UNIT 1: MIDDLE AGES

ACTIVITY 1: BASIC VOCABULARY

Development: This activity takes place in October, in some classes of Unit 1. The students receive a copy of the trilingual basic vocabulary (Spanish, English and French) of the unit. The conversation assistant reads each word in English and the students repeat it. Then, the students turn over the basic vocabulary, the assistant reads the words in Spanish and asks them to (individually) translate them into English. The assistant checks and corrects the pronunciation of the students.

BASIC VOCABULARY:

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<td>Rythme</td>
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<td>Dulzaina</td>
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<td>Bagpipe</td>
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<tr>
<td>Trovador:</td>
<td>Troubadour</td>
<td>Troubadour</td>
<td>Motet</td>
</tr>
</tbody>
</table>

ACTIVITY 2: HISTORY REVIEW

Development: This activity takes place in October, at the beginning of Unit 1. The students answer some questions in Spanish about general information from the unit. Then the conversation
QUESTIONS IN SPANISH:

a. ¿Entre qué siglos se dio la Edad Media? Entre el V y el XV.
b. ¿Cuáles eran los tres estamentos en la Edad Media? La nobleza, el clero y el pueblo llano.
c. ¿En qué año se recopilaron los cantos cristianos? En el año 600.
d. ¿Qué nueva clase social surgió a partir del año 1000? La burguesía.
e. ¿Qué estilo artístico surgió en los últimos siglos de la Edad Media? El Gótico.

QUESTIONS IN ENGLISH:

a. When did the Middle Ages take place? From V to XV centuries.
b. Which were the three social classes in the Middle Ages? Nobility, clergy and the ordinary people.
c. When were the Christian chants compiled? In 600.
d. What new social class was born in 1000? Bourgeoisie.
e. What artistic style began at the end of the Middle Ages? Gothic.

ACTIVITY 3: UNIT 1 REVIEW

Development: This activity takes place in October, in several classes of Unit 1, extending the number of questions while the unit is advancing. The conversation assistant asks some questions in English about the contents of Unit 1. The students, after raising their hands, answer them in English.

UNIT 1 REVIEW

1. Who is said to have created Gregorian chants?
   Gregorio Magno Pope.

2. Which was the language and texture of Gregorian chant?
   Latin. Monophony.

3. Describe the Gregorian chant:
   It is religious music with the lyric written in Latin. It is only vocal, without instruments. The rhythm is free. The texture is monophony. They use 8 scales.

4. What are the three types of Gregorian chant?
   Syllabic, pneumatic and melismatic.

5. Who invented modern musical notation?
   Guido d’Arezzo.
6. What were the names of the profane musicians in the Middle Ages?
    Troubadours and jongleurs.

7. What is the difference between profane music and Gregorian chant?
    It has rhythm and they use musical instruments.

8. What is the name of the most important profane Spanish music in the Middle Ages?
    The Cantigas of Alfonso X the Wise.

9. Which were the most important string musical instruments in the Middle Ages?
    Harp, psaltery, hurdy gurdy, viola and rabab.

10. Which were the most important wind musical instruments in the Middle Ages?
    Dulzaina, trumpet, recorder, bagpipe and portative organ.

11. Which were the most important percussion instruments in the Middle Ages?
    Drum and cymbals.

12. What was the name of the first polyphonic music and the first two composers?
    Organum. Leonin and Perotin.

13. What is the name of a polyphonic song with different lyrics and different rhythm?
    Motet.

14. What is the name of a very important book of polyphonic music found in Spain?
    Calixtino Codex.

**ACTIVITY 4: MUSIC BILINGUAL TRIVIAL**

*Development:* This activity will take place for one hour at the end of each unit. Not a word in Spanish is used during the whole class. The students will form three groups (including the conversation assistant, who participates too and encourages and help on the use of English). In each group, one of the students will be the leader. The topics of the questions are the following ones:

- Blue: Musical language (answering of the musical language question).
- Green: Musical instruments (identification of the instrument that was heard).
- Orange: Classical music (identification of the classical work that was heard).
- Red: Soundtracks, opera and musicals (identification of the work that was heard).
- Yellow: Rock music (identification of the group and rock style that was heard)

The students will always look at the screen for a guide to each type of question. Each group will debate the questions only in English. If any group speaks Spanish, they will lose a turn in the game. The leader of each group finally answers the questions and decides where they are moving on the board, after rolling the dice.
UNIT 2: RENAISSANCE

ACTIVITY 1: BASIC VOCABULARY

Development: This activity takes place in November, in some classes of Unit 2. The students receive a copy of the trilingual basic vocabulary (Spanish, English and French) of the unit. The conversation assistant reads each word in English and the students repeat it. Then, the students turn over the basic vocabulary, the assistant reads the words in Spanish and asks them to (individually) translate them into English. The assistant checks and corrects the pronunciation of the students.

BASIC VOCABULARY:

<table>
<thead>
<tr>
<th>English</th>
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<tr>
<td>Renacimiento:</td>
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<td>Ensalada:</td>
<td>Salad</td>
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<tr>
<td>Humanismo:</td>
<td>Humanism</td>
<td>Corneta:</td>
<td>Bugle</td>
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<tr>
<td>Coro:</td>
<td>Choir</td>
<td>Cromorno:</td>
<td>Cornet à pistons</td>
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<tr>
<td>Homofonía:</td>
<td>Homophony</td>
<td>Trombón:</td>
<td>Trombone</td>
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<tr>
<td>Misa:</td>
<td>Mass</td>
<td>Trompeta:</td>
<td>Trumpet</td>
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<td>Coral:</td>
<td>Choral</td>
<td>Láud:</td>
<td>Lute</td>
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<td>Romance:</td>
<td>Romance</td>
<td>Clave/clavecín:</td>
<td>Harpsichord</td>
</tr>
<tr>
<td>Villancico:</td>
<td>Carol</td>
<td>Órgano:</td>
<td>Organ</td>
</tr>
</tbody>
</table>

