The students are assessed on a variety of tasks. The chart below shows tasks and activities for assessment according to domains and benchmarks.

<table>
<thead>
<tr>
<th>Tasks/Activities</th>
<th>Social Interaction</th>
<th>Access to Information</th>
<th>Presentation</th>
<th>Appreciation of Language, Literature and Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPEAK UP!</strong> Prepare and conduct a survey about music habits.</td>
<td>• express ideas and opinions, providing in-depth explanations</td>
<td>• synthesize and present information in depth from multiple sources</td>
<td>• design different means for collecting information, such as surveys and interviews, and report on the results and conclusions using appropriate higher-order thinking skills for this level</td>
<td>• use digital media tools, such as podcasts and Web 2.0 tools</td>
</tr>
<tr>
<td>Assessment Chart:</td>
<td><strong>Teacher’s Guide, page 122</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SPEAK UP!</strong> Role play a conversation about a problem and try to solve it.</td>
<td>• interact for a wide variety of purposes, such as persuading, discussing and group decision making</td>
<td></td>
<td></td>
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<tr>
<td>Assessment Chart:</td>
<td><strong>Teacher’s Guide, page 122</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>WRITE IT!</strong> Write a letter about the benefits of a music room at school.</td>
<td></td>
<td>• present an argument for or against a particular point of view</td>
<td></td>
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</tr>
<tr>
<td>Assessment Chart:</td>
<td><strong>Teacher’s Guide, page 123</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WRITE IT!</strong> Describe a project for Good Deeds Day.</td>
<td></td>
<td>• describe a project, expressing ideas and opinions*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Chart:</td>
<td><strong>Teacher’s Guide, page 123</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SPEAK UP!</strong> Nominate a candidate for a school music award.</td>
<td>• express ideas and opinions, providing in-depth explanations</td>
<td>• use digital media tools, such as podcasts and Web 2.0 tools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Chart:</td>
<td><strong>Teacher’s Guide, page 124</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WRITE IT!</strong> Write your opinion about “good radio”.</td>
<td></td>
<td>• present an argument for or against a particular point of view</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Chart:</td>
<td><strong>Teacher’s Guide, page 124</strong></td>
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</tbody>
</table>

*Intermediate benchmark
PAGE 33
Discuss the title, “Music Matters”. Ask the class what we mean when we say that something matters. Then ask if they think music matters to many people and why. Ask them what else they think matters in life. For example: family, money, time, friends, etc. Then point out that the word matters is also a plural noun, meaning “issues”. Explain that the title is a deliberate play on words, creating two different meanings for the same title. Have them read the subtitle, which summarizes the theme of the unit.

A The purpose of the opening activity is to introduce the theme by discussing a familiar topic: the kinds of music the students like to listen to and put onto their playlists.

B The students look at the app called Music Mood Mix and discuss the kinds of playlists it provides. They also discuss why they think the music is organized by mood and genre.

C 1 In pairs or small groups, the students discuss questions about how their mood influences their choice of music.

2 They express their opinions about the app and suggest other genres of moods and/or music that they would add. Discussion should be lively and the students will have varying opinions; make sure everyone listens respectfully and has an opportunity to express his or her opinion.

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PART 1 FEEL THE MUSIC
Direct the students’ attention to the title of Part 1, “Feel the Music”, and to “Your Goal”. Ask them what they think it means when you feel music. How are music and feelings related, in their opinion? Tell them that they will be conducting a survey about music habits among teens.

READING
In this section, the students read an article about the power of music.

A This exercise stimulates discussion about the connection between music and feelings. The students look at a variety of pictures and discuss the kinds of music people might enjoy listening to in different situations. Accept all opinions and encourage the students to explain their answers.

B The purpose of this pre-reading activity is to introduce the new words. Make sure the students know the meaning of the words in the new words list and the “more cognates” box: Have them look up the new words in the dictionary and make a list of the new words and their meanings in their notebooks, to use for reference while reading and while completing the exercises in the Vocabulary sections.

The students look at the words on the side of the page and answer the questions.
See Teaching Suggestions for Vocabulary in the Introduction to this Teacher’s Guide.

Draw the students’ attention to the cognates and the tip: when they say the words out loud, they will recognize their meaning. Because they are not identical to Hebrew and Arabic, the students should learn to recognize them and learn how they are spelled in English.

1. The students choose three words connected to music.
2. The students read sentences containing the new words that express strong opinions. They discuss whether they agree or disagree.

ANSWERS
1. beat, melody, rhythm
2. Accept all logical answers.
Before reading the article, the students give examples of uses of music in the past and in the present and compare them. Brainstorm all the uses and write them on the board. For example, in the past, music could only be heard if someone could play a musical instrument or sing. All answers are valid, whether these uses are mentioned in the article or not.

The students read the article “More than a Melody” and focus on the uses of music that are mentioned. See Teaching Suggestions for Reading in the Introduction to this Teacher’s Guide.

**Suggestion for less-advanced students:** Read a paragraph at a time: stop after each paragraph, find the main idea, then write it on the board. This serves two functions: it ensures that the students have understood each paragraph and it also creates a guide for them to follow the argument from start to finish. Have the students reread the main ideas as they progress through the article.

Paragraph 1 – Music has been getting people to move for generations. For thousands of years, music has been an influence in people’s lives.
Paragraph 2 – Music can not only get people moving, but it can also relax them.
Paragraph 3 – Science can back up the effects that music has on us.
Paragraph 4 – It seems that good music sells products, and products sell music in return.
Paragraph 5 – The effects of music are impressive.

The students answer the comprehension questions in their notebooks.

