses the unspecified past related to the present.

It includes two times tenses (present and past) in one sentence, and they are related in a way.

**Structure**

**Subject + Auxiliary verb + Main verb**

**(has/have) (past participle)**

Here are some examples of the present perfect tense:

|   | subject   | auxiliary verb |     | main verb |              |
|---|-----------|----------------|-----|-----------|--------------|
| + | I         | Have           |     | seen      | the concert. |
| + | You       | Have           |     | eaten     | my salad.    |
| - | He<br>She | Has            | not | been      | to France.   |
| - | We        | Have           | not | played    | soccer.      |
| ? | Have      | You            |     | started?  |              |
| ? | Have      | They           |     | broken    | it?          |

**NOTE:**

**Don't use the present perfect tense with specific time expressions such as "last week", at 2:00 p.m., in 2013.**

**NOTE: He's or he's???** Be careful! The 's contraction is used for the auxiliary verbs *have* and *be*. For example, "It's eaten" can mean:

- It **has** eaten. [present perfect tense, active voice]
- It **is** eaten. [present tense, passive voice]

It is usually clear from the context.

## Pronunciation

Listen to the pronunciation of the Present Perfect Tense contractions.



<http://www.youtube.com/watch?v=MzhjD-XrYjg>

Accessed on November 7, 2014

**Grammar Practice**

1. The Present Perfect Tense is used to express:
  - a) Future events related to the past.
  - b) Past events still related to the present.
  - c) Events that occurred before another action in the past.
  - d) Future events, depending on intention.
  
2. Which is the correct form?
  - a) The Mrs. Jane is our doctor since July.
  - b) Mrs. Jane have been our doctor since July.
  - c) Mrs. Jane is our doctor since July.
  - d) Mrs. Jane has been our doctor since July.
  - e) Mrs. Jane has been our doctor for July.
  
3. Which adverb is never used with the Present Perfect Tense:
  - a) Ever
  - b) Never
  - c) Yesterday
  - d) Yet
  - e) Still
  
4. Rewrite the sentences using the uncontracted form. Use **is** or **has** in sentences:
  - a) Paula's a beautiful girl.  

---



b) He's traveled to Italy.

---

c) It's great to see you

---

d) She's studied English with her uncle.

---

e) It's rained a lot this summer

---

f) He's studied a lot to test

---

5. Let's rearrange the paragraphs in the text below.



## A very special day

\_\_\_\_\_ I thought I would share this with you, as only true MJ fans would truly understand what happened to me that night. Even though I am in a wheelchair, that night I felt like I was walking on air. I was 18 then, and now thirteen years I can still honestly say that meeting Michael was the best day of my life, and I've been blessed.

\_\_\_\_\_ Being so close to him was amazing. The only way to describe it is like a spiritual experience. I felt so much love on that stage; love and happiness. When I got offstage I burst into tears. My friends' young children who were also at the concert kept asking if I was I ok, and my mother told them, "She is fine. She's only crying because she is happy." The memories of that day will stay with me forever and they help me whenever I am sad or upset.

\_\_\_\_\_ I will never forget the 19th of July 1997. I went to see my hero, Michael Jackson, in concert. It was my second MJ concert and I was so excited and happy that he had come back to Dublin.

\_\_\_\_\_ During Michael's show, he has his security people find fans to come up on stage for a particular song. I have Morquio syndrome and security were looking for somebody small. My sister pointed me out and said, "You won't get anybody smaller!" For once in my life I was so thankful to be small! I will be forever grateful to my sister. I was about to come face to face with my all-time hero! I've never thought that this could happen to me,

\_\_\_\_\_ A few hours after the concert, I could feel a burning sensation up and down my right arm. The next day I had feeling back in my right hand. I truly believe I got my feeling back from simply holding Michael's hand. My Ma said, "With 35,000 people singing such a positive song as "Heal the World," you were bound to get a miracle."

\_\_\_\_\_ While I was waiting just offstage Michael ran past me, and I let out such a scream that I thought he must have heard me. Thankfully, with all of the noise on stage, he didn't! The music for

"Heal the World" came on and I was wheeled onto the stage. Michael held my hand. Normally I wouldn't feel anything in my right hand as I had lost feeling in it a few years before, but that night I could actually feel Michael's hand. He turned to me as we headed off of the stage. He told me that he loved me and I knew that he really meant it!