ACTIVITY 2: HISTORY REVIEW

Development: This activity takes place in November, at the beginning of Unit 2. The students answer some questions in Spanish about a general introduction of the unit in Spanish. Then, the conversation assistant asks the same questions in English in a different order, asking the students to answer them in English too. After, the assistant asks to the students some new questions they didn’t answer before.
QUESTIONS IN SPANISH:

a. ¿En qué siglos se dio el Renacimiento? En los siglos XV y XVI.
b. ¿Dónde se inició el Renacimiento? En Italia.
c. ¿Cómo se llamó la corriente de pensamiento en el Renacimiento? Humanismo.
d. ¿Cuál fue el descubrimiento geográfico más importante? América.
e. ¿Qué se inventó en 1450? ¿Quién lo inventó? La imprenta. Gutenberg.
f. ¿Quién inició la Reforma Protestante? Martín Lutero.
g. ¿Qué convocó la Iglesia Católica en respuesta a la Reforma Protestante? El Concilio de Trento.
h. ¿Qué músico italiano se menciona? Palestrina.
i. ¿Qué 2 importantes pintores italianos se mencionan? Rafael y Miguel Ángel.

QUESTIONS IN ENGLISH:

a. In which centuries did the Renaissance take place? During the 15th and 16th centuries.
b. Where did the Renaissance begin? In Italy.
c. What is the term used for the way of thinking during the Renaissance? Humanism.
d. What was the most important geographic discovery? America.
e. What was invented in 1450? Who was the inventor? The press. Gutenberg.
f. Who began the Protestant Reform? Lutero.
g. What did the Catholic Church call after the Protestant Reform? The Trento Council.
h. Which Italian musician is spoken of in the video? Palestrina.
i. Which two Italian painters are spoken of in the video? Rafael and Michelangelo.

NEW QUESTIONS:

b. Which Italian city was the Medici family from? Florence.
c. Which great work did Michelangelo create? The Sistine Chapel ceiling.
d. How long did Michelangelo take to finish this work? 4 years.

ACTIVITY 3: UNIT 2 REVIEW

Development: This activity takes place in November, in several classes of Unit 2, extending the number of questions while the unit is advancing. The conversation assistant asks some questions in English about the contents of Unit 2. The students, after raising their hands, answer them in English.

REVIEW UNIT 2

1. When did the Renaissance take place?
   It took place during the XV and XVI centuries.
2. Explain the characteristics of Renaissance music:
Polyphonic, vocal and instrumental, every voice has the same importance, rhythm is regular and the lyric is very important.

3. What are the four techniques of Renaissance music?
   Imitative contrapunte, cantus firmus, variation and homophony.

4. Who was one of the most important polyphonic music composers in Italy?
   Palestrina.

5. Which are the two main religious musical forms in Renaissance?
   Motet and mass.

6. What are the differences between the motet in Renaissance and Middle Ages?
   All the lyrics are the same and it has more than three voices.

7. What was the musical form in Germany?
   Choral.

8. Who was one of the most important polyphonic music composers in Spain?
   Tomás Luis de Victoria.

9. Who was an important author of madrigals from Italy?
   Monteverdi.

10. What were the three forms of profane vocal music in Spain during the Renaissance?
    Romance, carol and salad.

11. Who was one of the most important Spanish composers of profane music?
    Juan del Enzina.

12. Name five Renaissance wind instruments.
    Bugle, trombone, crumhorn and trumpet.

13. Name four stringed instruments of the Renaissance.
    Lute, viola da gamba, clavicordio and harpsichord.

14. Which were the two most important instruments in Spain?
    Organ and vihuela.

15. Who was one of the most important Spanish composer of instrumental music in the Renaissance?
    Antonio de Cabezón.

**ACTIVITY 4: CREDO OF MARCELO POPE MASS**

Development: The students are told to describe the song as much as possible in their notebooks, using English as much as they can. After listening to the song, the conversation assistant asks them, correcting the pronunciation and helping them if it is necessary with questions as: Is the texture monophonic or polyphonic? Is it a choir or a single voice? Are there male or female voices? Are there any musical instruments? Is it religious or secular music? In which language are they singing?

**Answer:** Polyphonic (there are different voices), choir, male and female voices, no musical instruments, religious and the language is Latin.
**ACTIVITY 5: AVE MARÍA (TOMÁS LUIS DE VICTORIA)**

Development: The conversation assistant asks the following two questions about the song. The students write the questions in their notebook (they may write them in English or in Spanish). A review of the content has to be done after each question. After listening to the song, the conversation assistant asks them the questions, correcting the pronunciation.

**First question:** Identify the musical form. It may be one of the following ones: Gregorian chants, profane music, motet or canon.

(Review: Let’s remember what each musical form is. Write them in the blackboard and ask the students to explain them)

a) Gregorian chant: Monophonic, religious, in Latin, male voices, choir, reverberation…

b) Profane music: Not religious.

c) Motet: Different voices with different lyrics and different rhythms.

d) Canon: One voice begins, after a second voice begins at the beginning of the melody and so on.

**Answer:** It’s a motet.

**Second question:** Identify when the homophonic fragment begins and when it finishes

(Review: Explain that in the homophonic fragment it’s very easy to understand the lyric).

**Answer:** 0.54 – 1.24

**ACTIVITY 6: AVE MARÍA (JOSQUIN DES PREZ)**

Development: The conversation assistant asks the following two questions about the song. The students write the questions in their notebook (they may write them in English or in Spanish). After listening to the song, the conversation assistant asks them the questions, correcting the pronunciation.

**First question:** Identify the musical form. It may be one of the following ones: Gregorian chants, profane music, motet or canon.