**ANSWERS**

1. c
2. a. nervous, anxious, stressed (Remind the students that it has to be based on the paragraph.)
   b. Accept all logical answers.
   c. Accept all logical and grammatically correct answers.
3. c
4. 1. sell a product
   2. popular songs for their ads
   3. listening to tunes
   4. increase significantly
   5. musicians and companies selling products
6. Accept all answers that have a logical and relevant explanation.
7. To show that even so many years ago people knew the power of music and the effects it can have on people. / Because he was such a famous composer and musician.

To answer this question, the students make connections between the information in the article about the effects of music and the description of the three people. They decide what kind of music each person might select and explain why. Explain to the students that to do this, they need to find the keywords in each description. For example: nervous, running, sales. Go over the description of each person, then have the students write the answers in their notebooks before discussing the answers in class.

Accept all answers that the students can back up with information from the article.

In pairs, the students give examples of the influence of music in their own lives. This will help exemplify how music affects their moods and the moods of people around them. The examples of the people in exercise F will help them.
VOCABULARY

In this section, the students practice using the new words and expressions in a variety of activities to help them understand the meanings of the words and how they are used in different contexts.

A

In this exercise, the students demonstrate understanding of each word in order to choose the word that doesn’t belong. Ask them to explain their choices. Accept other choices if the student can give logical reasons.

POSSIBLE ANSWERS

1. speed: The other words are about medicine – patients feeling anxiety before an operation.
2. research: The other words relate to music.
3. back up: The other words are connectors.
4. gain popularity: The other words describe moods.
5. melody: It is the only word about music.
6. nervous: All of the words are adjectives, but the others describe positive traits.
7. energy: The other three words are directly related to music.

B

In this exercise, the students practice using the words in context by completing the sentences with new words. Point out that there are more words than needed; this makes the exercise more challenging.

ANSWERS

1. accessible 4. patients
2. back up 5. in the meantime
3. target audience 6. level

C

The students list examples from their own experiences and knowledge to help them understand the meanings of the new words. Then they get into pairs and compare their examples. Accept all logical responses.

*Suggestion:* List answers on the board as the students give them, ticking those that get repeated. See which answers seem to be the most common.

**SPEAK UP!** Prepare and conduct a survey about music habits.

This task offers an opportunity for speaking and for assessment of social interaction.

This speaking activity focuses on developing the skills of preparing and conducting a survey, and then organizing and analyzing the results. Go over the guidelines with the students.

1. The students can work in pairs to formulate the questions. Point out that the most straightforward surveys ask Yes/No questions or offer multiple-choice answers. Wh- questions can be asked, but then the answers are more varied and harder to analyze. Have the students hand in their questions on the survey in order to check the grammar and content. Point out the list of phrases “Conducting a Survey”. Make sure the students know what these mean and use them in preparing their questions.

2. The students conduct the survey in English, if possible, to avoid the need to translate.

3. The students analyze the responses by putting them into columns, by question, or creating a chart. They can use the computer to generate pie-charts or graphs.

4. The students write sentences describing their results.

5. The students present the results to the class, again using computer presentations for clarity if they choose. In their presentation, they explain what results were most interesting or surprising.

Go over the expressions for “Presenting Results”, making sure the students know what they mean. Remind the students to use these expressions in their presentation.

Refer the students to the checklist for this task on page 169. Explain that the checklist will help them stay focused as it reminds them what they need to do and gives the criteria by which their work will be assessed. You may share the photocopiable assessment charts on page 122 of this Teacher’s Guide with the students. These charts may be used for ongoing and summative assessment.
**Suggestions for less-advanced students:** The students can include fewer questions on their surveys. You can brainstorm together for the types of questions they want to ask and formulate them together on the board. Use Yes/No or multiple choice questions for easy analysis. The students then choose which of these questions they want for their survey.

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**PART 2 THE GIFT OF MUSIC**

Discuss with the students the meaning of the title, “The Gift of Music” asking: How can music be a gift? Direct the students’ attention to “Your Goals” at the top of the page. Read the goals together. In this part, the students will role play a conversation about a problem and try to solve it, using inspiration from a documentary and new words. They will also be able to write a letter using the zero and first conditionals and temporals, following the format for a letter.

**READING**

In this section, the students read a review of a documentary about Alice Herz Sommer.

**A** The purpose of this opening activity is to introduce the theme of the power of music to save lives and to give hope. Tell the students to think of reasons why they think Alice Herz Sommer thought of music in this way.

**B** The purpose of this pre-reading activity is to introduce the new words. Make sure the students know the meaning of the words in the list: Have them look up the new words in the dictionary and make a list of the new words and their meanings in their notebooks, to use for reference while reading and while completing the exercises in the Vocabulary sections.

See Teaching Suggestions for Vocabulary in the Introduction to this Teacher’s Guide.

The students scan the words on the side of the page and answer the questions. Direct the students’ attention to the cognates below and review them with the class.

1. The students find words that can describe a person. Elicit that they will find these in the group of adjectives.

   **ANSWERS**
   
   exceptional, extraordinary, rare, talented, tragic

2. The students choose words that can be used to talk about a person’s life story, for example, in a biography. These words would tell about the person’s background, personality, experiences, etc.

   **POSSIBLE ANSWERS**
   
   captivate, endure, immigrate, survive, background, death, experience, period, ripe old age

**C** These sentences appear in the review. The students match a sentence to each paragraph in the text to familiarize themselves with the topic and the structure of the text. By writing the sentences in the correct order in their notebooks they will create a summary of the review. Tell them to use keywords in each sentence, such as Terezin Ghetto, to help them find the sentence in the review.

