UNIT OVERVIEW
ATESOL NSW PROFESSIONAL DEVELOPMENT PROGRAM 2005

English (ESL) Course

Stage 6 Year 12

Unit: Module A Dialogue –
Strictly Ballroom

This unit of work was developed by Teresa Baroni and Josephine Pecorella of All Saints Catholic Senior College, Casula and Bozena Szymanska of Mary MacKillop College, Wakeley, as part of the 2004-5 ATESOL NSW Quality Teacher Programme Project: Programming ESL in English 7-12 within a Quality Teaching framework.

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UNIT OVERVIEW

SUBJECT: HSC English ESL
STAGE: Stage 6
COURSE COMPONENT: Module A: Experience Through Language
Elective 2: Dialogue: Strictly Ballroom

DURATION OF UNIT: 7 weeks in Term 1 and the beginning of Term 2, followed by a two-week revision (including revision of the Area of Study and Module B) in the beginning of Term 3 before the Trial exam

STUDENT GROUP: This is a class of eight female students; five have been studying English for over two years. All the students have good conceptual and cognitive ability, although two of them need more intensive practice in all language modes. The other three students have been studying English for about five years; two of them are also Special Education students; one with a language delay, another one with a cognitive delay.

TEACHERS: This unit has been prepared by Teresa Baroni and Josephine Pecorella, All Saints’ Catholic Senior College, Casula, and Bozena Szymanska, Mary MacKillop College, Wakeley.

METHOD OF DELIVERY: parallel class

RATIONALE: The unit is structured to meet the requirements of the NSW BOS Stage 6 Syllabus. It explores the uses and conventions of dialogue. It develops students’ awareness of language and helps them to understand how our perception of and relationships with others and the world are shaped in written, spoken and visual language. The activities have been sequenced to develop students’ knowledge and understanding of different functions and conventions of dialogue in a variety of printed, visual and spoken texts. They provide students with vocabulary needed to analyse verbal and non-verbal features of dialogue and they develop students’ writing skills to prepare them for composing an extended analytical or creative response to the text. Students will have an opportunity to actively engage with texts as well as compose their own texts.

SYLLABUS OUTCOMES:
1. A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning.
3. A student demonstrates understanding of cultural reference in texts.
4. A student uses language relevant to the study of English.
5. A student demonstrates understanding of how audience and purpose affect the language and structure of texts.
6. A student interprets texts using key language patterns and structural features.
7. A student analyses the effect of technology on meaning.
8 A student adapts a variety of textual forms and features to different purposes, audiences and contexts in all modes.
9. A student engages with the details of text in order to develop a considered and informed personal response.
12. A student draws upon imagination to transform experience and ideas into text, demonstrating control of language.
13. A student reflects on own processes of responding and composing.
DESCRIPTION OF UNIT

This module requires students to explore the uses and conventions of dialogue. It develops students’ awareness of language and helps them to understand how our perceptions of and relationships with others and the world are shaped in written, spoken and visual language. In their exploration of Dialogue, students develop an understanding of the differences between spoken and written language.

Students examine particular language structures and features used in Strictly Ballroom, in addition to other examples of spoken language in their lives, to explore the uses and conventions of dialogue and its interpersonal nature, who controls the conversation and whether certain voices are silenced.

The activities have been sequenced to develop:

• students’ understanding of different functions of dialogue
• vocabulary needed to analyse verbal and non-verbal features of dialogue
• students’ knowledge of the context of the film
• students’ analytical skills in interpreting different uses of dialogue in different texts
• students’ creative skills in creating their own dialogues for different purposes and audiences
• students’ writing skills to prepare them for composing an extended analytical response to the text.

ASSESSMENT TASKS

• ongoing formative assessment through teacher observation of students’ ability to understand concepts and complete tasks and through conferencing to edit students’ writing
• formal assessment – 20%: (Writing – 10%, Speaking – 5%, Viewing/representing – 5%). Composing own dialogues, delivering a speech in order to explain how conventions of dialogue have been used in own dialogues to convey meaning and writing an extended response to analyse how dialogue is used to convey themes in chosen scenes from Strictly Ballroom (for detail refer to Handout 11).
• Half Yearly and Trial HSC Exams

EVALUATION OF UNIT:

o Examination of student performance in the formal assessment task
o Teacher observation of students in class
o Analysis of student feedback.
Handout 11

HSC ENGLISH ESL (Stage 6)

YEAR 12 ASSESSMENT TASK

MODULE / UNIT: Experience Through Language

TASK TITLE: Composing Dialogue

CONTEXT: This module requires students to explore the uses and conventions of dialogue, its interpersonal nature, who controls the conversation and whether certain voices are silenced.

DATE / TIMING / SUBMISSION INSTRUCTIONS:

Students must write two drafts of their two dialogues and present them to the teacher with the final polished copy, displaying evidence of editing at the end of the unit (Week 7).