**Answer:** It’s a canon.

**Second question:** Identify when the homophonic fragment begins.

**Answer:** 1.16.
ACTIVITY 7: HOY COMAMOS Y BEBAMOS (JUAN DEL ENZINA)

Development: The conversation assistant asks the following some questions about the song. The students write the questions in their notebook (they may write them in English or in Spanish). After listening to the song, the conversation assistant asks them the questions, correcting the pronunciation.

First question: Identify the musical instruments in the first part of the song.
Answer: Lute, flute, vihuela and viola.

Second question: Do you understand the lyrics? Why?
Answer: Yes, because the texture of the song is homophony.

Third question: What are the lyrics?
Answer: Let’s eat and drink because tomorrow we will suffer. So, let’s have a good time before problems come to us.

ACTIVITY 8: LA BELLA Y GRACIOSA MOZA… (LE LUTHIERS)

Development: After watching the video, the conversation assistant asks the following questions about it, correcting the students’ pronunciation.

1) What did the girl do in the beginning of the song?
   She went to a stream (a small river) to wash the clothes.

2) Where did the girl go after washing the clothes?
   She went to the market.

3) What did the girl buy in the market?
   She bought a sheep.

4) What happened when the girl went to the woods with the sheep?
   The sheep went away.

5) Did she want to go with the horse rider at the end?
   No, she didn’t.
UNIT 3: BAROQUE

ACTIVITY 1: BASIC VOCABULARY

Development: This activity takes place in December and January, in some classes of Unit 3. The students receive a copy of the trilingual basic vocabulary (Spanish, English and French) of the unit. The conversation assistant reads each word in English and the students repeat it. Then, the students turn over the basic vocabulary, the assistant reads the words in Spanish and asks them to (individually) translate them into English. The assistant checks and corrects the pronunciation of the students.

BASIC VOCABULARY:

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<td>Violonchelo:</td>
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<td>Opera</td>
<td>Contrabajo:</td>
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<td>Overture</td>
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<td>Transverse flute</td>
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<td>Flûte</td>
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<td>Orchestre</td>
<td>Zarzuela:</td>
<td>Spanish operetta</td>
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ACTIVITY 2: HISTORY REVIEW

Development: This activity takes place in December, at the beginning of Unit 3. The students answer some questions in Spanish about a general introduction of the unit in Spanish. Then, the conversation assistant asks the same questions in English in a different order, asking the students to answer them in English too. After, the assistant asks to the students some new questions they didn’t answer before.
QUESTIONS IN SPANISH:

a. ¿Cuándo se dio el Barroco? Siglo XVII y 1ª mitad del siglo XVIII.
b. ¿Quién fue el rey francés llamado El Rey Sol? Luis XIV.
c. ¿Qué 2 científicos forman parte de la Revolución científica? Galileo y Newton.
d. ¿Qué filósofo francés tuvo gran importancia? René Descartes.
e. ¿Cuáles son dos de las características de la música barroca? Contraste y ornamentación.
f. ¿Quién fue el gran autor de cantatas y oratorios? Bach.
g. ¿Qué género nació a principios del Barroco? La ópera.
h. ¿Qué compositor alemán compuso 42 óperas? Händel.

QUESTIONS IN ENGLISH:

a. When did the Baroque take place? During the XVII century and the first half of XVIII.
b. Which French King was called the Sun King? Luis XIV.
c. Which two scientists belong to the scientific revolution? Galileo and Newton.
d. Which French philosopher was very important? René Descartes.
e. What are two characteristics of Baroque music? Contrast and ornamentation.
f. Who was the most important composer of cantatas and oratorios? Bach.
g. What genre was born at the beginning of the Baroque? Opera.
h. What German composer composed 42 operas? Händel.

OTHER QUESTIONS:

a. Which war took place in Central Europe in XVII century? The 30 years War.
e. Which instrumental work by Bach is spoken of? Brandenburg Concertos.
f. What was one of the first operas and who was the composer? Orpheus by Monteverdi.

ACTIVITY 3: UNIT 3 REVIEW

Development: This activity takes place in December and January, in several classes of Unit 3, extending the number of questions while the unit is advancing. The conversation assistant asks some questions in English about the contents of Unit 3. The students, after raising their hands, answer them in English.

REVIEW UNIT 3

1. When did Baroque take place? What happened at the beginning and at the end?
   1600: First opera. 1750: Death of Bach.
2. What are the parts of the opera?
Overture, singing parts and interludes.

3. What are the two main ways of singing in an opera?
   Aria and recitative.

4. Which are the two types of operas? Opera seria and bufa.

5. Which are the three religious vocal forms in Baroque?
   Oratorio, cantata and passion.

6. What are the string instruments in the baroque orchestra?
   Violin, viola, cello, contrabass and harpsichord.

7. What are the woodwind instruments in the baroque orchestra?
   Transverse flute, oboe, bassoon.

8. What are the brass instruments in the baroque orchestra?
   Trumpet.

9. How do you say a collection of dances in the baroque period?
   Suite.

10. What is the musical form for orchestra with three contrasting movements?
    Concerto.

11. Who was the main Italian composer in Baroque? Name his most famous work.
    Vivaldi. The Four Seasons.

12. Who was the main German composer in Baroque? Name some of his most famous works.
    Bach. Brandenburg Concertos, suites and fugues.

13. Who was the main English composer in Baroque? Name some of his most famous works.
    Händel. “Fireworks music” and “The Messiah” oratorio.