**ANSWERS**

a. paragraph 2
b. paragraph 6
c. paragraph 1
d. paragraph 5
e. paragraph 3
f. paragraph 4
Suggestions for more-advanced students:
Share some or all of these quotes with the students. Ask them how they think they’re related to Alice’s life.
“Everything we experience is a gift, a present we should cherish and pass on to those we love.”
“The worst thing in life is boredom. When people don’t know what to do with themselves, they are very, very poor.”
“Life is beautiful. You have to be thankful that we are living. Wherever you look is beauty. I know about the bad things, but I look for the good things.”
“I have no space nor time for pessimism and hate.”

D
The students read the review of the documentary and find out why Alice believed that music saved her life. Ask the students what they know about documentaries. You may ask them to share their knowledge about this genre or look it up for the next lesson.

See Teaching Suggestions for Reading in the Introduction to this Teacher’s Guide.

Background Information
A documentary film is a non-fictional motion picture, based on historic facts, primarily for the purpose of instruction or sometimes, inspiration.

In this case, point out that this is the documentary of one person’s life: “The Lady in Number 6”. The students read the review to find out who this person is and why she said the things she did about music in the quote in exercise A. Have them write their answers in their notebooks while they read, so that they read with a purpose in mind.

POSSIBLE ANSWER
Alice Herz Sommer said these statements because they are her philosophy of life; they show what she believes in; they show how she lived. She had a very difficult and tragic life, but she survived because of her love of music.

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E
The students answer reading comprehension questions about the review.

ANSWERS
1. b
2. really did save Alice’s life
3. a. pianist
   b. in European concert halls
   c. the Nazis invaded Europe / life became more restrictive for Jews
   d. were sent to the Terezin ghetto
4. To convince the Red Cross that life was comfortable in the ghetto.
5. the prisoners survive / give the prisoners a reason to live
6. Two of the following:
   She taught at The Academy of Music and Dance in Jerusalem.
   She used music to help console her after the death of her son.
   She continued to play the piano until her death.
7. Yes; “won an Academy Award”

F
The purpose of these discussion questions is to allow the students to express themselves in English about this documentary as well as documentaries in general. They discuss the questions in pairs.

Accept all logical answers.

Suggestion: Encourage class discussion after the students have had time to share their opinions in pairs.
Suggestions for less-advanced students:
You may share the beginnings of sentences and possible answers with the students to help them express themselves in English:

1. **People can learn ...** (to appreciate life, what they have in life / how people face challenges / the power of music to help people survive / the power of optimism.)
   - We can learn a lot from Alice and how she lived her life. In her life, she ... (survived terrible things / used music to console herself / continued to be optimistic.)
2. **A documentary is based on** (true stories / real people / facts / history).
   - It shows ... (real videos / historic times).
   - Other movies are about (things that didn’t really happen / stories / imaginary people and events).

VOCABULARY
In this section, the students practice using the new words and expressions in a variety of activities to help them understand the meanings of the words and how they are used in different contexts.

A
The students match beginnings to endings of sentences in A to B to create logical sentences.

**ANSWERS**

1. c  2. a  3. f  4. h  5. d  6. b  7. e  8. g

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B
The students practice using the new words in context by completing the sentences. Point out that there are more words than they need; this adds to the challenge.

**ANSWERS**

1. ripe old age  4. convince
2. endure  5. backgrounds
3. optimism

C
In pairs, the students take turns completing these sentences based on their own opinions.

**POSSIBLE ANSWERS**

1. try harder next time / Don’t worry, you’ll improve next time / Can I help you study next time?
2. the acting was great / the plot was exciting
3. promise to do more chores around the house
4. they keep us safe
5. my old computer breaks down
6. there’s always something to learn
7. my mother / my father / my teacher / the principal
8. anyone to do something they don’t want to do / someone to eat when they aren’t hungry

D
In this open-ended exercise, the students write a short review consisting of four sentences. Tell them to choose any movie they want and use the new words to describe it and how they feel about it.

**Suggestions for less-advanced students:**
Provide these sentence stems on the board:

*In this movie, the hero / heroine ...
The story takes place ...
The story is about ...
I think the actors were ...
I usually don’t like, ... but ...
The movie succeeds in ...*
Role play a conversation about a problem and try to solve it.

This task offers an opportunity for speaking and for assessment of social interaction.

In this speaking task, the students state a problem and share ideas for solving it. The problem is presented to the students. It is relevant to their lives and they should find the topic motivating.

Go over the guidelines with the students. Have the students follow the steps. In step 1, make sure they write the specific problems in their notebook. This stage of writing helps them clarify their thoughts and put them into English before they speak. In step 2, the students role play the conversation. Walk around the class and listen to their conversations.

Encourage the students to exchange roles (step 3) and have the conversation again. The more they speak, the more comfortable they will be with speaking in the future.

The phrases in the two lists will help structure their conversations. Go over the phrases in the lists “Stating Problems” and “Solving Problems” and make sure they know what they mean. Encourage them to use these phrases in their conversations.

Refer the students to the checklist for this task on page 169. Explain that the checklist will help them stay focused as it reminds them what they need to do and gives the criteria by which their work will be assessed. You may share the photocopiable assessment charts on page 122 of this Teacher’s Guide with the students. These charts may be used for ongoing and summative assessment.

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GRAMMAR

In this section, the students are taught the zero conditional, as well as the first conditional and temporals.

Zero Conditional

Read the explanation in the teaching box at the top of the page, which presents the use of the zero conditional. Point out the form in the small box at the side. Go over the example sentence together, pointing out when the zero conditional is used.

Refer the students to the Grammar Appendix on page 159 for explanations in Hebrew and Arabic, as well as additional example sentences.

A

The students are exposed to the zero conditional in a familiar and authentic context. Ask them if they order tickets online and if the sites are ever in English. They match A to B to create logical sentences.