*Adapted from: <http://www.truemichaeljackson.com/true-stories/the-day-i-met-my-hero/>*

**Write down your ideas**

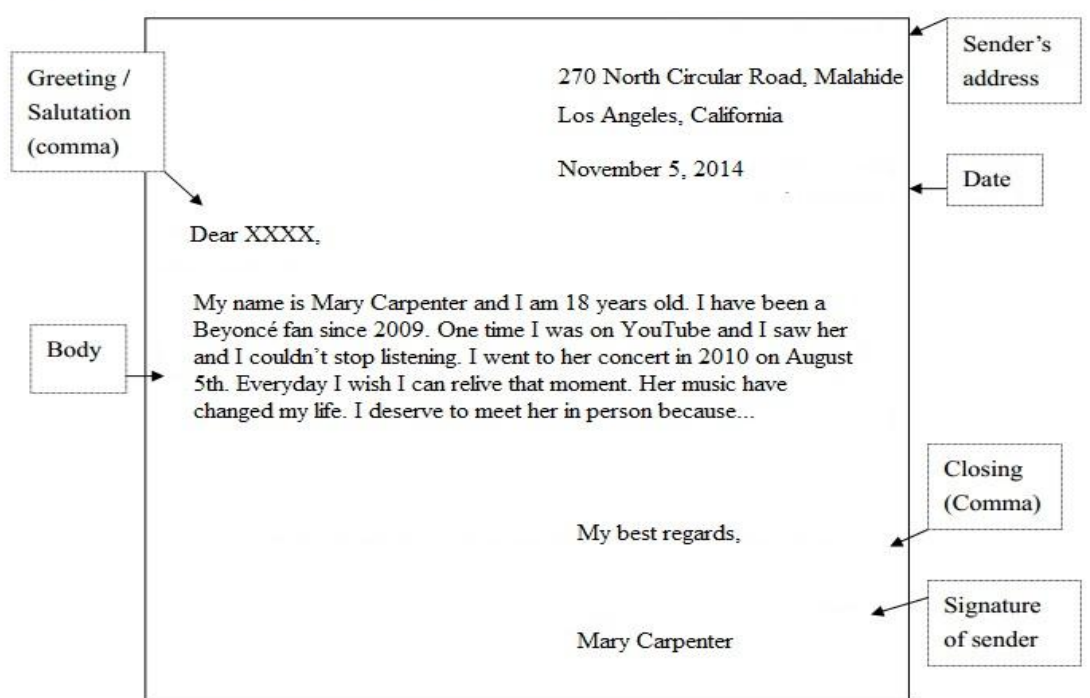


Kiss FM 105,3 brings the best promotion ever!!!  
You will have the chance to meet your idol in person during his/her tour in the city. All you have to do is to write a letter telling who and

why you want to meet this person/band. The most interesting letter take this prize. The winner's name will be revealed on December 10, 2014 at 10:00 a.m. Letters should be sent to:

Promotion: I want to meet my idol  
 Radio Kiss FM  
 270 North Circular Road, Malahide  
 Los Angeles, California

**Basic structure of a friendly/personal letter:**



Adapted from: [http://www.fed.cuhk.edu.hk/~etenet/TextTypes\(PDF\)/Letters.pdf](http://www.fed.cuhk.edu.hk/~etenet/TextTypes(PDF)/Letters.pdf)

### Precious Tips

Letters are a kind of substitute for spoken conversations. It is spontaneous, private, and personal.

#### Tips for writing a letter:

- There are many different types of letters, formal and informal letters, and with different writing purposes and addressees.
- The main body of a letter usually consists of three parts: the introduction, the main body, and the conclusion. (Sometimes a subject heading is included – which helps readers identify the reasons of writing the letter – and it is a bit more formal.)

Letters of different purposes determine different structures of organizing information. The subject and reasons of writing the letter are explained in the introductory paragraph; the supporting reasons or elaboration of ideas are given in the following paragraph(s), and the ending is with the calling for actions/ indication of anticipation/expectation.

*Extracted from: [http://www.fed.cuhk.edu.hk/~etenet/TextTypes\(PDF\)/Letters.pdf](http://www.fed.cuhk.edu.hk/~etenet/TextTypes(PDF)/Letters.pdf)*

## Teacher's Guide

### Unit 2

#### Turn up the music

##### GENERAL INSTRUCTIONS

- English must be the language used to communicate with your students, use a content that students have seen before, so they can clearly understand you.
- Your tone of voice should be loud, but pleasant.
- Motivate your students, be the first to give them the example.
- If the student makes a mistake, the teacher must wait until he/she finishes the sentence, to correct it. The sentence/word must be repeated for the whole classe, and on no occasion student should be pointed or exposure.
- Show students the importance of learning English, and do it in a meaningful way.