14. Which is the main music performance in Spain?
    Spanish operetta.

15. Which is the musical form in which there are a lot of imitations?
    Fugue.

**ACTIVITY 4: SPRING, 1st MOVEMENT (VIVALDI)**

Development: The conversation assistant explains to the students that “The Four Seasons” by Vivaldi is descriptive music, so every fragment of the songs is always describing something related to the season. The students are told to identify what each fragment is describing, writing it in their notebooks in English. While the students are listening to the song, the teacher will indicate when each fragment begins. After listening to the song, the conversation assistant asks the students, correcting the pronunciation.
Answers:

1. The happiness of spring.  
2. Birds singing.  
3. The sound of fountains of small rivers.  
4. A storm.  
5. Birds singing after the storm.

**ACTIVITY 5: PRELUDE 1 (BACH)**

Development: The conversation assistant explains to the students that they will listen to the original Prelude number 1 by Bach and then they will listen to three versions of this song. They have to describe the original version and find the differences in the versions compared to the original one, writing everything in their notebooks in English. After listening to the songs, the conversation assistant asks the students, correcting the pronunciation and helping them if necessary, with questions as: What are the musical instruments? Is there a new melody? Is there a voice or choir?

Answers:

Original: It’s a slow song played with a harpsichord.  
First version: Vocal and cello version. The vocal part is new from the original song.  
Second version: A choir is singing with some percussion.  
Third version: A harp plays the original song and a flute plays the new melody.

**ACTIVITY 6: INVESTIGATIONS**

Development: The conversation assistant asks the students some homework questions about Baroque composers, reading them in English. The students take notes about them in their notebooks (in English or in Spanish) and will look for them in internet at home. The first student to give the correct answer the following day will win. This activity is sometimes repeated throughout the unit.  
*Investigation 1:* What was the way Lully, a French musician, died?  
*Investigation 2:* What was the way Purcell died?  
*Investigation 3:* One of the most important composers in the Baroque was a priest. Who was he and why was he punished told not to celebrate masses?  
*Investigation 4:* There was a noble with an insomnia problem. The doctor suggested that he should listen to relaxing music before going to sleep. So, he paid an important musician to compose a song, long enough to get him to sleep. It was a song to be played by a harpsichord. Then, the harpsichord player in the court played that song each night in a room close to the noble’s room. Finally, the noble fell asleep. What was the name of the musical work and who was the composer?
ACTIVITY 7: WINTER, 1st MOVEMENT (VIVALDI)

Development: The conversation assistant explains to the students this movement describing some meteorological events (rain, snow…) or actions (something a person is doing when he is outside in the cold) related to winter, writing on the blackboard when each one takes place:

1. Meteorological: 0.00
2. Meteorological: 0.34
3. Action: 1.07
4. Meteorological: 1.19
5. Action: 2.26

The students have to identify all the events and actions and write them in their notebooks in English, completing this table. After finishing it, the conversation assistant will ask the students for the answers, helping them on the vocabulary and pronunciation.

Answers:

1. Meteorological: Cold in the snow. 0.00
2. Meteorological: A storm. 0.34
3. Action: Running and beating feet against the ground. 1.07
4. Meteorological: Wind. 1.19
5. Action: Teeth chattering. 2.26

ACTIVITY 8: HORNPIPE (HÄNDEL)

Development: The conversation assistant explains the students that they have to identify the musical instruments they will listen to in each fragment in the song, telling them that the possible answers are trumpets, strings, French horns or all the orchestra (tutti). First, they will write in their notebooks the time when each fragment begins.

Answers:

1. 0.00 Strings
2. 0.15 Trumpets
3. 0.22 French horns
4. 0.27 Tutti
5. 0.30 French horns
6. 0.33 Strings
7. 0.40 Trumpets
8. 0.44 French horns
9. 0.47 Tutti
10. 0.59 Strings

ACTIVITY 9: BRANDENBURGO CONCERTO N°2 1st MOV. (BACH)

Development: The conversation assistant explains to the students that they will identify the musical instruments they will listen to in each fragment of the song. The possible instruments are the ones we can find in the Baroque orchestra (they can check it in the book). After writing when each fragment begins, they will answer in English.
**Answers:**

1. 0.00 Tutti  
2. 0.18 Violin  
3. 0.27 Oboe  
4. 0.31 Trumpet  
5. 0.36 Transverse flute  
6. 0.40 Trumpet  

**ACTIVITY 10: WINTER, 3rd MOVEMENT (VIVALDI)**

*Development:* The conversation assistant explains to the students that they will write in their notebooks what this song describes about winter, but not in its correct order. The students will write the descriptions in English and the assistant will explain the vocabulary when needed. They will write the times when each fragment begins and they will draw arrows connecting the musical fragment to the description, while listening to the song.

**Answers:**

<table>
<thead>
<tr>
<th>DESCRIPTIONS</th>
<th>MUSIC FRAGMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Running</td>
<td>0.00</td>
</tr>
<tr>
<td>b) A warm wind</td>
<td>0.33</td>
</tr>
<tr>
<td>c) The ice is breaking</td>
<td>0.43</td>
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<tr>
<td>d) Walking over the ice</td>
<td>0.55</td>
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<tr>
<td>e) Falling down</td>
<td>1.43</td>
</tr>
<tr>
<td>f) A cold wind</td>
<td>1.53</td>
</tr>
<tr>
<td>g) Walking slowly with fear</td>
<td>2.32</td>
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UNIT 4: CLASSICISM

ACTIVITY 1: BASIC VOCABULARY

Development: This activity takes place in February and March, in some classes of Unit 4. The students receive a copy of the trilingual basic vocabulary (Spanish, English and French) of the unit. The conversation assistant reads each word in English and the students repeat it. Then, the students turn over the basic vocabulary, the assistant reads the words in Spanish and asks them to (individually) translate them into English. The assistant checks and corrects the pronunciation of the students.