Suggestion: Point out the tense in the first part of the sentences, then ask the students to point out the tenses of the verbs in the rest of the sentences.

ANSWERS

1. e 2. b 3. d 4. a 5. c

First Conditional and Temporals

Direct the students’ attention to the teaching box about the first conditional and temporals. Go over all the explanations and examples together with the students. Point out the two parts of the sentence: the condition and the result. Explain that when the condition comes first, it is followed by a comma.

Point out the use of the word unless to mean if not.

Then draw the students’ attention to the form in the box on the side.

Next, read about temporals together with the students. They follow the same form as the first conditional, but instead of the word if, the condition begins with one of the words called “temporals”. Go over the temporals and their meanings.

Refer the students to the Grammar Appendix on page 159 for explanations in Hebrew and Arabic, as well as additional example sentences.
**Suggestion:** Using the example sentence, have the students substitute the word *once* with each of the other temporal words and see if the meaning changes or not. Elicit that the words *once, when, the moment* and *as soon as* have similar meanings.

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B The students practice using the first conditional by completing the sentences. Have the students work on these independently and then check their answers from the board, or have them read the answers to the class.

**ANSWERS**
1. practice, will be
2. decide, will give
3. listen, won’t (will not) remember
4. won’t go, arrive
5. fixes, will work

**Suggestion for less-advanced students:** Before the students do the exercise, have them answer the following questions to notice how the sentences are structured:

*Which sentences begin with the conditional (If)?*
*Which sentences use temporals?*
*What is the meaning of unless?*

Remind the students that the tenses of the verbs are the same in sentences with the first conditional (*If*) and with temporals. Then do the activity together.

C In this open-ended exercise, the students practice using the first conditional by completing the sentences according to their opinions.

**POSSIBLE ANSWERS**
1. I will enjoy seeing all the new sites.
2. I will go to my favorite concert.
3. I won’t be ready for the trip.
4. I will make enough money to go away next vacation.
5. I’ll be able to plan my vacation / I’ll have free time.

**Suggestions for less-advanced students:** Write the answers above on the board and have the students match the correct ending to each sentence. Then have them complete the sentences with their own opinion, using the endings as models.

D The purpose of this exercise is to practice using the zero conditional, the first conditional and temporals while speaking about real life situations and beliefs. The students rank the factors for success in order of importance, according to their opinion, and explain their reasons, using the first conditional or temporals.

Go over the list of factors with the students and read the sample answer together. Then demonstrate the process before they begin. Have the students get into pairs and discuss how they would rank the factors. While they are making the decisions, they justify their opinions.

**Suggestion:** List these possible answers on the board to serve as model answers:

*The most important factor is motivation. When you have motivation, you are happy to study or work hard.*
*I think the most important factor is financial help. If you have the money, you will be able to go to the best schools.*
*I think that hard work and practice are most important. The moment you practice, you will begin to improve.*
Write a letter about the benefits of a music room at school.

This task offers an opportunity for writing and is the culmination of Part 2.

In this writing task, the students write a letter to the mayor of their town explaining the importance of building a modern music room or studio for their school. The task demonstrates the importance of speaking out and expressing your opinion clearly to effect a change.

Go over the guidelines with the students.

Go over the Letter Format, pointing out the elements of a letter:
Address and Date at the top.
Opening: Dear Mayor,
Introduction: Why you are writing
Body: Your opinion and reasons
Conclusion: What you hope will happen
Closing: Sincerely
Signature: Your full name

Make sure the students begin by sitting in pairs or small groups to prepare a list of the benefits of a modern music room. Having prepared the list in groups, the students now write their own letters. Remind them to use the Letter Format, and sentences with conditionals and temporals in their letter.

Refer the students to the checklist for this task on page 169. Explain that the checklist will help them stay focused as it reminds them what they need to do and gives the criteria by which their work will be assessed. You may share the photocopiable assessment charts on page 123 of this Teacher’s Guide with the students. These charts may be used for ongoing and summative assessment.

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PART 3 THE MAGIC OF MUSIC

Point out the title of Part 3, “The Magic of Music”, and explain that in this part, the students will hear an interview with a music therapist. Ask what they think the title means. Then direct the students’ attention to “Your Goal” at the top of the page. Read it together with the students and explain that they will be able to plan and describe a project using information from the interview, the second conditional and new words.

LISTENING 🎧

In this section, the students listen to an interview with a music therapist.

A The purpose of the opening task is to introduce the topic, the magic of music, to the students visually before doing the listening task. The students match the captions to the pictures and say what they think the people have in common.

ANSWERS
1. b 2. d 3. f 4. c 5. e 6. a

Possible things these people have in common: Music plays a big role in their lives. / Music is very important to all of them. / They feel the magic of music.

B The purpose of this pre-listening activity is to introduce the new words. Make sure the students know the meaning of the words in the list: Have them look up the new words in the dictionary and make a list of the new words and their meanings in their notebooks, to use for reference while reading and while completing the exercises in the Vocabulary sections.
See Teaching Suggestions for Vocabulary in the Introduction to this Teacher’s Guide.

To get acquainted with the new words, tell the students to scan the words on the side of the page to find at least five words or expressions with a positive meaning. Direct the students’ attention to the cognates at the bottom of the page and review them with the class.

**POSSIBLE ANSWERS**

influence, regain, spread, unite, cooperation, definitely, build bridges, have an effect on, have an impact on, passionate

C

The students listen to an interview with a music therapist and find out what a music therapist does. While they listen, they focus on which of the people or groups in the pictures are mentioned and why.

See Teaching Suggestions for Listening in the Introduction to this Teacher’s Guide.