The unit 2 – **“Turn up the music”** was developed for upper-intermediate students.

This theme has been chosen because is very popular and interesting, with many possibilities of exploring it. Because it is not a controversial subject, this lesson is expected to bring some fun and create a relaxing atmosphere during the English class.

- This unit was developed to be taught in three classes of 1 hour each. The time is a flexible factor; the teacher can and should adapt it according to the students' needs.

##### **Talking about yourself – (Warm up activity around 10 minutes)**

Ask students to take a look at the first page and what they understand by the phrasal verb “to turn up” and its relation to the unit. After that, give them a short explanation about it.

Turn up: to raise or increase by or as if by turning a control.

“Turn up the volume.”

This warm-up aims to introduce the subject among students, and assess their speaking skills, when they are ready to give their opinion.

In pairs or small groups, ask students to ask the questions to the partner. After 5 minutes, the teacher should choose a few students to talk about their colleagues' opinion.

### **Share your thoughts – (Pre reading activity around 20 minutes)**

The Pre-reading activity is performed to help students understand what they are going to read. The teacher should explain the purpose of reading the text, and contextualize it in a meaningful way

In this part students should work in pairs or small groups and discuss about the singers and their respective music genre.

Below, there is some information about each singer:

**Alan Eugene Jackson** (born October 17, 1958) is an American singer, songwriter and musician, known for blending traditional “honky tonk” and mainstream country sounds and penning many of his own hits. He has recorded 15 studio albums, 3 Greatest Hits albums, 2 Christmas albums, 2 Gospel albums and several compilations.

**Elvis Aaron Presley** - (January 8, 1935 – August 16, 1977) was an American singer and actor. Regarded as one of the most significant cultural icons of the 20th century, he is often referred to as "the King of Rock and Roll", or simply, "the King".

**Louis Armstrong** - (August 4, 1901 – July 6, 1971), nicknamed Satchmo or Pops, was an American jazz trumpeter, singer, and an influential figure in jazz music.

**Ludwig van Beethoven** - baptized 17 December 1770 - 26 March 1827) was a German composer and pianist. A crucial figure in the transition between the Classical and Romantic eras in Western art music, he remains one of the most famous and influential of all composers.

**Michael Joseph Jackson** - (August 29, 1958 – June 25, 2009) was an American singer, songwriter, dancer, and actor. Called the King of Pop his contributions to music and dance, along with his publicized personal life, made him a global figure in popular culture for over four decades.

**Robert Nesta "Bob" Marley** - (6 February 1945 – 11 May 1981) was a Jamaican reggae singer-songwriter, musician, and guitarist who achieved international fame and acclaim.

Answers:

1. Pop /Michael Jackson
2. Country music/Alan Jackson
3. Jazz/Louis Armstrong
4. Classical/ Beethoven
5. Rock n’ roll/ Elvis Presley



6. Reggae/Bob Marley

**Let's read! (Reading activity – around 20 minutes)**

The text introduced will bring up topics related to students' everyday lives, expose them to new information, and also promote discussions.

The purpose of the text it's to show new vocabulary and grammar structures, expanding their knowledge in the language.

Proceed with the following steps when using texts.

- Ask students to read the text silently.
- After reading it, ask students how familiar they are with the topic.
- Don't worry about structure and vocabulary at this point; it will be explored at the end of the lesson.

Answers: Exploring the text

1. A: Listening to music changes the heart rate, pulse, breathing rate and other measurements.
2. A
3. Because of the intense pleasure people get from it.
4. According to the text, check T (true) or F (false). For the statements you marked false, write the correct information.

| About the text...  | True | False |
|--|------|-------|
| ... Music has been such a big part of human societies throughout history.<br><hr/> | X    |       |
| ... Dopamine makes <b>animals</b> look for food before they're hungry.<br><hr/>    |      | X     |

|   |   |   |
|---|---|---|
|   |   |   |
| ... During a listening experience blood flows to regions in the brain involved in dopamine release. | X |   |
| ... Brain scanners are notoriously <b>expensive</b> for scientist.                                  |   | X |

1. .

**Speak out loud – Tell us more about it (Pre listening activity – around 10 minutes)**

This activity aims to introduce to students the audio they are going to hear next. The purpose is to create a space where they can share their personal experiences, and also have some idea about the listening part.