BASIC VOCABULARY:

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<td>Trompa:</td>
<td>French horn</td>
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ACTIVITY 2: HISTORY REVIEW

Development: This activity takes place in February, at the beginning of Unit 4. The students answer some questions in Spanish about a general introduction of the unit in Spanish. Then, the conversation assistant asks the same questions in English in a different order, asking the students to answer them in English too. After, the assistant asks to the students some new questions that they didn’t answer before.
QUESTIONS IN SPANISH:

a. ¿Cuándo se dio el Clasicismo? Desde mediados del siglo XVIII hasta 1830.

b. ¿Qué movimiento cultural se dio en Europa? La Ilustración.

c. ¿En qué 2 países se dieron procesos revolucionarios? En Francia y EEUU.

d. ¿En qué obra se recopilaron todos los conocimientos de la época? En la Enciclopedia.

e. ¿Qué tipo de música experimenta un gran auge? La música instrumental.

f. ¿Cuántos conciertos para piano compuso Mozart? 27.

g. ¿Cuándo murió Mozart y con qué edad? 1791. 35 años.

h. ¿A quién dedicó Beethoven, en principio, su 3ª sinfonía? A Napoleón.

i. ¿Cómo rebautizó Beethoven su 3ª sinfonía? Heroica.

QUESTIONS IN ENGLISH:

a. When was the Classical Period? From the middle of the 18th century until 1830.

b. What cultural movement took place in Europe during this time? The Enlightenment (La Ilustración)

c. In what two countries did revolutionary processes take place in the second half of the 18th century? France and the United States.

d. What work brought together all of the knowledge of the time? The Encyclopedia.

e. What type of music peaked during this period? Instrumental music.

f. How many piano concerts did Mozart compose? 27.

g. When and at what age did Mozart die? 1791, 35-years-old.

h. To whom did Beethoven, at first, dedicate his 3rd symphony? Napoleon.

i. How did Beethoven rename his 3rd symphony? Heroic.

OTHER QUESTIONS:

j. What inspired the new style? The Greco-Roman models of aesthetics (Ancient Greek and Roman styles).

k. How many symphonies did Haydn compose? 106.

l. What were the two types of opera during this time? Seria and buffa.

ACTIVITY 3: UNIT 4 REVIEW

Development: This activity takes place in February and March, in several classes of Unit 4, extending the number of questions while the unit is advancing. The conversation assistant asks some questions in English about the contents of Unit 4. The students, after raising their hands, answer them in English.
**REVIEW UNIT 4**

1. When did Classicism take place?
   In the second half of the 18th century.

2. How many bars are usually in a musical sentence in Classicism music?
   8 bars.

3. What was the new string instrument in the Classicism orchestra?
   Piano.

4. What string instrument was used no more in Classicism orchestra?
   Harpsichord.

5. Which is the new woodwind instrument in Classicism?
   Clarinet.

6. Which is the new brass instrument in Classicism?
   French horn.

7. How many movements does a sonata have?
   4.

8. What is the difference between a sonata and a sonata form?
   A Sonata Form is a part of a sonata. It is in its first movement.

9. What is the difference between a sonata and a symphony?
   A sonata is played by few instruments (one, two or three) and a symphony by a whole orchestra.

10. How many parts does a sonata form have?
    Three.

11. What are the names of the parts of a sonata form?
    Exposition, development and recapitulation.

12. What are the musical forms derived from the sonata?
    Duet, trio, quartet, quintet...

13. What was the nickname given to Haydn?
    The symphony father.

14. How many symphonies did Haydn compose?
    104.

15. What string instruments group did Haydn create?
    The string quartet.

16. Where were Haydn and Mozart born?
    In Austria.
17. How many symphonies did Mozart compose?
   41.
18. Name the Austrian city where Mozart was born:
   Salzburg.
19. Say three Mozart’s operas:
   Figaro weddings (“The Marriage of Figaro”), Don Giovanni and The magic flute.
20. How many piano concertos did Mozart compose?
   27.
21. At what age did Mozart die?
   When he was 35 years old.
22. What was the musical work that Mozart didn’t finish before his death?
   The Requiem.
23. Name an important opera composed by Gluck:
   Orpheus and Eurydice.
24. Where was Beethoven born?
   In Bonn (Germany).
25. How many symphonies did Beethoven compose?
   9.
26. Which were the most important symphonies by Beethoven? Name them if possible.
   3ª “Heroic”, 5ª, 6ª “Pastoral” and 9ª “Choral”.
27. How many piano concertos did Beethoven compose? Which is the most important one?
   5. The 5º “Emperor”.
28. What physical problem did Beethoven suffer?
   He was deaf.
29. Who was the main opera composer in Spain?
   Vicente Martín y Soler.
30. Who was known as the Spanish Mozart?
   Arriaga.

**ACTIVITY 4: THE MAGIC FLUTE (MOZART)**

*Development:* After watching two fragments of the opera (with Spanish subtitles), the conversation assistant will ask the students in English some questions about them.
Questions about the Papageno’s song:
1. What is the job of the character? Bird hunter.
2. Describe the personality of Papageno: He a very happy and nice man.
3. What instrument can Papageno play? Can you describe it? A Pan flute. It is some tubes ordered from the shortest to the longest.
4. What is he doing at the same time he is singing? He is eating.
5. What does he want to hunt apart from birds? Girls.
6. Who is playing the Pan flute too? The conductor of the orchestra.

Questions about Papageno and Papagena’s song:
1. Who is Papageno looking for at the beginning? He is looking for Papagena.
2. What does he feel about Papagena? He is in love with her.
3. What does he want to do after counting to three? He wants to commit suicide.
4. What does Papageno do at the same time he is counting? He plays the Pan flute.
5. Who stops Papageno? The three boys.
6. What do the boys tell Papageno to do? They tell him to play the magic glockenspiel.
7. What happens when he plays the glockenspiel? Papagena appears.
8. Is Papagena in love with Papageno? Yes, she is.

