









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

Ref: EN\_RD\_8

## Introduction



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 <b>Description</b>	In this English lesson, students strengthen their listening comprehension, grammar awareness, and collaborative skills through two engaging texts about music and dance. Using the running dictation technique, learners listen to short narratives, note key information, and reconstruct the texts from memory. This activity focuses on complementary clauses and indirect question clauses, helping students recognize and use embedded questions accurately within sentences. Through group or pair work, learners practice accuracy, recall, and teamwork while developing strategies for active listening and language retention. By comparing their reconstructed versions with the original texts, students enhance self-correction skills, expand vocabulary related to music, performance, and artistic expression, and build confidence in using English to express curiosity, report questions, and communicate ideas about creativity and culture.		
 <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		

# Introduction



## Rationale

This activity is a Running Dictation activity which is a form of a collaborative game, where students are expected: (a) to interact with each other in a fun way provoking language production and (b) to notice the way complementary clauses are formed, specifically indirect question clauses.



## Aims

It is expected that students:

1. Will be able to recognize and produce indirect question clauses, understanding how complementary clauses are formed
2. Will increase their interest in the learning process by means of a fun activity which involves body movement.
3. Will improve listening, reading, writing, and, possibly, speaking (through interaction with each other) skills.
4. Will interact and help each other.
5. Will all have opportunities to contribute to their group either as a runner or as a writer.



## Equipment and Material Needed

- Copies (for example A3 paper size) of the complete two texts that will be hung on the wall.
- Copies (A4 paper size) of the incomplete texts that will be given to the students.
- A timer for recording the time each team needed to complete the activity (see below).

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



### 01 | Introduction

The activity begins with the teacher asking questions about music and dance (see examples of questions in the Introduction of the Appendix). (6 minutes)



### 02 | Listening Stage

The students listen to the complete pre-recorded version of the text (see audiofile in the Appendix). (2 minutes / text)

# Introduction



## 03 | Running dictation stage

1. The teacher splits the students into groups or pairs. (3 minutes)
2. The teacher hangs the complete target-text on the wall in as many copies as the groups formed (one copy for each group). (1 minute)
3. The teacher gives the incomplete versions of the texts to the student groups. (1 minute)
4. One member of each group is responsible for writing down the verbs missing. Another member of the group runs to the complete version of the text on the wall, finds the verb missing (gap) each time, runs to their group and dictates the missing verb. This process is repeated for each missing verb (gap). The roles among the group members alternate for the completion of each text, so that all children can be in charge of writing and running. If the group consists of two students, the students alternate roles each time. If the group consists of three or more students, the writer becomes a runner when the rest members of the team (runners) have completed their turn (the teacher can give this instruction before the game begins). (20 minutes)
5. The teacher records the time each group takes to complete the reconstruction of the text. When all the groups complete the reconstruction, each team can check their answers based on the original text which is hanging on the wall and correct their mistakes using a different color ink. The teacher checks the responses. (5 minutes)
6. The teacher adds 10'' for each error each team made to the time this team took to complete the text reconstruction (step 5). The team that has the fastest time wins.
7. The same procedure is repeated for the second text.

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## Useful Tips

01

The teacher needs to be cautious about the way the groups are formed. For example, factors such as heterogeneity, L1s, relations among students etc., need to be taken into consideration.

02

The teacher can think of an alternative solution for children who cannot run.

## Useful Tips

03

Running can be replaced by walking to avoid accidents.

04

It is advised that large objects are removed from the area so that running is not inhibited.

05

Instead of having each team correcting their errors at the end of the game, the teacher can have them exchange their texts so that each team corrects the texts of a different team.

06

The teacher could also provide pictures while the students listen to the text (see below).

07

After the running dictation activity, the students could draw something relevant to the topic of the texts. Alternatively, depending on the learners' age and proficiency level, a text comprehension activity could be implemented.



## 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?*

### Text 1 – Complete hanging on the wall

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.

### Text 1 with gaps (on A4, given to students)

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.



## 01 | Texts

### Text 2 – Complete hanging on the wall

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.

### Text 2 with gaps (on A4, given to students)

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.