During this step, the teacher should allow students to discuss in pairs or small groups about their experience and after that, select a few students to share it with the whole class, to “speak out loud”.

**Listening (listening activity – 30 minutes)**

In the listening activity, students should watch a video related to the theme in unit 2. After watching the video, students should answer a few questions related to the video they watched.

The purpose of this activity is:

- Ask students to work in pairs and discuss the topics, and exchange their opinions about the video.
- Propose a writing activity based on what students listened to.

**Guidelines**

- Play the audio 3 times.
- CD track 03

## Video Transcript:

Here are some fascinating music facts that you didn't know.

1. The longest song title in the world belongs to a Swedish group Rednex is 305 characters long including spaces (The Sad But True Story Of Ray Mingus, The Lumberjack Of Bulk Rock City, And His Never Slacking Scribe In Exploiting The So Far Undiscovered Areas Of The Intention To Bodily Intercourse From The Opposite Species Of His Kind, During Intake Of All The Mental Condition That Could Be Derived From Fermentation) that is one long song title.
2. The child on the cover on U2 band boys is actually Peter Rowe a nephew of a friend of the band. Two albums later, Peter was used again for the cover of the album "War".
3. Rihanna's song "Umbrella" was originally supposed to be sung by Britney Spears., but her label turn it down at the last moment.
4. The longest recorded PC music is by a band called Beloved Heaven the playtime of the song "The chosen priest and apostle of infinite space, is over two months long.
5. The only guy in the band ZZ Top that doesn't have a beard is Frank Beard.
6. Before composing a piece of music Beethoven used to dip his head in cold water
7. Like humans birds can learn music while they're still in the egg stage
8. Mozart was only five years old when he wrote his first piece of music
9. Contrary to popular belief Mozart's middle name was not Amadeus his full name was Joannes Chrysostomus Wolfgangus Theophilus Mozart
10. In 1976 Barry Manilow wrote a chart-topping song called "I write the songs" which ironically wasn't written by him.
11. Termite eats wood two times faster when listening to heavy metal.
12. Monaco's National Orchestra is bigger than their army is.
13. The violin contains both seventy separated pieces of wood.
14. The earliest known example of a musical notation was found on clay tablet were modern-day Iraq and its date is back to about 1800 BC.
15. The American Film Institute name composer John Williams score for "Star Wars" the greatest film score of all-time.
16. Elvis favorite collectible was police badges. He collected a different police badge for every city he performed in.
17. The CD was developed by Sony and Philips in 1980 and is still in use 33 years later.
18. Approximately one-third of recorded CDs ever sold have been pirated.
19. The MP3 was developed in the early nineties in instance for audio layer III.

20. The harmonica is the world's best-selling musical instrument.
21. Jimi Hendrix, Janis Joplin, Jim Morrison, Brian Jones, Kurt Cobain and Amy Winehouse all died at the age of 27.
22. The nano guitar, is the world smallest guitar it is the size of a human cell.
23. John Lennon's eyesight was so poor that he was legally blind without his glasses.
24. Noel Gallagher of Oasis writes with his left hand but plays guitar with his right hand. Jimi Hendrix wrote with his right hand but played guitar with his left hand. Chris Martin of Coldplay plays guitar and drums with his right hand but writes with his left hand.
25. Rev Run of Run DMC is a real ordained minister.
26. The Irish band U2 aren't really all Irish, Adam Clayton and the Edge were born in England.
27. The band Guns n' Roses have had 21 full-time band members since they started in 1985.
28. Jaz-Z hasn't been written down any of his songs lyrics in over a decade.
29. The best-selling album of all times Michael Jackson's Thriller with an estimated 61-65 million copies sold.
30. Fred Durst the lead singer of Limp Bizkit, actually has a pet bulldog named Bizkit.
31. Since the launch of Itunes in January 2001 over 10.000.000 songs have been sold digitally.
32. Almost 40 billion songs are downloaded illegally every year.
33. Queen's Bohemian Rhapsody made in 1975 is generally regarded as the first official music video ever made.
34. The Beast and Beast Boys is actually an acronym for "boys entering anarchistic stages towards internal excellence, according to band member Mike D.
35. Hip hop legend Dr. Dre was actually a diver in this high school swimming team.
36. Kesha single "Tik Tok" sold more copies than any Beatles single in the history.
37. Flo rida song "Low" sold eight million copies the exact same amount as the Beatles "Hey Jude"
38. Kate Perry holds the same record as Michael Jackson for the most number of singles for one album which is five.
39. In 1990 Warner Music purchased the copyright for the song happy birthday for fifteen million dollars which is the most recognized song in the English language, followed by "He's A Jolly Good Fellow"
40. The most purchased song on Itunes history is "I gotta a feeling" by the Black Eyed Peas.

