












# The Power of Expression: How Music and Dance Connect Us

Ref: EN\_DI\_8

## Introduction



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 <b>Description</b>	<p>In this English lesson, students develop listening comprehension, grammar awareness, and collaborative skills through two engaging stories about music and dance. Using the dictogloss technique, learners listen to short narratives, take notes with the support of visual aids, and reconstruct the texts from memory. The lesson focuses on complementary clauses and indirect question clauses, helping students notice and use constructions such as <i>wonder what...</i>, <i>ask how...</i>, and <i>explain why...</i> in meaningful contexts. Through pair or group work, learners practice accuracy, recall, and teamwork while gaining confidence in describing events, thoughts, and inquiries in English.</p>		
 <b>Age</b>	15 - 18 years old	 <b>Language Area</b>	Complementary clauses, Indirect question clauses
 <b>Proficiency Level</b>	B1-B2	 <b>Authors</b>	Athina Nachopoulou
 <b>Subject</b>	Language	 <b>Duration</b>	1 teaching hour (45')
 <b>Links with Language Curriculum</b>	Grammar: Complementary clauses, Indirect question clauses		
 <b>Rationale</b>	<p>This educational protocol involves Dictogloss, which is a form of a 'collaborative game'. The rationale of the Dictogloss is that (a) the learners interact with their peers in a fun way provoking language production and (b) they notice the way complementary clauses are formed, specifically indirect question clauses, in the (spoken) linguistic input (i.e., in the texts they are asked to listen to).</p>		

# Introduction



## Aims

It is expected that students:

1. will interact and help each other.
2. will all have opportunities to contribute to their group.
3. will increase their interest in the learning process by means of a fun activity.
4. will improve listening, reading, writing, and, possibly, speaking (through interaction with each other) skills.
5. will observe potential errors they make and will pay attention to the target grammatical forms through negotiation.
6. will be able to practice a grammatical phenomenon (with which they may have already been acquainted), i.e., complementary clauses, and specifically indirect question clauses, in this protocol.



## Equipment and Material Needed

- Pictures regarding the topic of the stories.
- One pre-recorded audio file of the text (alternatively the teacher could read the text)
- A worksheet (A4 paper size) as a reconstruction form that will include either the text with the gaps that must be filled in (if words and/or phrases need to be reconstructed rather than the entire text)

## Instructions Step by step development of the activity (preparation, implementation, summing up, reflection)



### 01 | Introduction

The teacher tells the students that they are going to listen to two stories about music and dance and asks them relevant questions to engage with the topic. (3 minutes)



### 02 | Listening stage

The teacher splits the students into groups. The students first listen to the teacher reading the text aloud (see text in the Appendix), and they are asked to listen for comprehension, without taking any notes. (2 minutes/per text)



### 03 | Listening Stage with Visual Support

The teacher distributes to the students the pictures representing the story and reads the text aloud two more times. During the second and third readings, the students are asked to take notes below the pictures which represent the events of the story. Then, they are asked to reconstruct the text based on the reconstruction form. (4 minutes/per text)



### 04 | Reconstruction Stage

After the final reading, the students recall the content of the text, assisted by their notes and the visual support (images), and try to produce a text that resembles the original as much as possible. This text-reconstruction stage is often implemented as pair work (optionally though), so the students can pool their resources. Students are given the original text with gaps and are asked to fill them in. (8–10 minutes/per text)



### 05 | After Reconstruction

The last step is for the students to compare their version with the transcript of the original text and make amendments, using a different color (again, either group-wise or individually). The text of the group (or the student) that has more similarities than differences with the original text wins. The same procedure is repeated for the second text. (5 minutes/per text)

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## Useful Tips

01

Depending on learners' proficiency level, they can be asked either to fill in the missing gaps, as in the example provided in the Appendix, or alternatively to reconstruct the entire text.

02

Dictogloss activities can be implemented either in groups or individually.

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## 01 | Texts

### Introduction

*Do you listen to music every day? What kind of music do you enjoy? Have you ever learned a dance routine? What steps were the hardest to remember?*

**Listen to the 1<sup>st</sup> story.**

### Text 1 - Complete audio file

Music has always been a way for people to express their feelings and connect with each other. Many people wonder (1) why music is such an important part of our lives. Some believe that music has the power to affect our emotions, while others think it is a way to bring people together. For example, people often ask (2) how music influences our mood. In fact, studies show that listening to music can improve your mood and reduce stress. Many musicians wonder (3) what kind of music can make people feel more positive. Some also ask (4) why certain types of music are more popular than others, and (5) how different cultures use music to express their identities. Music is also a form of communication, which is why musicians often wonder (6) how they can use music to communicate deeper messages with their audience. When people are asked (7) if they think music can change society, many say that it can. Whether it's the messages in the lyrics or the feelings created by the melody, music plays a huge role in shaping cultures around the world.