ACTIVITY 5: MOZART’S CURIOSITIES

Development: After the students read a text about Mozart’s unusual behaviors (in Spanish), the conversation assistant asks them some questions about it in English.

a) Was Mozart able to make predictions?
Mozart’s last symphony has a four notes theme equal to one of his first symphony. Did he know he would not compose any more symphonies?

b) Did Mozart like the sound of flute? What did Mozart say about flute’s sound?
He didn’t like it. He said that the only thing worse than a flute was two flutes.

c) Explain the Mozart effect.
It is said that listening to Mozart’s music makes our intelligence get better.

d) What kind of music play was that one that Mozart could write after listening to it only once?
It was a singing mass.

e) When was the clarinet included in the orchestra in Mozart’s works?
In his Clarinet’s concerto.
f) When did Mozart begin learning to play songs?
   When he was 4 years old.

g) When did Mozart begin to compose music?
   When he was 5 years old.

h) When did Mozart begin to give musical concerts?
   When he was 6 years old.

i) When did Mozart compose his first opera?
   When he was 11 years old.

j) When did he die?
   When he was only 35 years old.

**ACTIVITY 6: 6\textsuperscript{TH} SYMPHONY 3\textsuperscript{RD} AND 4\textsuperscript{TH} MOV. (BEETHOVEN)**

*Development:* The students write in their notebooks some questions about the video of this symphony (with Leonard Bernstein as the conductor) read by the conversation assistant. After watching the video, the conversation assistant asks the questions to the students.

a) Write the instruments you see in the 3\textsuperscript{rd} movement:
   Strings, oboe, French horn, bassoon, clarinet, transverse flute, trumpet and kettledrum.

b) What instrument in the 3\textsuperscript{rd} movement was not in the Baroque orchestra?
   Clarinet.

c) The fourth movement describes something that was described in the Four Seasons, by Vivaldi. What is that?
   A storm.

d) Which is the new instrument in the 4\textsuperscript{th} movement?
   Piccolo.
UNIT 5: ROMANTICISM

ACTIVITY 1: BASIC VOCABULARY

Development: This activity takes place in April and May, in some classes of Unit 5. The students receive a copy of the trilingual basic vocabulary (Spanish, English and French) of the unit. The conversation assistant reads each word in English and the students repeat it. Then, the students turn over the basic vocabulary, the assistant reads the words in Spanish and asks them to (individually) translate them into English. The assistant checks and corrects the pronunciation of the students.

BASIC VOCABULARY:

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<tr>
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<td>Genius</td>
<td>Génie</td>
<td>Virtuoso</td>
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<tr>
<td>Flautín</td>
<td>Piccolo</td>
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<tr>
<td>Corno inglés</td>
<td>English horn</td>
<td>Cor anglais</td>
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<tr>
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<td>Vibráfono</td>
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<tr>
<td>Música programática</td>
<td>Program music</td>
<td>Musique à thème</td>
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ACTIVITY 2: HISTORY REVIEW

Development: This activity takes place in April, at the beginning of Unit 5. The students answer some questions in Spanish about a general introduction of the unit in Spanish. Then, the conversation assistant asks the same questions in English in a different order, asking the students to answer them in English too. After, the assistant asks to the students some new questions they didn’t answer before.
QUESTIONS IN SPANISH:

a) ¿Cómo se llamó la revolución tecnológica y social en el siglo XIX? Revolución industrial.
b) Inventos importantes en el siglo XIX: Teléfono y bombilla.
c) ¿Cuáles son las 2 reacciones derivadas de la Revolución industrial? El socialismo y el romanticismo.
d) Género literario muy popular durante el siglo XIX: Novela gótica o de terror.
e) Ejemplos de virtuosos, indicando el instrumento que tocaban: Chopin y Liszt (piano); Paganini (violín).
f) ¿Cuál es el espectáculo musical más importante en el siglo XIX? La ópera.
g) Ejemplo de ópera de Verdi: Rigoletto.
h) Ejemplo de ópera de Wagner: Tristán e Isolda.
i) Ejemplo de ópera verista y autor: La Bohéme, de Puccini.

QUESTIONS IN ENGLISH:

a) What was the name of the technologic and social revolution in the 19th century? Industrial revolution.
b) Important inventions in the 19th century: Telephone and lightbulb.
c) What were the two reactions to the Industrial Revolution? Socialism and Romanticism.
d) Which literary works were the very popular in the 19th century? Gothic novel.
e) Name some virtuous musicians, telling their musical instruments: Chopin and Liszt (piano); Paganini (violin).
f) What was the most important musical show in the 19th century? Opera.
g) Name an example of opera by Verdi: Rigoletto.
h) Name an example of opera by Wagner: Tristan and Isolde.
i) Name an example of Verismo opera and its composer: La Bohéme by Puccini.

OTHER QUESTIONS:

a) Who were the inventors of telephone and lightbulb? Bell and Edison.
b) Who was one of the most important Gothic writers in Romanticism? Edgar Allan Poe.
c) Who was the first Romanticism composer? Beethoven.

ACTIVITY 3: UNIT 5 REVIEW

Development: This activity takes place in April and May, in several classes of Unit 5, extending the number of questions while the unit is advancing. The conversation assistant asks some questions in English about the contents of Unit 5. The students, after raising their hands, answer them in English.
REVIEW UNIT 5

1. When did Romanticism take place?
   In the 19th Century.

2. What was more important for the Romanticism composers, the structure of the music or the feelings they wanted to transmit with it?
   The feelings they wanted to transmit.

3. What are the three periods in Romanticism?
   First Romanticism, Second Romanticism and Post-Romanticism.

4. Who was considered as the successor of Beethoven?
   Brahms.

5. Who is the composer of the Hungarian dances?
   Brahms.

6. Who was the composer of the famous cradle song?
   Brahms.

7. What was the name people gave to the first symphony of Brahms?
   The 10th symphony of Beethoven.

8. Who were the three main composers of piano works?
   Chopin, Schumann and Liszt.

9. What are the new wind instruments in the Romanticism orchestra?
   Piccolo, English horn, contrabassoon, sax and tuba.