“So now you know more about little-known music facts. Remember to click like and subscribe if you like this video. And if you really like this video, share with your friends. Peace.”

Answers:

5. Jimi Hendrix, Janis Joplin, Jim Morrison, Brian Jones, Kurt Cobain and Amy Winehouse
6. 21 full-time band members.
7. Open answer.
8. T, F, F, T, T

### **Grammar Point (Grammar activity – around 10 minutes)**

Grammar will be explored throughout the lessons in order to revise the details of the grammar structures in English.

The grammar point in unit 2 focus on the Present Perfect Tense, and it's important to emphasize the difference of usage between Simple Past and Present Perfect Tense

Show the possibilities of using the Present Perfect Tense, basically are:

1. Experience
2. Change
3. Continuing situation

#### 1. Present perfect tense for experience

We often use the present perfect tense to talk about experience from the past. We are not interested in when you did something. We only want to know if you did it:

#### 2. Present perfect tense for change

We also use the present perfect tense to talk about a change or new information:

I have bought a new house.. (Present Perfect)

Last month I didn't have a new house. (Past Simple).

Now, I have a new house (Present)

#### 3. Present perfect tense for continuing situation

We often use the present perfect tense to talk about a continuing situation. This is a state that started in the past and continues in the present (and will probably continue into the future).

This is a state (not an action). We usually use for or since with this structure:

Connection with past: the situation started in the past.

Connection with present: the situation continues in the present.

### **Pronunciation – (Pronunciation part – around 5 minutes)**

To complete the understanding of students, the pronunciation part, aims to show students the best way to pronounce the contraction of the Present Perfect Tense

- CD track 04

### Grammar Practice – (around 15 minutes)

Answers

1. B      2. D      3. C

4. **Complete the table** - Students have to complete a table with the words given, matching words and expressions with their definition or meanings.

- |        |        |        |
|--------|--------|--------|
| a) Is  | c) Is  | e) Has |
| b) Has | d) Has | f) Has |

### Rearrange it

In this exercise, students must reorder the paragraphs in a sequence that would make more sense. After that, in pairs or small groups ask students to compare their answers. In case of different answers they should come to an agreement about their choices.

Answers: F, D, A, B, E, C,

### Write down your ideas (Writing activity – 40 minutes)

Students have to write about a specific topic, related to the lesson studied in the chapter.

In this activity, students should write a letter. Show them the different types of letter that can be written. The purpose of this writing is expressive, and the purpose of writing is basically to express the writer's feeling, attitudes, ideas, and etc. Expressive writing can take the form of journals, letters, and poetry, especially, free writing.

## Test

### Unit 2 – Turn up the music

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

Grade: \_\_\_\_/ 10 points

## Grammar

1. Complete the sentences using the Present Perfect tense and the verbs given.

- a) Joshua \_\_\_\_\_ me an e-mail. (to send)
- b) I \_\_\_\_\_ at the gas station. (to be)
- c) Pamela \_\_\_\_\_ a car accident. (to have)
- d) I \_\_\_\_\_ just \_\_\_\_\_ my house. (to clean)
- e) Brad \_\_\_\_\_ his dinner room. (to paint)
- f) We \_\_\_\_\_ up smoking. (to give)
- g) Joseph and John \_\_\_\_\_ the stadium. (to visit)
- h) We \_\_\_\_\_ the shopping for our mother. (to do)
- i) Angela and Paul \_\_\_\_\_ to the museum. (to go)

2. Complete the table using the Present Perfect Tense.

| Positive                 | Negative              | Question        |
|--------------------------|-----------------------|-----------------|
| Paul has written a book. |                       |                 |
|                          | They have not danced. |                 |
|                          |                       | Have you eaten? |
| Emily has worked.        |                       |                 |
|                          | Antony has not slept. |                 |

### Reading

## Music Nostalgia

Why do we love the music we heard as teenagers?

As I plod through my 20s, I have noticed a strange phenomenon: The music I loved as a teenager means more to me than ever—but with each passing year, the new songs on the radio sound like noisy nonsense.

