

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**

## **THIRD GRADE**

2:00 PM TO 3:30 PM

THURSDAY, 13 MAY 2004

Time Allowed : One and a half hours

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

## QUESTION 1

You have been asked to read the following extract for an audience of lower primary school pupils.

Read the extract carefully and then complete the four tasks.

**Text – A.A. Milne *Winnie-the-pooh* adapted G. Robbins *Winnie-the-Pooh* (Samuel French)**

- (a) Comment on how your understanding of the text will guide your approach to establish two distinct speech styles for Pooh and Tigger.

[10 marks]

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- (b) In the first section there are six "Hallos". Indicate on the text, or write below, how you could use pitch, pace, length, volume and inflection or combinations of these devices to ensure variation.

[10 marks]

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- (c) The text suggests that the use of pause will be needed to recreate their first meeting. Comment on how the stage directions guide you. Would you consider using movement? If so, what lines in the text led you to that decision?

[10 marks]

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- (d) Initially, both the characters are calling out to each other and then they meet face to face. Explain how you would adjust vocally to convey this sense of distance while not losing either's distinctive speech style.

[10 marks]

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## QUESTION 2

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

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

»hÅp' lÚ w' z ' »hE' ñ÷ñ

»hi~ h'd ' »noUz f' »mIstri ñ

'nd ' »ha>t f' »frEndSlp ñ÷ñ

- (ii) Transcribe the following into phonetics to represent Cultivated Australian Speech. Indicate primary stress and vowel length. [10 marks]

The happy farmer turned cartwheels.

Rosie, his cow, was a star.

2. (b) (i) Identify the following statements as true or false [10 marks]

- e.g. Å is a long pure vowel  
t is an affricative consonant  
N is a nasal consonant  
u is a long pure vowel  
v is a fricative consonant  
' is a short pure vowel

FALSE

- (ii) Write two words in phonetics [5 marks]

one containing a fricative consonant .....

the second containing an affricative consonant .....

- (c) In the following text, mark at least five pauses with ñ to help communicate the spoken word. [10 marks]

One morning Molto came to find Felix and Luna.

"Hello, you two!" he greeted them cheerfully.

"I have a surprise for you. Won't you come and see?"

### QUESTION 3

Read the following three texts and then complete the following tasks. [20 marks]

- (a) State the theme and the reasons you have selected it.
- (b) State the order of presentation and your reasons for choosing this order.
- (c) Devise an introduction which establishes your theme and leads easily to the first text and then write links to the second and third texts.
- (d) Draw a stage plan and on it indicate the position for the introduction, first text, link, second text, link and third text.
- (e) Discuss the staging and consider the use of levels e.g. floor, stool, bean bag, rostrum, high stool, chair, ladder and the use of any props which you consider would add to the impact of the overall presentations.

**Texts – J. Prelutsky *Mother Goblin's Lullaby* in N. Philip (ed.) *The Oxford Book of Children's Verse* (Oxford: Oxford University Press, 1998), R. Woddis *Pity Your Parents* in A. Huth (ed.) *Casting a spell, and other poems* (Orchard Books) and G. Nichols *Granny Granny Please Comb My Hair* in L. Bennett (ed.) *A Cup of Starshine* (London: Walker, 1991).**





## 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'	/teIIÚ/		
d as in 'dale'	/deIIÚ/		
k as in 'came'	/keIm/		
g as in 'game'	/geIm/	m as in 'mile'	/mall/
		n as in 'neat'	/nit/
f as in 'fine'	/faIn/	N as in 'sing'	/siN/
v as in 'vine'	/vaIn/		
T as in 'thin'	/TIn/		
D as in 'then'	/DEn/		
s as in 'seal'	/silÚ/	j as in 'you'	/ju/
z as in 'zeal'	/zilÚ/	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/	lÚ as in 'well'	/weIÚ/

### (d) Stress

Primary stress: » as in clatter /»klQt'