

Candidate's No



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 PM TO 3:00 PM

THURSDAY, 25 AUGUST 2005

Time Allowed : One hour

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.

The African Lion by A.E. Houseman

Gibbs, S. (editor) *The Macmillan Treasury of Poetry for Children* (London: Macmillan Children's Books 1997)

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

Use | to indicate each pause.

[10 marks]

- (b) Indicate where you think it is appropriate to use suspensory pauses on the above text.

[6 marks]

- (c) How would you convey one of these suspensory pauses vocally?

[4 marks]

(d) Underline the rhyming words on the text. [6 marks]

(e) Assonance is the repetition of the same vowel sound in close proximity. Indicate one example in the poem. [2 marks]

(f) The poet uses many dynamic words, select four of these and discuss how you would emphasise them to convey meaning and mood. [12 marks]

QUESTION 2

Using the Phonetic Symbols Chart as reference (see last page which you may detach):

(a) (i) Transcribe the following words into English. [5 marks]

| | | |
|------|------|------|
| e.g. | bʌmp | bump |
| | naɪf | |
| | askt | |
| | œt | |
| | ruː | |
| | wʌts | |

- 2.**
- (ii) Transcribe the following words into phonetics to represent Cultivated Australian speech. [5 marks]
- e.g. please pliz
still
jumped
thank
pitch
harsh
- (b) (i) Underline the pure vowel sounds (monophthongs) heard in the following words and indicate the appropriate phonetic symbol for each. [5 marks]
- e.g. sank Q
gone
third
slammed
ball
want
- (ii) Identify the following consonant sounds as either voiced or voiceless (breathed). [5 marks]
- e.g. Z voiced
S
N
l
dZ
h
- (iii) Write the phonetic symbols for five plosive consonants. [5 marks]

2. (b) (iv) Underline all the instances where the neutral vowel occurs in the following sentence when it is spoken aloud and mark stress at the beginning of each stressed syllable. [5 marks]

e.g. »I could have »been the »winner.

I have repeated the order.

- (c) A change in stress may change meaning.

e.g. Michael has lost his wallet.

(Michael has lost his wallet not his hat.)

Write the following sentence twice. Indicate and explain two possible meanings by altering the stress in each example. [10 marks]

Put your shirt in the washing machine.

QUESTION 3

Answer one of the following.

You are to participate in a school concert and have decided to perform your favourite character in a scene which occurs in a play. Indicate the character and explain how you will interpret this character.

Discuss vocal, physical and emotional aspects, also costume and staging.

OR

You are to tell a story using a puppet/s.

Indicate the puppet/s you would use and discuss the vocal and physical skills required for effective use of the puppet/s.

Explain how you would stage the puppet story.

OR

You are to give a three-minute talk on a subject of your choice.

- (i) What is the focus of your talk?
- (ii) How would you approach the preparation of the content?
- (iii) Who will comprise the audience?
- (iv) How will you stage your presentation?
- (v) What else do you consider important in the presentation so you have a positive impact on the audience?

OR

What are the essential skills in telling a story of your choice to an audience?

Select a specific story to illustrate your answer.

Your answer should be presented in sentences and they should be grouped in appropriate paragraphs.

You may support your answer with a diagram and/or drawing.

[20 marks]

[illegible]

[illegible]

PHONETIC SYMBOLS CHART

(a) Pure vowels (monophthongs)

| | | | |
|----------------|-------|-----------------|--------|
| i as in 'peat' | /pit/ | U as in 'put' | /pUt/ |
| I as in 'pit' | /pIt/ | u as in 'pool' | /pul/ |
| E as in 'pet' | /pEt/ | œ as in 'pert' | /pœt/ |
| Q as in 'pat' | /pQt/ | ' as in 'apart' | /˘pat/ |
| a as in 'part' | /pat/ | | |
| Å as in 'pot' | /pÅt/ | | |
| √ as in 'but' | /b√t/ | | |
| ç as in 'port' | /pçt/ | | |

(b) Diphthongs

| | | | |
|----------------|-------|-----------------|-------|
| aI as in 'buy' | /baI/ | oU as in 'hoe' | /hoU/ |
| eI as in 'bay' | /beI/ | I' as in 'here' | /hI'/ |
| çI as in 'boy' | /bçI/ | E' as in 'hair' | /hE'/ |
| aU as in 'how' | /haU/ | U' as in 'tour' | /tU'/ |

(c) Consonants

| | | | |
|-------------------|---------|------------------|---------|
| p as in 'pet' | /pEt/ | tS as in 'choke' | /tSoUk/ |
| b as in 'bet' | /bEt/ | dZ as in 'joke' | /dZoUk/ |
| t as in 'tale' | /teI/ | | |
| d as in 'dale' | /deI/ | | |
| k as in 'came' | /keIm/ | | |
| g as in 'game' | /geIm/ | m as in 'mile' | /maI/ |
| | | n as in 'neat' | /niI/ |
| f as in 'fine' | /faIn/ | N as in 'sing' | /sIN/ |
| v as in 'vine' | /vaIn/ | | |
| T as in 'thin' | /TIIn/ | | |
| D as in 'then' | /DEIn/ | | |
| s as in 'seal' | /siI/ | j as in 'you' | /ju/ |
| z as in 'zeal' | /ziI/ | w as in 'woo' | /wu/ |
| S as in 'show' | /SoU/ | | |
| Z as in 'measure' | /»mEZ'/ | | |
| h as in 'heat' | /hiI/ | l as in 'last' | /laI/ |
| r as in 'rain' | /reIn/ | | |

(d) Stress

Primary stress: » as in clatter /»klQt'/