Why do the songs I heard when I was teenager sound sweeter than anything. I listen to as an adult? In recent years, psychologists and neuroscientists have confirmed that these songs hold disproportionate power over our emotions. Musical nostalgia, in other words, isn't just a cultural phenomenon: It's a neuronal command. And no matter how sophisticated our tastes might otherwise grow to be, our brains may stay jammed on those songs we obsessed over during the high drama of adolescence.

But memories are meaningless without emotion; nothing spurs an emotional reaction like music. Brain imaging studies show that our favorite songs stimulate the brain's pleasure circuit, which releases an influx of dopamine, serotonin, oxytocin, and other neurochemicals that make us feel good. The more we like a song, the more we get treated to neurochemical bliss.

Music lights these sparks of neural activity in everybody. But between the ages of 12 and 22, our brains undergo rapid neurological development—and the music we love during that decade seems to get wired into our lobes for good. When we make neural connections to a song, we also create a strong memory trace that becomes laden with heightened emotion, thanks partly to a surfeit of pubertal growth hormones. These



hormones tell our brains that *everything* is incredibly important—especially the songs that form the soundtrack to our teenage dreams (and embarrassments).

Why are our memories from these years so vibrant and enduring? Researchers at the University of Leeds proposed one enticing explanation in 2008: The period between 12 and 22, in other words, is the time when you become *you*. It makes sense, then, that the memories that contribute to this process become uncommonly important throughout the rest of your life.

As fun as these theories may be, their logical conclusion—you'll never love another song the way you loved the music of your youth—is a little depressing. It's not all bad news, of course: Our adult tastes aren't really weaker; they're just more mature, allowing us to appreciate complex aesthetic beauty on an intellectual level. No matter how adult we may become, however, music remains an escape hatch from our adult brains back into the raw, unalloyed passion of our youths. The nostalgia that accompanies our favorite songs isn't just a fleeting recollection of earlier times; it's a neurological wormhole that gives us a glimpse into the years when our brains leapt with joy at the music that's come to define us. Those years may have passed. But each time we hear the songs we loved, the joy they once brought surges anew.

*Adapted from:*  
[http://www.slate.com/articles/health\\_and\\_science/science/2014/08/musical\\_nostalgia\\_the\\_psychology\\_and\\_neuroscience\\_for\\_song\\_preference\\_and.htm](http://www.slate.com/articles/health_and_science/science/2014/08/musical_nostalgia_the_psychology_and_neuroscience_for_song_preference_and.htm) Accessed on November 7, 2014

### Text Comprehension

1. According to the author, “music nostalgia” is
  - A neuronic command
  - A cultural phenomenon
  - An obsessed behavior during the high drama of adolescence
  - A preference
  
2. Brain imaging studies show that our favorite songs stimulate
  - Neurochemicals that make us feel depressed
  - The brain's pleasure circuit
  - Our reaction to music

- Our mood
- Releases an influx of dopamine, serotonin, oxytocin, only in young people

3. What happens from the age of 12 until 22?

- Our prefrontal cortex is activated
- Our neurons will synchronize with the beat of the music
- Our auditory cortex is stimulated
- Our brains undergo rapid neurological development

4. According to the text, why you'll never love another song the way you loved the music of your youth?

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5. Why are our memories from the youth so vibrant and enduring?

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### Writing

You had the day of your life!!! You met your idol!!! Write a letter to your best friend telling how was that special day, what did you do, and etc.

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b) Why was the Italian man disappointed to Michael Jackson?

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c) What did the radio and television devote to Michael Jackson?

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d) Michael Jackson is renowned as "The king of..."

---

## Test

### Unit 2 – Turn up the music

#### Answers

#### Grammar

1.

- a. Joshua has sent me an e-mail.
- b. I have been at the gas station.
- c. Pamela has had a car accident.
- d. I have just cleaned my house.
- e. Brad has painted his dinner room.
- f. We have given up smoking.
- g. Joseph and John have visited the stadium.
- h. We have done the shopping for our mother.
- i. Angela and Paul have gone to the museum.