**Now listen to the story again and take notes under the pictures.**

**Accompanying illustrations with notes:**



## 01 | Texts

Now fill in the gaps. Your notes and the pictures will help you.

### Text 1 – With gaps

Music has always been a way for people to express their feelings and connect with each other. Many people wonder (1) ..... Some believe that music has the power to affect our emotions, while others think it is a way to bring people together. For example, people often ask (2) ..... In fact, studies show that listening to music can improve your mood and reduce stress. Many musicians wonder (3) ..... Some also ask (4) ..... , and (5)..... Music is also a form of communication, which is why musicians often wonder (6)..... with their audience. When people are asked (7) ..... , many say that it can. Whether it's the messages in the lyrics or the feelings created by the melody, music plays a huge role in shaping cultures around the world.

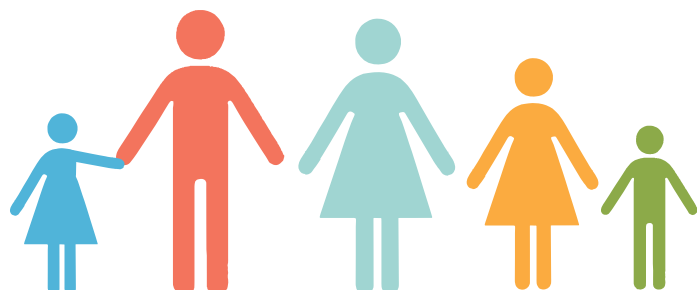
Listen to the 2<sup>nd</sup> story.

### Text 2 - Complete audio file

In dance, one of the most important things to learn is (1) **how to communicate with your body**. Dancers often wonder (2) **why some movements are more difficult than others**. When practicing a new routine, they ask themselves (3) **where the best place to start is**. Sometimes, teachers explain (4) **what steps to follow first** in order to build the rhythm. Dancers may also be curious about (5) **whether certain styles of dance require more flexibility than others**. It's common for students to wonder (6) **who choreographed the most famous routines**. (7) **How dancers manage to remember complex sequences** is another question that many ask during rehearsals. During performances, dancers often focus on (8) **what their audience will think** of their performance. They also wonder (9) **why they feel so nervous before a big show**. Finally, dancers ask themselves (10) **how they can improve their technique every day**.

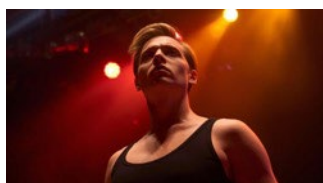
Now listen to the story again and take notes under the pictures.

Now listen to the story again and take notes under the pictures.



## 01 | Texts

Accompanying illustrations with notes:



Now fill in the gaps. Your notes and the pictures will help you.

### Text 2 – With gaps

In dance, one of the most important things to learn is (1) .....  
Dancers often wonder (2) ..... . When practicing a new routine,  
they ask themselves (3) ..... . Sometimes, teachers explain (4)  
..... in order to build the rhythm. Dancers may also be curious  
about (5) ..... . It's common for students to wonder (6)  
..... (7) ..... is another question that  
many ask during rehearsals. During performances, dancers often focus on (8)  
..... of their performance. They also wonder (9)  
..... Finally, dancers ask themselves (10)  
..... .

# Answers

## 1<sup>st</sup> Text

(1) why music is such an important part of our lives, (2) how music influences our mood, (3) what kind of music can make people feel more positive, (4) why certain types of music are more popular than others, (5) how different cultures use music to express their identities, (6) how they can use music to communicate deeper messages, (7) if they think music can change society

## 2<sup>nd</sup> Text

(1) how to communicate with your body, (2) why some movements are more difficult than others, (3) where the best place to start is (4) what steps to follow first, (5) whether certain styles of dance require more flexibility than others, (6) who choreographed the most famous routines, (7) How dancers manage to remember complex sequences, (8) what their audience will think, (9) why they feel so nervous before a big show, (10) how they can improve their technique every day



## Notes

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.