Have the students list the names of the people that are mentioned in the interview and, next to each, why they were mentioned. They can write the reasons in their own language.

**LISTENING SCRIPT**

**INTERVIEWER:** Hello listeners, and welcome to our weekly radio show called “Not Just a Job!” Every week we talk to people who enjoy their jobs. Today, we are speaking to Anne Timmins, who works as a music therapist. Welcome Anne.

**ANNE:** Thank you for inviting me to be on your show.

**INTERVIEWER:** It’s a pleasure. Tell us Anne, what exactly is music therapy?

**ANNE:** Music therapy is the use of music to help improve peoples’ physical and emotional health.

**INTERVIEWER:** So what do you do exactly?

**ANNE:** The techniques I use depend on the age of the person and on the problem that he or she is dealing with. For example, with children, I may get them to create music using different musical instruments or to sing. With adults, I might play different kinds of music to help them relax and encourage them to express their concerns. Another technique is to have people draw while music is played in the background. Their drawings tell me a lot about their emotions.

**INTERVIEWER:** Is music therapy really that helpful?

**ANNE:** Yes it is. Music therapy has been known to help people figure out ways to improve memory and improve mood. It also lowers anxiety, and even lowers levels of pain in many patients. As a result, the use of music in hospitals and health centers is definitely on the rise.

**INTERVIEWER:** Can you share a specific story in which music therapy really changed someone’s life?

**ANNE:** There have been many success stories involving music therapy, but there is one in particular that comes to mind. Gaby Giffords is a well-known American political figure who was shot in the head in 2011 outside a store. As a result, she completely lost her ability to speak. With the help of intensive music therapy, Giffords slowly began to speak. At first, she would just hum to soft music, but gradually she began to remember words from her favorite songs, and she eventually regained her ability to speak. Gifford’s story is a well-known success story, but every music therapist has his or her success story that is just as meaningful.

**INTERVIEWER:** What made you become a music therapist?

**ANNE:** I have always loved music and I believe that music can influence people for the better. I also enjoy helping people. It was both my love for music and my love for people that led me to this profession.

**INTERVIEWER:** Anne, I know that you mainly deal with music in one-on-one therapy sessions, but what about music in general? Do you think music has an effect on society as a whole?

cont ➔
ANNE: Yes, I think it does. For example, a youth music project called “Heartbeat” uses the power of music to build bridges between Israelis and Palestinians. Young Israeli and Palestinian musicians perform together all over the world to spread the important message of peace and cooperation between nations. They believe that music has the power to unite people, even if they come from different backgrounds.

INTERVIEWER: I didn’t know that music could have such an effect on people. It has been very interesting to talk to you Anne.

ANNE: Thank you for having me!

ANSWERS
A music therapist helps improve a person’s physical and emotional health.
The following pictures are mentioned: a, b, c, d, f

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D The students listen to the interview a second time for specific information. Before they listen, make sure they read and understand the questions. Then play the recording. The students answer the questions as they listen.

ANSWERS
1. c
2. d
3. Any one of the following: use different musical instruments / sing or listen to music / draw while music is played
4. a, d
5. speak / talk
6. love for people
7. c

E The students have the opportunity to speak about a topic close to their heart: the influence of music. They read quotes about music said by famous people from three different generations. Not all of them are musicians. Ask them what they know about each of the people. In exercise E1, the students have to connect a quote to the story of Gaby Giffords. Then in exercise E2 they work in pairs to discuss which quotes they like best and why. They may like more than one. Make sure they explain why they like it.

Background Information
Hans Christian Andersen is a famous children’s author who lived from 1805-1875 in Denmark. He is the author of many fairy tales including “The Emperor’s New Clothes”, “The Ugly Duckling”, “The Snow Queen” and “Thumbelina”.

John Denver (1943-1997) was an American singer and songwriter who gained international popularity in the 1970s with songs such as “Leaving on a Jet Plane”, “Sunshine on My Shoulders” and “Rocky Mountain High”.

Taylor Swift, born 1989 is an American singer-songwriter. She is one of the leading contemporary recording artists and is known for narrative songs about her personal life, which have received widespread media coverage and many awards.

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VOCABULARY
In this section, the students practice using the new words and expressions in a variety of activities to help them understand the meanings of the words and how they are used in different contexts.

A This exercise focuses on collocations; how words work in context. The students choose two logical nouns to create adjective-noun phrases. Ask them to explain their choices. They then add more nouns that could follow each adjective. Creating chunks like these is a useful way to expand vocabulary.
POSSIBLE ANSWERS
1. therapist, behavior
2. mood, therapy
3. response, experience
4. figure, concerns

B The students match the synonyms in A and B to expand their vocabulary.

ANSWERS
1. f 2. h 3. e 4. a 5. c 6. g 7. b 8. d
Accept all logical and grammatically correct sentences.

C In this open-ended exercise, the students demonstrate understanding of the new words by logically completing the sentences.

Have the students write the complete sentences in their notebooks. Accept all logical and grammatically correct answers.

D In this speaking activity the students have the opportunity to discuss which after-school activities every high school should offer. Encourage discussion, reminding the students to use the new words.

PAGE 47

GRAMMAR  Second Conditional

Draw the students’ attention to the teaching box at the top of the page. Introduce the use of the second conditional to the students by reading the explanation together. Read the example sentences and ask them to translate them into their own language.

Refer the students to the Grammar Appendix on page 160 for explanations in Hebrew and Arabic, as well as additional sentences.

A To compare the second conditional in English with their own language, the students translate the example sentences and explain how they express the same idea in their language.

