

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, 13 MAY 2004

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 text and then complete the eight tasks.

Text – M. Duffy *Foxy comes to Town* from A. Huth *Island of the Children* (London: Orchard Books)

- (a) Indicate the four suspensory pauses on the text. [4 marks]
- (b) Underline the rhyme scheme on the text. [4 marks]
- (c) The first two lines are a question. On the text, indicate how you will convey this. [4 marks]
- (d) Alliteration is the repetition of the same consonant. Indicate one example [2 marks]

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- (e) Assonance is the repetition of the same vowel. Indicate one example. [2 marks]

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- (f) Select four words in lines 3 and 4 which describe the difference in attitude between child and parents towards the fox. [4 marks]

1. _____ 2. _____ 3. _____ 4. _____

- (g) Lines 5 to 8 indicate a change of mood. Remembering that lack of punctuation does not mean there is no need for pause, discuss

- (i) the poetic phrasing and
- (ii) how the suspensory pauses carry the thoughts forward.

[10 marks]

- (h) How does the poet's use of visual imagery capture the reader's interest? [10 marks]

[illegible]

QUESTION 2

Using the Phonetic Symbols Chart as reference (see last page which may be detached):

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

e.g.	strap
strQp	
dZ \sqrt{Nk}	
dIS	
mQtS	
fEns	
ask	

- 2 (a) (ii) Transcribe the following words into phonetics to represent Cultivated Australian Speech. [5 marks]

e.g.	lamb	IQm
	churn	
	milk	
	glass	
	wash	
	knee	

- (b) (i) Underline the pure vowel sounds (monophthongs) heard when spoken in the following words. Indicate the phonetic symbols for each. [5 marks]

e.g. sack Q
film
dark
spook
lunge
ends

- (ii) Identify the following consonant sounds as either voiced or voiceless/breathed. [5 marks]

e.g. s voiceless
k
m
r
z
S

2. (b) (iii) Identify the following consonant sounds as either plosive or continuant. [5 marks]

e.g. l continuant
T
g
h
N
v

(iv) Indicate five instances where the neutral vowel is heard in the following sentence, when spoken. [5 marks]

e.g. Sand, wind and water are found together.

The parrot's feathers had not been painted.

(c) A change in stress may change meaning.

e.g. Tom pats frogs

(Tom not John pats frogs)

Write the following sentence twice. Indicate and explain how the meaning changes when stress changes. [10 marks]

Diane's black poodle does fifteen tricks.

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QUESTION 3

Select ONE of the following to present for an audience.

a portrayal of a character;

OR

the performance of either a puppet play or the telling of a story using a puppet or puppets;

OR

a talk to inform;

OR

the telling of a story, legend or yarn.

Write a paragraph on each of the following questions using examples from your selection to support your answer.

(a) Why did you select to prepare your choice for an audience? [4 marks]

(b) How important was the use of variation of pace to the presentation?

[4 marks]

(c) What did you consider to be the most effective devices to highlight the climax and how did you apply them?

[4 marks]

(d) How did you stage your presentation?

[4 marks]

- (e) If you had a memory lapse what could you do to ensure the audience had no idea there had been an interruption to the flow? [4 marks]

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'	/pçrt/		

(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'	/nit/
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'	/sil/	j as in 'you'	/ju/
z as in 'zeal'	/zil/	w as in 'woo'	/wu/
S as in 'show'	/SoU/		
Z as in 'measure'	/»mEZ'/		
h as in 'heat'	/hit/	l as in 'last'	/last/
r as in 'rain'	/reIn/		

(d) Stress

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