10. What are the new percussion instruments in the Romanticism orchestra?
    Vibraphone and celesta.

11. Name one important symphonies composer of the Romanticism:
    Schubert, Mendelssohn, Schumann and Brahms.

12. What is the name of a symphony that tells a story? Who was the first author and his work?

13. What is the name of a one movement work that tells as a story? Who was the main author?
    Symphonic poem. Liszt.

14. What is the name of the melody that appears often in program music and opera?
    Leitmotiv.

15. What was the most important work of Schubert?
    His 8th Symphony, called the “Incomplete”.

16. Which were the similarities between Schubert and Mozart?
Both were child prodigies, they died young and were able to compose music in their brains, without using a staff or musical instrument.

17. How many public concerts did Schubert perform during his life? Why?
   Only one concert. Maybe because he was not a virtuoso at playing the piano.

18. Name some Nationalism composers and their original country.
   Mussorgsky and Rimsky-Korsakov (Russia), Smetana and Dvorak (Czechoslovakia), Grieg (Norway) and Gershwin (USA).

19. Who was the composer of the New World Symphony? Where was he from?
   Dvorak. Czechoslovakia.

20. Who was the composer of the Rhapsody in Blue? Where was he from?
   Gershwin. USA.

21. How do you say a short song in which a poem is sung accompanied by a piano?
   Lied.

22. Who were the two main lieder composers?
   Schubert and Schumann.

23. Name one famous lied from Schubert:
   Ave Maria.

24. Name some Italian opera composers and some of their works.
   Rossini (The Seville barber and Guillermo Tell), Bellini (Norma), Verdi (Rigoletto, Nabucco and La Traviata) and Puccini (Madame Butterfly and Turandot).

25. Name a German opera composer and some of his works.
   Wagner. Tristan and Isolde and the Nibelungs’ ring.

26. Name two French opera composers and one of their works.
   Bizet (Carmen) and Offenbach (Orpheus in hell).

27. What were the two types of Spanish operetta?
   Zarzuela grande and Género chico.

28. Name two Spanish operetta composers and one of their works:
   Barbieri (El barberillo de Lavapiés) and Bretón (La verbena de la Paloma).

**ACTIVITY 4: SCHUBERT**

*Development:* The conversation assistant slowly reads a long text about Schubert, repeating each paragraph several times. After finishing each part, he/she asks some questions to the students, and they answer in English. Next, we have the text and the questions.
FRANZ SCHUBERT (1797 – 1828)

Biography:

He was born in Austria and lived only 31 years. He was a composer at the age of 11. His music teacher said that he didn’t have anything to teach him. “God has taught him”, he said: One of his teachers, in 1808 was Salieri.

- Where was Schubert born?
- How old was he when he died?
- Who was one of his teachers?
- What did one of their teachers say about Schubert when he was a child?

He usually didn’t have much money. He didn’t have a piano and when he needed it, he went to a friend’s house. Really, he didn’t need a piano to compose music.

- Did he compose music on a piano?
- What did he do when he needed a piano?
- Did Schubert have a lot of money?

He became famous with an opera singer (Johann Vogl), who was very tall and strong. However, Schubert was short and fat (some people called him “the fatty”). Sometimes, paintings were made about them.

- What was Schubert’s nickname?
- What opera singer did he become famous with?

During the year in which he died (1828), he composed very good works, and performed in his only public concert in his life; after this concert, Paganini arrived and performed in 14 concerts in the city. Schubert said before dying that his head was full of ideas.

- How many public concerts did he make in his life?
- When were they?
- What did Schubert say when he was dying?

His music:

His best scores were the lieder, for example Ave Maria and Serenade. He never composed piano concerts, maybe because then, the composer usually was the pianist player in the public concert. Schubert was a good piano player but not a virtuous.
- What were some of his best works?
- Was he a good piano player?
- Why didn’t he compose piano concerts?

He composed 9 symphonies. The 8th symphony is the most famous and it’s called the Unfinished Symphony, because it has only two movements. There are two possible explanations: Maybe he thought it was impossible to create something as good as the first two movements and he left it so, or maybe, when he sent the score to a Musical Society, they lost the 3rd and 4th movements.
- How many symphonies did he compose?
- Which was his most famous symphony?
- Was it finished?
- Why?

**Personality:**

Schubert was very shy. He was the first great composer who didn’t perform public concerts, he only wanted to compose music.

He was one of the fastest composers in history (as Mozart). He made music in his head and afterwards, he wrote it. Once, he received a poem, he went to the window, read it several times, composed the music at that moment and said: it’s finished (and this became a great song).
- Describe Schubert’s personality.
- How did he compose music?

He admired Beethoven. It isn’t known how many times they met, but it’s known they admired each other. It’s known Schubert went to see Beethoven when he was dying.
- Who did he admire?
- Did they meet in their life?

**ACTIVITY 5: PROGRAM MUSIC ACTIVITIES**

**Development:** During several activities, the students will work about some examples of program music. They will receive a copy with all the exercises to be filled in. In each activity, the teacher explains to the students what they have to fill-in or identify and the conversation assistant asks them to translate the activities, resolving any doubt about the vocabulary. Next we have the activities with their answers.
**PROGRAM MUSIC (Answers)**

- **Macabre Dance (Saint-Saëns).**
  Topic A: The skeletons dance a waltz.
  Topic B: The Death.
  a) Winter wind. 0.01 c 1.57 j
  b) Rooster song. 0.18 f 3.16 TB
  c) Twelve strokes of midnight. 0.25 i 3.49 a
  d) Farewell of the Death. 0.33 TA 5.22 e
  e) Cries of the linden trees. 0.48 TB 5.52 TA/B
  f) Death thumps his heel on the grave. 1.04 TA 6.13 h
  g) Closure of the graves. 1.22 TA 6.48 b
  h) Races of the skeletons. 1.37 TB 7.04 d
  i) Death tunes his violin. 1.53 TA 7.28 g
  j) Clash of the bodies of the skeletons.