ANSWERS
1. If you won the lottery, you could give some of the money to charity.
   لو فزت في اليانصيب، لكنت تستطيع إعطاء بعض المال إلى الأعمال الخيرية.
2. If I were you, I would save my money.
   أين كنت تعيش، كنت أوفّر مالي

B The students complete the sentences in the second conditional. Have them write the complete sentences, not just the answers, in their notebooks.

ANSWERS
1. were 4. were
2. could visit 5. would you choose
3. would be

C In this communicative exercise, the students get together in pairs and ask and answer hypothetical questions using the second conditional in a natural context. Remind students that the form they need in order to answer remains the same: I would / Id + verb.

Point out that this exercise demonstrates that the second conditional is actually used naturally and frequently in conversation, and that once the question is asked, the answer is easy to form.

Accept all logical answers in the second conditional.
In this speaking activity, the students have the opportunity to discuss the possibilities for change. They answer the questions by speaking about what they would want to change if they could. They also discuss what people or factors might limit their ability to make change.

Accept all logical and grammatically correct answers.

**WRITE IT!** Describe a project for Good Deeds Day.

This task offers an opportunity for writing and is the culmination of Part 3.

Go over the guidelines with the students. Explain to them that they will plan and describe a volunteer project for Good Deeds Day. Tell them what Good Deeds Day is or direct them to the site online. Explain that they are to write what they would do if they were given the chance to organize a project.

Read the form together with the students to make sure they know what information must be included. Read the list of possible “Issues”.

The students then write a description of the project, using the plan to help them. Point out that they should write the proposal in the second conditional: *I would ...*

Refer the students to the checklist for this task on page 170. Explain that the checklist will help them stay focused as it reminds them what they need to do and gives the criteria by which their work will be assessed. You may share the photocopiable assessment charts on page 123 of this Teacher’s Guide with the students. These charts may be used for ongoing and summative assessment.

**PART 4 MUSICIANS**

Point out the title of Part 4, “Musicians”, and direct the students’ attention to “Your Goals” at the top of the page. Explain that in this part, they will nominate a candidate for an award, using biographies that they will read as models, and they will also be able to write their opinion about “good radio”. In both tasks, they will use new words and expressions.

**READING**

In this section, the students read about well-known Israeli musicians.

**A** This opening exercise introduces the topic of musicians and songs. The purpose of this activity is to get the students to begin thinking about why they like certain musicians and songs. The students give examples of their favorite musicians and say why they like them. Encourage discussion, and encourage an environment where the students can express their preferences. As opinions will differ greatly, direct the students to listen respectfully even when they don’t agree with their peers.

**B** The students rank the factors for liking a song according to their importance and discuss their decisions with the class. Explain that *performer* and *lyrics* are new words and explain their meanings. The students then add any other factors they can think of.

**C** The purpose of this pre-reading activity is to introduce the new words. Make sure the students know the meaning of the words in the list: Have them look up the new words in the dictionary and make a list of the new words and their meanings in their notebooks, to use for reference while reading and while completing the exercises in the Vocabulary sections.

See Teaching Suggestions for Vocabulary in the Introduction to this Teacher’s Guide.

Go over the list and make sure the students know the part of speech for each group of words. Then have them find the words whose definitions appear in this exercise.
Direct the students’ attention to the “Words You Know” at the bottom of the page and review them with the students.

**ANSWERS**
1. champion
2. performer
3. athletic
4. produce
5. on top of this
6. a couple of
7. appreciate
8. combination

The students read about three musicians and try to guess who each musician is. Point out that they are reading for the main idea. You can discuss the genre of the text before they read. Ask them where the article is taken from (the name of the magazine appears on page 49) and who the readers would be – a magazine for people who like music. Point out that the answers appear on page 51.

See Teaching Suggestions for Reading in the Introduction to this Teacher’s Guide.

**Suggestions for less-advanced students:** Ask the students to choose one musician, or divide the students into three groups and assign each group a musician. Have each student fill in the following Fact File for that musician in their notebooks. Explain that they are now looking for specific details. This will help them organize the information they read.

**Fact File:**
Date of birth:
Place of birth (if given):
Two reasons this musician is special:
Name of famous song/s:
Another important date in their life:
What happened on that date:

**PAGE 50**

The students answer reading comprehension questions about the article.

1. The students copy the table into their notebooks and tick the correct column/s for each musician. Remind them that the answers must appear in the text and can’t just be based on general knowledge or opinion. Point out to the students that their answers to question 1 and the information in the fact file they complete may help complete the sentences in question 2.

**ANSWERS**
1. Musician 1
2. Musician 3
3. Musicians 2 and 3
4. Musician 1
5. Musician 2
6. Musicians 1, 2 and 3

2. rock music
2. very shy / modest
3. melodies, lyrics
4. Jerusalem of Gold / Lu Yehi

3. singer – sang with the band Samana
   songwriter – composed “There Must Be Another Way”
   actress – appeared in “My Fair Lady” and in the Festigal

The students read about another great musician, Idan Raichel. They compare him to the other musicians describing how he is similar and how he is unique.

**Suggestion for less-advanced students:** Have the students complete a Fact File like the one above for Idan Raichel and use it as a basis for comparison.
POSSIBLE ANSWERS
Similar: They all write their own lyrics. They are all well-known and popular musicians.
Different: His music consists of sounds from different cultures.
He played in a private concert for President Obama.

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G
The students answer reading comprehension questions in their notebooks. Point out that in questions 2 and 3 the students have to compare Idan Raichel to other musicians in order to answer.

ANSWERS
1. Any three: He composes, writes, produces, performs
2. Possible answers: They make connections with other musicians and world leaders. / They break down barriers between people through their music. / They participate in international music peace projects.
3. Possible answer: All of the musicians convey the message of peace and the hope of making the world a better place. The examples of the songs show this message.