2.

| Positive                 | Negative                            | question                        |
|--------------------------|-------------------------------------|---------------------------------|
| Paul has written a book. | <b>Paul has not written a book.</b> | <b>Has Paul written a book?</b> |
| <b>They have danced.</b> | They have not danced.               | <b>Have they danced?</b>        |
| <b>You have eaten,</b>   | <b>You have not eaten,</b>          | Have you eaten?                 |
| Emily has worked.        | <b>Emily has not worked.</b>        | <b>Has Emily worked?</b>        |
| <b>Antony has slept.</b> | Antony has not slept.               | <b>Has Antony slept?</b>        |

## Reading

### Text Comprehension

- 1) A neuron command.
- 2) The brain's pleasure circuit
- 3) Our brains undergo rapid neurological development
- 4) Possible answer: Because our adult tastes aren't really weaker; they're just more mature, allowing us to appreciate complex aesthetic beauty on an intellectual level.
- 5) Possible Answer: The period between 12 and 22, is the time when you become *you*. It makes sense, then, that the memories that contribute to this process become uncommonly important throughout the rest of your life. They didn't just contribute to the development of your self-image; they became *part* of your self-image—an integral part of your sense of self.

## Listening

### Video Transcript

News of Michael Jackson's sudden death spread quickly. In his hometown of Gary, Indiana fans held a candlelight vigil and created a makeshift shrine outside his childhood home.

In other communities around the U.S., people gathered in groups to sing Jackson songs, dance and recount the pop icon's high-profile life. Images of Michael Jackson singing and dancing were broadcast around the world. Newspapers also covered their front pages with headlines of the singer's death.

In Japan, where the pop star was hugely popular, fans were looking forward to being able to see him perform in public again. He had scheduled a series of 50 concerts starting July 13 in London.

"I was going to go to his concert in July and I was ready with a present to give him." said one Japanese fan. "I had been full of excitement to see him again, but now I am never going to see him again."

In France, Jackson supporters, like this man, said his music touched people of all age groups and all cultural origins.

But, in Italy another fan was disappointed Jackson's personal life was often overshadowed a great music career.

"He has to accept himself as he was," he said. "Unfortunately he was a great artist, but he didn't leave a positive message to the new generation."

While Jackson ruled the charts and dazzled audiences with electric dance moves like the backwards “moonwalk” in the 1980s, his once-stellar career was overshadowed by his sometimes bizarre behavior, his startling physical transformation and multiple allegations of child abuse.

Despite the controversies, Jackson’s music had mass crossover appeal in many cultures. In African nations like Kenya, where his music and videos were popular, there were feelings of loss.

“It’s really sad considering that he was black and for a black man to rise like that it’s not that easy, so we have lost an icon, you know,” said Jackson fan, Caroline Wanjiku.

Radio and television stations around the world devoted a lot of air time to the news of the pop star’s death and some allotted entire programs to his music. In the Philippines, one radio station broadcast an entire program to Jackson’s songs and his life story. Philippine radio disc jockey, Big Daddy Jake, said his listeners shared many stories about the King of Pop.

“A dad was saying he introduced his son, who was ten years old, to the Michael Jackson music and they listen to him and a whole lot, you know. It’s just Michael Jackson songs are timeless,” he said.

Other Jackson fans say the massive outpouring of tributes proves the pop singer will go down in history alongside Elvis Presley and the Beatles as one of the biggest pop sensations of all time.

Transcript: <http://www.voanews.com/english/2009-06-26-voa50.cfm>

Video: <https://www.youtube.com/watch?v=ju0WZ-zFzNk#t=34>

Answer the questions according to the video:

- a) The feeling of loss
- b) Because Michael Jackson’s personal life was often overshadowed a great music career.
- c) They devoted a lot of air time to the news of the pop star’s death and some allotted entire programs to his music
- d) Pop

## Rationale

*The World is a book, and those who do not travel read only a page.*

Saint Augustine

*Without music, life would be a mistake.*

Friedrich Nietzsche

Evolution has been and will be part of human life, which is constantly searching for new ways to streamline and reshape existing patterns. Being in a constant process of learning should be part of a teacher's routine, and the acceptance that change is necessary and many times has a very positive result.

The foundation of this work on teaching principles was built on "Student-centered learning" and "Communicative Approach". Student-centered learning is a revolutionary of teacher-centered learning model which was used for years in a very traditional style. In this model, teachers were the only senders of information, and the spread of it could be easily controlled. There was also a big gap between teachers and students with regard to the thinking that students should only receive information, while teachers should retain it. On the other side, Student-centered learning defends the idea that students come with important information that must be shared in the classroom. Because of their different experiences they also learn in different ways, and construct their own meaning when talking, writing, listening, reading and reflecting on content their issues and ideas (Meyers and Jones, 1993). Teachers in communicative classrooms will find themselves talking less and listening more-becoming active facilitators of their students' learning (Larsen-Freeman, 1986).