WEIGHTING: 20%

COMPONENTS:

1. Writing 10%
2. Speaking 5%
3. Viewing/representing 5%

SYLLABUS OUTCOMES:

5. A student demonstrates understanding of how audience and purpose affect the language and structure of texts
7. A student analyses the effect of technology on meaning
8. A student adapts a variety of textual forms to different purposes, audiences and contexts in all modes
9. A student engages with the details of text in order to develop a considered and informed personal response
12. A student draws upon imagination to transform experience and ideas into text, demonstrating control of language
13. A student reflects on own processes of responding and composing

TASK DESCRIPTION / SPECIAL INSTRUCTIONS:

Part A – Imagine that you have just learnt you are going to visit your country for the first time since you had left it as a child. You are thrilled, but the next moment you learn about the real reason of your visit: you are to meet your future spouse. Write two dialogues:

- either a dialogue you have with your parents when you learn about their plans for your future or a dialogue with your friend about it, after the conversation with your parents
- a radio interview in which together with one other peer you discuss the issue of arranged marriages.

Remember to use the conventions of dialogue appropriate to the two situations. Decide who controls the conversation, whether some voices are silenced and how you are going to reveal relationships and conflict.

As an alternative, you may choose any other interesting, exciting, humorous or terrifying moment from your life or from someone else’s life and write two dialogues:

- a dialogue between you and your parent or a friend
- a radio interview

Each text should be of 300 to 500 words in length. You should do it by producing two solid working drafts and your third final polished copy to the teacher on the dates indicated in this assessment task. Your drafts should show evidence of editing.

Part B – Deliver a three to five minutes’ speech, explaining how you have used dialogue in your two conversations. Explain why you have used different dialogue conventions (its verbal and non-verbal elements) in each conversation and how you have used dialogue to convey who controls the conversation, to express feelings, to reveal relationships, conflict and future complications.

Part C – Choose two scenes from Strictly Ballroom and explain how dialogue in these scenes reveals themes.
(Regarding Part A - teachers can choose any other topic which they feel their students will relate to well. The more relevant the topic is to students' interests, the better the creative responses.)

ASSESSMENT CRITERIA:

Better answers will demonstrate:

• comprehensive understanding of how audience and purpose affect the language and structure of texts, and a highly developed ability to describe and analyse how dialogue conveys who controls the conversation and how it reveals relationships, conflict and themes
• an ability to compose imaginatively with sustained precision, originality, and flair for a specific purpose and context
• sustained reflection on own processes of responding and composing to ensure consistent and appropriate style in each text
• excellent speaking skills

Average answers will demonstrate:

• understanding of how audience and purpose affect the language and structure of texts, and a developed ability to describe and analyse how dialogue conveys who controls the conversation and how it reveals relationships, conflict and themes
• an ability to compose imaginatively with a degree of control for a specific purpose and context
• some reflection on own processes of responding and composing to ensure consistent and appropriate style in each text
• good speaking skills

Poor answers will demonstrate:

• elementary understanding of how audience and purpose affect the language and structure of texts, and a basic ability to describe and analyse how dialogue conveys who controls the conversation and how it reveals relationships, conflict and themes
• elementary ability to compose imaginatively with little degree of control for a specific purpose and context
• little evidence of reflection on own processes of responding and composing to ensure consistent and appropriate style in each text
• elementary speaking skills
## MARKING GUIDELINES

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<thead>
<tr>
<th>Guideline Level Descriptions</th>
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| • comprehensive, highly developed understanding of how audience and purpose affect the language and structure of texts, and highly developed ability to describe and analyse how dialogue conveys who controls the conversation and how it reveals relationships, conflict and themes  
• highly developed ability to compose imaginatively with sustained precision, originality, and flair for a specific purpose and context  
• sustained reflection on own processes of responding and composing to ensure consistent and appropriate style in each text  
• excellent speaking skills                                                                 | 17 – 20 |
| • well developed understanding of how audience and purpose affect the language and structure of texts, and well developed ability to describe and analyse how dialogue conveys who controls the conversation and how it reveals relationships, conflict and themes  
• well developed ability to compose imaginatively with precision, originality, and flair for a specific purpose and context  
• well developed reflection on own processes of responding and composing to ensure consistent and appropriate style in each text  
• well developed speaking skills                                                                 | 13 – 16 |
| • reasonable understanding of how audience and purpose affect the language and structure of texts, and well developed ability to describe and analyse how dialogue conveys who controls the conversation and how it reveals relationships, conflict and themes  
• sound ability to compose imaginatively with some precision and originality for a specific purpose and context  
• satisfactory reflection on own processes of responding and composing to ensure appropriate style in each text  
• developed speaking skills                                                                 | 9 – 12 |
| • generalised understanding of how audience and purpose affect the language and structure of texts, and generalised ability to describe and analyse how dialogue conveys who controls the conversation and how it reveals relationships, conflict and themes  
• generalised ability to compose imaginatively for a specific purpose and context  
• some reflection on own processes of responding and composing  
• limited speaking skills                                                                 | 5 – 8 |
| • elementary understanding of how audience and purpose affect the language and structure of texts, and elementary ability to describe and analyse how dialogue conveys who controls the conversation and how it reveals relationships, conflict and themes  
• limited ability to compose for a specific purpose and context  
• limited reflection on own processes of responding and composing  
• few speaking skills                                                                 | 1 – 4 |