H
In this speaking activity, the students discuss topics related to music that interest them. Go over the questions first to make sure they understand them. Then encourage discussion in pairs or groups, making sure they speak in English.

Suggestion for less-advanced students: Brainstorm ideas that might answer the questions to provide the students with helpful language. Write the answers on the board. For example, for questions:
1. a strong personality, great songs, a good performer, gives concerts, appears on TV
2. boring, slow, fast, melody, lyrics, rhythm, dance
3. fast beat, trance, rap, international, interesting, good to dance to, lyrics worth remembering
4. (Help the students with names of songs in English.)

VOCABULARY
In this section, the students practice using the new words and expressions in a variety of activities to help them understand the meanings of the words and how they are used in different contexts.

A
The students complete the definitions with the correct form of the new words. Point out that there are more words than they need; this creates more of a challenge.

ANSWERS
1. modest 4. international
2. lasts 5. cultures
3. former

B 1 The students answer the questions in their notebooks. Encourage them to write as many answers as they can for each question.
2 In pairs, the students compare their answer to see if any are the same.
Accept all relevant answers that indicate understanding of the new vocabulary.

PAGE 52
C 1 In this creative and meaningful exercise, the purpose is twofold. While the students demonstrate understanding of the new words in context, they are offering ideas for a music project in their school.
The students complete the sentences in their notebooks with logical endings of their own. Point out that they need to imagine what they would do if they had a music program in their schools to help make change.
The students discuss how the project and ideas they just created in exercise C1 could bring people closer together. Accept all logical answers.

To sum up the theme of changing the world through music, the students discuss the quote by Jimi Hendrix. Ask the students to discuss whether they agree with him or not and why. Encourage discussion about the power of music and how it can change people.

**Suggestion:** Suggest to the students that they use examples from the people and topics they have heard and read about in this unit: Alice Herz Sommers, music therapy, and the musicians they read about in Part 4.

**Background Information**
Guitarist, singer and songwriter Jimi Hendrix delighted audiences in the 1960s with his outrageous, but innovative electric guitar playing skills and his experimental sound.

Born in 1942, in Seattle, Washington, Jimi Hendrix learned to play guitar as a teenager and grew up to become a rock legend. One of his most memorable performances was at Woodstock in 1969, where he performed “The Star Spangled Banner”, the National anthem. Hendrix died in 1970, leaving his mark on the world of rock music and remaining popular to this day.

**SPEAK UP! Nominate a candidate for a school music award.**

This task offers an opportunity for speaking and for assessment of social interaction.

In this activity, the students will nominate a candidate for an award in front of the class. This requires organization and practice.

Go over the guidelines with the students. The students think of a musician that they would nominate to win the school annual music award. Go through the information in the nomination form. The students then elaborate by adding sentences about why he or she deserves the award, giving examples of their music, their values and their impact on society.

Emphasize the importance of practicing their talk, even recording it, to improve their performance. Explain that this practice will help them remember their main points and the examples they wish to include. It will also give them confidence.

Each student presents their musician to the class. Their presentation should take the form of a two-minute talk.

Refer the students to the checklist for this task on page 170. Explain that the checklist will help them stay focused as it reminds them what they need to do and gives the criteria by which their work will be assessed. You may share the photocopiable assessment charts on page 124 of this Teacher’s Guide with the students. These charts may be used for ongoing and summative assessment.

**PAGE 53**

**WRITING Expressing an Opinion**

The purpose of this section is to develop the important skill of expressing your point of view in writing. Go over the teaching point with the students, which presents the steps to follow in order to express your opinion in writing. Explain that writing is a process. This is a very important concept. In order for the students to develop the skills they need, they must understand that even when writing in your own language, you don’t just write a paragraph or an essay without thinking and jotting down ideas.

Go over the steps together, explaining why each is important. Explain that each step will be practiced in this section.
This exercise demonstrates the first step in the process of writing your opinion. The students read the questions and write an answer to each, based on their own thinking. After they have written their answers, elicit that the process has a purpose: answering the questions helps them clarify their opinion.

**Suggestion for less-advanced students:** Write the possible answers on the board and have the students match an answer to each question. Then have the students write their own answers.

**POSSIBLE ANSWERS**
1. I listen to music on the radio before I go to sleep because it helps me relax.
2. I expect to hear all kinds of music all day long, because then I can choose what I want to hear.
3. Yes, I think Israeli stations should play songs in English and every other language because there are great songs in other languages.
4. Yes, I think there should be a special radio station that plays only quiet music so that when you want to relieve stress, you know what station to listen to.
5. I think there shouldn’t be any talking on the radio because it’s boring.

The purpose of this exercise is to practice adding supporting sentences to their opinions. Point out that this is step 2 from the teaching box above. Explain that to support your opinion, you can give examples or an explanation.

The students choose one of the answers they wrote in exercise A and write two more sentences. In those sentences, they can give examples to prove their point or they can write an explanation that gives reasons for their opinion. Go over the example sentences with the students.

In this exercise, the students are exposed to a variety of phrases they can use to express their opinion. They match the expressions in A to the rest of the sentence in B. Make sure they write the complete sentences in their notebooks.

**ANSWERS**
1. c  2. f  3. a  4. b  5. e  6. d  7. g

Having been exposed to the expressions, the students now practice step 3 by adding one of these expressions to the answer they wrote in exercise B above.

**WRITE IT!** Write your opinion about “good radio”.

This task offers an opportunity for writing and is the culmination of Part 4.

In this task, the students write a post on a website expressing their opinion about what they think makes “good radio”.