This material was created for Brazilian students, at intermediate and upper-intermediate level; the subjects in both contents are suitable for any age. The importance of having a complete unit, is that teachers are guided how to conduct their English classes, being aware that they are free to adapt their classes according to their public.

In order to make students feel comfortable to participate during the classes, the topics of each unit in **Teaching English in a Pleasant Way** were carefully chosen, aiming to select subjects that most students would have some experience/knowledge of. Exploring a current subject such as music and travelling, makes students feel more confident while they're expressing themselves once they can talk perfectly about their personal lives.

In this work, **Teaching English in a Pleasant Way**, the sections created aimed to improve the students' skills. The warm-up section was created to introduce the subject to the students and stimulate them to start a conversation with focus on meaning. At this point the teacher should only manage the conversation and not to be part of it. Students must use their speaking skills, once they are free to give their opinion. According to Krashen (1987:1):

Acquisition requires meaningful interaction in the target language – natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.

During the pre-reading activity called “**Share your thoughts**” students will perform an activity that will help them to understand and preview what they are going to read. It is important that that teachers contextualize the subject in a meaningful way to students' lifestyles, as this will raise their interest.

The reading activity “**Let’s read!**” is composed from an authentic text and will bring up topics related to students’ everyday lives, e with the purpose of exposing them to new information, and making students create their opinion about the text read.

“**Exploring the text**” is the post reading activity. In this part, students will answer questions according to the text. The purpose is to check how much information students can extract from the text related to their comprehension skills.

“**Speak out loud - Tell us more about it**”. This pre-listening activity aims to introduce to students the audio they are going to hear next, by having a discussion related to the listening activity. The purpose is to create a space where they can share their personal experiences, and also have some idea about the listening part.

The “**Listening**”. Related to the theme in the unit was created from an authentic video from YouTube, which students should watch. After watching the video, students should answer a few questions related to it.

In the section “**Grammar Point**”, grammar will be explored throughout the units aiming to show students the details of the grammar structures in English. In Unit1 the objective is to teach the Simple Past Tense, by showing the grammatical structure mixed with practical examples. In Unit 2, the grammatical subject chosen is Present Perfect Tense, first because it is widely used and second because students have difficulty with this verb tense. Every detail was carefully included to facilitate the process of learning.

“**The Pronunciation part**” helps to complete the understanding of students. The purpose is to show students the best way to pronounce the Simple Past “-ed” in Unit 1,

and the contractions in Present Perfect Tense in Unit 2. This activity will allow students to clarify any doubts and improve their pronunciation.

The activity proposed in the “**Grammar Practice**”, has some grammar exercises related to the topic in the “Grammar point”.

“**Write down your ideas**” is the last part. Students have to write about a specific topic, related to the lesson studied in the unit. Previously, the teacher must explain the type of genre that will be used in the text, and show students the variations of it. One reason for using a specific genre is that Biber (1988 p. 170) defines that genre categories are determined on the basis of external criteria relating to the speaker's purpose and topic; they are assigned on the basis of use rather than on the basis of form. As mentioned by Halliday & Hasan (1985, p. 108) texts belonging to the same genre can vary in their structure.

Authentic texts and videos were selected in order to introduce real-world vocabulary to students”. They play an important role in the learning process once students can see their usage in day to day life. The topics were developed to include in a meaningful way the four skills: speaking, writing, listening, and reading.

Teachers must be the agents that facilitate the process of learning, by showing students the possibilities of learning and letting them explore and find out which path is the easiest way. This process is individual and in the same class it is very common to have students who have different ways of learning. The teacher has to be prepared to use a mix of experience plus the theoretical foundation. Nassaji and Fotos (2011: 139) reinforce that:

Teachers should be eclectic in their pedagogical approach. That is, they should choose and synthesize the best elements, principles and activities of different approaches to grammar teaching to attain success. Thus, not only do teachers have to maximize opportunities for the students to encounter important target forms in communicative contexts, they also need to be flexible and use a variety of means to do so.

Teachers must be aware that learning is a continuous process and each student has his/her own way of learning which should be respected and understood. **Teaching English in a Pleasant Way** is a work created to be used by teachers who believe that teaching can be done in a pleasant way, with subjects that catch students' attention and make them want to "Speak out loud" and "Share their thoughts", because communication allows people to become independent and express their needs and feelings by themselves.

*"Tell me and I forget, teach me and I may remember, involve me and I learn."*  
*Benjamin Franklin*

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