

The Universities of Melbourne, Adelaide, Western Australia and Tasmania,  
the Minister of Education and Training in New South Wales and the Minister for Education in Queensland.

**SPEECH AND PERFORMANCE THEORY  
SECOND GRADE**

2.00 p.m. to 3.00 p.m.

Time allowed: One hour

Thursday, 9th May, 2002

NB: The candidate's written expression will be taken into consideration.  
The paper may be written in 2B pencil.

**QUESTION 1**

Read the following poem and then complete the **six** tasks.

Text – *All these I hear* by D. Ipcar in *Potato chips and a slice of moon*  
(New York: Schoolastic Book Services, 1976) 25

(a) (10 marks)

On the above text, mark the places you would pause when speaking this poem aloud to an audience.

Use | to indicate each pause.

(b) (10 marks)

Discuss why you would pause where you have marked | .  
Deal with **two** examples.

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QUESTION 2 (continued)

(c) (10 marks)

Apart from stress what other means would you use to emphasise?  
Give **two** specific examples that occur in the poem.

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(d) (4 marks)

Give **two** examples of **rhyme** that occur in the poem.

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(e) (4 marks)

Give **two** examples of **alliteration** that occur in the poem.

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(f) (2 marks)

Give **one** example of **assonance** that occurs in the poem.

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## QUESTION 2

(a) Using the Phonetics Symbols Chart as reference (see last page),

(i) (5 marks)

Transcribe the following words into English.

jɒts .....

skup .....

bɒm .....

waid .....

poul .....

(ii) (5 marks)

Transcribe the following words into Phonetics to represent Cultivated Australian Speech.

swan .....

bridge .....

thank .....

burst .....

hissed .....

(b) (i) (5 marks)

Underline the pure vowel sounds (monophthongs) heard in the following words and indicate the appropriate phonetic symbol for each.

e.g. velvet                      ɛ      ə .....

fishy .....

balloon .....

star .....

QUESTION 2 (continued)

- (ii) (5 marks)  
Give the phonetic symbols for **five** voiced consonant sounds.

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- (iii) (5 marks)  
Underline the continuant consonants heard in the following sentence.

I like bread and jam.

- (iv) (5 marks)  
Write down **five** words where the neutral vowel is heard.

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- (c) (i) (5 marks)  
What is the meaning of the following sentence when the word “was” is stressed?

Peter **was** the champion cricketer at the local high school.

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QUESTION 2 (continued)

(ii)

(5 marks)

In the same sentence above, stress a different word and explain what meaning the sentence then has. Indicate the stressed word by underlining it.

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QUESTION 3

(20 marks)

Answer **one** of the following.

- (a) You have selected a **monologue** taken from a play to be performed at a forthcoming eisteddfod. How would you prepare to give a convincing presentation of the character? (Consider **vocal**, **physical**, and **emotional** aspects, costume and staging.)

**OR**

- (b) What skills are essential in performing with a hand puppet?

**OR**

- (c) You are to present a **two** minute talk on a particular skill you have. Indicate the skill and discuss how you would prepare the content of the talk and the way you would present it to sustain the audience's interest. (Indicate the audience for whom you intend the talk.)

**OR**

- (d) What are the presentation skills required to tell a story to an audience of your choice? Deal with a **specific** story to support your ideas.

Your answer should be presented in sentences and they should be grouped in appropriate paragraphs. (You may support your answer with a diagram or drawing.)

**QUESTION 3 (continued)**

[illegible]

**QUESTION 3 (continued)**

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Blank for diagram (optional)



# PHONETIC SYMBOLS CHART

## (a) Pure vowels (monophthongs)

i as in 'peat'	/pit/	ʊ as in 'put'	/put/
ɪ as in 'pit'	/pɪt/	u as in 'pool'	/pul/
ɛ as in 'pet'	/pɛt/	ʊ as in 'pert'	/pɜt/
æ as in 'pat'	/pæt/	ə as in 'apart'	/ə'pat/
a as in 'part'	/pat/		
ɒ as in 'pot'	/pɒt/		
ʌ as in 'but'	/bʌt/		
ɔ as in 'port'	/pɔt/		

## (b) Diphthongs

aɪ as in 'buy'	/baɪ/	oʊ as in 'hoe'	/hoʊ/
eɪ as in 'bay'	/beɪ/	ɪə as in 'here'	/hɪə/
ɔɪ as in 'boy'	/bɔɪ/	ɛə as in 'hair'	/hɛə/
aʊ as in 'how'	/haʊ/	ʊə as in 'tour'	/tʊə/

## (c) Consonants

p as in 'pet'	/pɛt/	tʃ as in 'choke'	/tʃouk/
b as in 'bet'	/bɛt/	dʒ as in 'joke'	/dʒouk/
t as in 'tale'	/teɪl/		
d as in 'dale'	/deɪl/		
k as in 'came'	/keɪm/	m as in 'mile'	/maɪl/
g as in 'game'	/geɪm/	n as in 'neat'	/nɪt/
		ŋ as in 'sing'	/sɪŋ/
f as in 'fine'	/faɪn/		
v as in 'vine'	/vaɪn/		
θ as in 'thin'	/θɪn/		
ð as in 'then'	/ðɛn/	j as in 'you'	/ju/
s as in 'seal'	/sɪl/	w as in 'woo'	/wu/
z as in 'zeal'	/zɪl/		
ʃ as in 'show'	/ʃou/		
ʒ as in 'measure'	/ˈmɛʒə/		
h as in 'heat'	/hɪt/	l as in 'last'	/last/
r as in 'rain'	/reɪn/		

## (d) Stress

Primary stress: ˈas in clatter /ˈklætə/