

Unit 7: What are you going to play for an encore?

7-1. Warm up

Memory game

- Look at the names, dates and historical periods of the following composers for three minutes. Cover the information below the photos. Try and write down as much information as you can remember on a piece of paper. Work with your partner.



William Byrd
(1543 - 1623)
Renaissance



Claudio Monteverdi
(1567 - 1643)
Early Baroque



Johann Sebastian Bach
(1685 - 1750)
Late Baroque



Ludwig van Beethoven
(1770 - 1827)
Classical



Franz Schubert
(1797 - 1828)
Early Romantic



Gustav Mahler
(1860 - 1911)
Late Romantic



Claude Debussy
(1862 - 1918)
Impressionist



Igor Stravinsky
(1882 - 1971)
Modern

7-2. Listening: (CD track 20)

Deciding what to play for the encore

- Listen to the four students talk about the pieces they will play for their encores. First, check the music periods of the pieces each student will perform. Then, after listening again, write down the names of the composers of the pieces.

	Renaissance	Early Baroque	Late Baroque	Romantic	Modern	Composer
Yong						
Mina						
Manuel						
Yukiko						

7-3. Vocabulary (CD track 21)

Planning a concert program

- Fill in the spaces with the words from the box below.
Listen to the CD to check your answers.

advertise	encore	ensemble	intermission	invitations
manager	periods	pieces	instrumentation	thought

Have you ever planned a concert program? An interesting concert requires a lot of careful and planning. First you have to decide what you want to perform, from the first composition to the For variety you might want to change the from piece to piece. For example, you could start the program with a solo, then continue with a few pieces for two or more instruments, and end the concert with a solo. It is a good idea to include different of music. For example you might like to begin with a baroque piece, then play a modern composition and end with a romantic work. If the concert is longer than one hour you should include an You will also have to the concert and send to your friends. You might want to find a stage Finally, you have to decide what you will wear.

7-4. Dialogue (CD track 22)

What are you going to play for an encore?

Manuel: What are you going to play for an encore?

Mina: I'm going to play one movement from a ¹ violin sonata by ² Bach.

Manuel: Have you ³ found a stage manager?

Mina: No I haven't.

Manuel: Have you decided ⁴ what you will wear?

Mina: No, not yet.

Manuel: When is the concert?

Mina: In about three months.

Manuel: In three months!? Are you sure you'll be able to make the deadline?

○ Now you try.

First, replace the bold text with the words and phrases below.

Then, replace the bold text with your own information.

¹ violin concerto / piano trio / string quartet

² Vivaldi / Beethoven / Debussy

³ planned the rest of the concert program / printed the program / started advertising for the concert

⁴ the accompanist / the concert location / the ticket price

7-5. Language Lab 1

Composer trivia quiz

- Guess the answers to the following questions with your partner.
Check your answers on page 116.

1. How many children did Bach have?
 - a. 9
 - b. 14
 - c. 20

2. How many symphonies did Haydn write?
 - a. 92
 - b. 104
 - c. 130

3. What age was Mozart when he died?
 - a. 30
 - b. 35
 - c. 38

4. How old was Beethoven when he started losing his hearing?
 - a. 27
 - b. 35
 - c. 47

5. What famous romantic composer wrote over 600 songs?
 - a. Franz Schubert
 - b. Robert Schumann
 - c. Johannes Brahms

6. Which composer wrote five symphonies for strings and two operas by the age of 12?
 - a. Mozart
 - b. Mendelssohn
 - c. Berlioz

7. What impressionist composer wrote a concerto for a pianist who lost his right arm during World War I.
 - a. Claude Debussy
 - b. Maurice Ravel
 - c. Paul Dukas

8. How many operas did Giuseppe Verdi write?
 - a. 12
 - b. 26
 - d. 9

7-6. Conversation

Talking about experiences

- Look at the following list of questions. Check the boxes next to the things you have done. Before you begin speaking, write down some more information about the things you have done using the question words *when*, *where*, *who* and *why*.

Have you ever....

- played in a concert?
- attended a master class of a foreign teacher?
- been to a foreign country?
- had a part time job?
- had tendonitis?
- lost a music book, instrument or something else at school?
- made a concert program?
- performed music with foreign students?
- played or sung an encore?
- played or sung contemporary music?
- played or sung pop music in a band?
- played or sung renaissance music?
- sold a ticket for a concert?
- studied music education for children?
- sung in a choir?
- won a music prize?

- Now practice speaking with your partner using the example conversation below:

Student A: Have you ever played in a concert? **Student B:** Yes I have.

Student A: When?

Student B: Last year in December.

Student A: Where?

Student B: In the university recital hall.

Student A: With who or for who?

Student B: I performed with other students.

Student A: Why?

Student B: It was a Christmas concert.

7-7. Definitions

- Match the words to the meanings.
Write the numbers in the boxes.

A. advertise	B. deadline	C. encore	D. ensemble	E. instrumentation
F. intermission	G. invitation	H. period	I. repertoire	J. style

1. Short break during a concert.
2. Group of musicians.
3. Genre.
4. Written notice about your concert which you give to friends.
5. List of instruments for which a composition is scored.
6. Collection of pieces that a player can perform.
7. Long interval of time in history.
8. Inform the public about a concert.
9. Time by which something must be finished.
10. Piece played after the last piece on the program.

7-8. Language Lab 2

Music history

Western music practice from the Medieval period to the present

○ Connect the two parts of each sentence.

- | | |
|--|--------------------------|
| 1. In the Medieval period there were no scores of music, | <input type="checkbox"/> |
| 2. The first electronic music was made | <input type="checkbox"/> |
| 3. The introduction of basso continuo and the beginnings of opera | <input type="checkbox"/> |
| 4. In music of the late-15th century, | <input type="checkbox"/> |
| 5. The Medieval period is | <input type="checkbox"/> |
| 6. The Romantic period is generally said to | <input type="checkbox"/> |
| 7. Johann Stamitz and Christoph Willibald Gluck are composers from | <input type="checkbox"/> |
| 8. Contemporary music is | <input type="checkbox"/> |
-
- | |
|---|
| A. the beginnings of the Renaissance style can be seen. |
| B. in the 20th century. |
| C. just individual parts. |
| D. another term for the Middle Ages. |
| E. begin around 1850 and end around 1910. |
| F. more recent than modern music. |
| G. the Classical period. |
| H. occur in the Baroque period. |

7-9. Group Work

Language Task: Organizing a concert.

- This task is for four students.
Each group must organize an interesting concert.

As a group answer the following questions.
After you're finished, compare your program with the programs of other groups.

The music

- What instruments should we use?
- What pieces will we perform?
- What kind of music should we play? (Classical, Romantic, Impressionist etc.)
- Will we play an encore?

The program

- What is the order of the pieces?
- Will we include program notes?
- How many copies should we print?
- What is the cost of the printing?

The concert hall

- How much will the concert hall cost to rent?
- What kind of lighting should we use? (regular lighting, spot lights)
- Will we need a stage manager?
- How long is the intermission?
- What kind of clothing should we wear?

The advertising and tickets

- How much should we charge for the tickets?
- How should we advertise for the concert?
- Should we print invitations?
- Should we print flyers for advertising?

Hint

Here are some phrases you can use to express your opinion to other group members

phrases of agreement

- I think so, too.
- I agree.
- I definitely agree.

phrases of disagreement

- I don't think so.
- I don't agree.
- I definitely don't agree.

other useful phrases

- I don't know.
- I'm not sure.
- What do you think?