- **In a Persian market (Ketelbey).**
  a) The snake charmers. 0.04
  b) The caravan leaves the market. 0.39
  c) The beggars ask for charity. 1.16
  d) The market remains empty. 3.12
  e) The princess arrives at the market. 3.29
  f) The princess leaves the market. 3.44
  g) The acrobats. 4.11
  h) The caravan arrives at the market. 4.30
  i) The Caliph. 5.24
    5.52

- **In the steppes of Central Asia (Borodin).**
  - Topics: Soldiers, caravans and oriental.
    0.08: Soldiers 0.49: Caravans 1.15: Oriental 1.58: Caravans
    2.27: Soldiers 3.45: Caravans 4.10: Oriental 5.08: Soldiers/Oriental

- **The Moldavian (Smetana).**
  a) Main theme. 0.00
  b) A wedding. 0.29
  c) Birth of the river. 1.08
  d) A stream meets the river. 2.59
  e) A hunt. 4.00

- **Polovtsian dances (Borodin).**
  a) Introduction. Time: 0.00
     What family of instruments is emphasized? Woodwind
  b) Undulating dance of the young Polovtsian girls. Time: 0.42
     What voices of the choir stand out, each time that the melody is interpreted?
     1st time: Soprano 2nd time: Contralto 3rd time: Soprano and contralto
  c) Savage dance of the men. Time: 2.15
     What instruments make the fast melody the first 3 times?
     1st time: Clarinet 2nd time: Transverse flute 3rd time: Strings.
     ¿What is the percussion instrument? Tambourine (in Spanish: Pandereta).
  d) Collective dance. Time: 3.30
     Percussion instruments: Kettledrums, cymbals and triangle.
ACTIVITY 6: TURANDOT (PUCCINI)

Development: The students are given a specific vocabulary of this activity at the beginning. The conversation assistant reads slowly the argument about this opera, repeating each paragraph several times and asking the students to translate into Spanish each part of the story. In the middle of the story, the teacher asks the riddles to the students and assistant (this part is in Spanish). When the story arrives at “Nessun dorma” song, the students watch a video of it.

Specific vocabulary:

- Prince: Príncipe.
- Servant: Sirviente.
- Riddle: Adivinanza.
- Blade: Cuchilla.
- Sharp: Afilada.
- Executioner: Verdugo.
- Princess: Princesa.
- Mercy: Compasión.
- To change his/her mind: Cambiar de opinion.
- To force: Obligar.
- Dagger: Puñal.

Opera argument:

TURANDOT (PUCCINI)

A servant reads an order to the people in Pekin: “Turandot princess will get marriage only with the prince who guesses the three riddles she will tell him. If he doesn't guess them, he will die.”

A Persian Prince is going to die now, because he did not guess the riddles.

The blade is sharp. When night comes, the executioner takes the Persian Prince to the blade. People ask for mercy. Turandot princess appears in a Palace balcony and, with a gesture, she tells the executioner to kill the prince.

Among the people, there is an unknown prince. When he sees Turandot Princess, he falls in love with her. So, he decides to try to guess the riddles, because he wants to marry the princess. Some ministers of the Princess, the Prince’s father Timur and friend Liu try the Prince to change his mind, because possibly, he will die, but he ignores them.

Then, Turandot tells the three riddles to the Prince:
"En la noche sombría
vuela un fantasma iridiscente.
Se eleva y despliega las alas
sobre la negra e infinita humanidad.
Todo el mundo lo invoca
y todo el mundo lo implora,
pero el fantasma desaparece
con la aurora
para renacer en el corazón.
¡Y cada noche nace,
y cada día muere!"

"¡Brilla como la llama
y no es llama!
Es tal vez delirio.
iEs fiebre de ímpetu y ardor!
iLa inercia lo cambia
en languidez!
Si te pierdes o mueres se enfriña.
Si sueñas la conquista,
ese inflama, se inflama!
¡Tiene una voz,
que escuchas palpitante
y el vivo resplandor del ocaso!"

"¡Hielo que te inflama
y con tu fuego aún más se hiela!
¡Blanca y oscura!
Si te quiere libre,
te hace ser más esclavo.
Si por esclavo te acepta,
itéte hace Rey!"

![Image](https://example.com/image.jpg)

The Prince answered correctly. So, Turandot has to marry him, but she doesn't want. She asks the Prince: Do you want to force me to get married? He answers no and offers the Princess an opportunity to be free: If Turandot discovers the name of the Prince before the following morning, he will die. If she doesn't discover it, she will marry the Prince.

That night, Turandot princess orders her servants to investigate and ask everybody about the name of the Prince during the whole night, so they tell everybody "Not to sleep!"

The soldiers take Liu (a Prince's friend) to see Turandot, because they have seen her with the Prince. She tells that she knows the Prince name, but she will not say it. The soldiers torture her, but she continues without speaking. Turandot asks her: "Why are you so strong?" She answers: "Because of love". Liu tells Turandot: "You will lose". Then, she took a dagger and killed herself.

The Prince asks Turandot: "Why are you so hard?" Then, they kiss. Turandot cries and tells the Prince she has lost and he tells her his name: Calaf.

Finally, Turandot takes the Prince to her father and tells him: "His name is Love".

**ACTIVITY 7: ROMANTICISM COMPOSERS**

**Development:** In the book, the students may find a lot of information about several Romanticism composers. The conversation assistant will ask them easy questions about them in English and the students will find the answers in the book (or in a given text).