Go over the guidelines with the students. Make sure they are clear. Point out that they have practiced the steps above. Remind them to follow those steps, using questions to clarify their thinking, adding examples or explanations.

Point out the list of phrases “Stating Your Point of View”. Make sure the students know what these mean and use them in writing their opinion.

Refer the students to the checklist for this task on page 170. Explain that the checklist will help them stay focused as it reminds them what they need to do and gives the criteria by which their work will be assessed. You may share the photocopiable assessment charts on page 124 of this Teacher’s Guide with the students. These charts may be used for ongoing and summative assessment.
PAGES 54-55

WORD REVIEW

This section reviews and consolidates the new vocabulary in the unit. An alphabetical list of the words learned in the unit appears at the top of the section. Expressions are listed separately.

The purpose of the activities is for the students to review the words they have learned.

The students should be able to do these activities independently. A photocopiable answer key is provided on page 132 of this Teacher’s Guide, so that the students can assess their progress.

Refer the students to Express Yourself on page 163 for lists of the functional language taught in the unit.


PAGES 56-57

VOCABULARY BUILDER

The purpose of this section is to increase vocabulary by raising awareness of the way words are formed with words that can be nouns and verbs, suffixes, adverbs, phrasal verbs and common words related to entertainment.

Read the instruction at the top of the page with your class. Stress that these tips will help the students to expand their vocabulary. Explain that they must check their answers in the dictionary. Also point out that a list of all the new words taught on these pages appears on page 166 for the students’ convenience and for review.

A Verbs and Nouns

Go over the teaching box with the students. Explain to the students that words can sometimes look identical but function differently in a sentence. They can be nouns or verbs, depending on the context of the sentence.

1 The student read sentences that contain words which can be both nouns and verbs. They determine in which sentences they are nouns and in which they are verbs.

ANSWERS

a. verbs
b. nouns

2 The students learn more words that can be both nouns and verbs and practice writing sentences with them. Go over the list together and make sure the students know what they mean in each part of speech.

Suggestion for less-advanced students: You can work together with the students and create possible sentences. Here are some ideas to get them started:

The scientist wanted to research the effect of sleep on animals.
The research was done by the scientist.

B Suffixes -ment, -ion, -ation

Direct the students’ attention to the teaching box and read the examples together. Point out that the examples are words they know.

1 The purpose of the activity is to practice creating the noun forms of words with their correct suffixes. Have the students copy the word diagrams into their notebooks and complete them with the nouns.

The new words which they create are listed in the Vocabulary Builder List on page 166.

ANSWERS

-ment: involvement, development, movement, improvement
-ion: motivation, celebration, coordination, impression, discussion, depression, immigration, communication
-ation: memorization, imagination, inspiration, representation, combination
The students practice using the nouns they’ve just learned in the context of a sentence. Point out that in the last two sentences there may be more than one correct answer.

**ANSWERS**
1. communication
2. celebration
3. discussion
4. impression
5. motivation / coordination
6. development / improvement

### Adverbs

Direct the students’ attention to the teaching box about adverbs and read it with them. Explain that while many adverbs describe an activity (speak slowly), some adverbs describe the whole sentence. For example: Eventually, everyone learned how to swim. Point out that the example adverbs are words they have learned.

1. In this part of the exercise, the students deduce the form of adverbs: they end in -ly. Elicit that we can usually add -ly to an adjective to create the adverb.

**ANSWERS**
They all end with -ly.

2. In this part of the exercise, the students create adverbs from adjectives by adding -ly.

**ANSWERS**
1. peacefully
2. calmly
3. rarely
4. exactly
5. emotionally
6. exceptionally

3. The students demonstrate their understanding of the adverbs by using them to complete sentences.

**ANSWERS**
1. emotionally (exceptionally)
2. exactly
3. rarely
4. peacefully

4. The students write sentences of their own with the two adverbs they didn’t use as answers in exercise 3: calmly and exceptionally.

### More Phrasal Verbs

Read the teaching box with the students. Point out that there are many phrasal verbs in English and it pays to learn them to avoid confusion when reading, writing, speaking or listening.

The students look up the meanings of these phrasal verbs and write sentences to practice using them in context.

### Entertainment

These are frequently used words that the students should learn. Go over the list and make sure the students know what they mean; some may be familiar. Point out that “touching” describes an emotion and that “entertainment” ends in -ment. Ask them to find a clue in the word “forgettable” that will help them guess its meaning.

The students use these words in the context of an ad, completing the ad with given words.

**ANSWERS**
1. suspense
2. an unforgettable
3. entertainment
4. humorous

Refer the students to the Vocabulary Builder Wordlist on page 166 for all of the words taught in this section in Unit 2.
This is a text for Independent Reading. The purpose of this extra reading is to motivate the students to read for enjoyment on their own. Allow time in class for the students to read and answer the questions.

A The students read an article and look for something the musicians have in common. The students read the text quietly to themselves.

**ANSWER**
All of the musicians faced a challenge in their lives.

B The students match the musicians to the challenges they faced.

**ANSWERS**
1. Diane Schuur, Stevie Wonder
2. Rick Allen
3. Ahuva Ozeri
4. Beethoven

C The students practice their writing skills as they express their opinion on what being successful means to them. Read out some of the students’ responses and/or write them on the board.

All logical responses are acceptable.

**Suggestions for Further Reading**
*The Phantom of the Opera* by Gaston Leroux, Eric Cohen Books, Level 3
*The Beatles* by Paul Shipton, Penguin Readers, Level 3
*Ghost in the Guitar* by Paul Shipton, Penguin Readers, Level 3
*My Fair Lady* by Alan Jay Lerner, Penguin Readers, Level 3