

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, 12 MAY 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.

*An Adventure Story* by Furnley Maurice

**TEXT:** F. Maurice. *An Adventure Story* in Scott-Mitchell, C. & Griffith, K. (eds) *100 Poems for Children* (Australia: Random House, 2002)

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

Use | to indicate each pause.

[8 marks]

- (b) Discuss why you would pause where you have marked |. Deal with two examples.

[6 marks]

---

---

---

---

---

---

- (c) On the above text underline the rhyming words.

[6 marks]

- (d) Alliteration is the repetition of the same consonant in close proximity. Indicate one example in the poem.

[2 marks]

---

---

---

---

---

---

- (e) There are several places where the poet uses repetition. Indicate one example and discuss how you would treat this vocally giving reasons for your choice.

[6 marks]

---

---

---

---

---

---

- (f) (i) Where is the climax of the poem?

[2 marks]

- (ii) Give reasons for your decision.

[4 marks]

[6 marks]

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

- |      |        |      |
|------|--------|------|
| e.g. | gould  | gold |
|      | bæŋk   |      |
|      | stretʃ |      |
|      | eɪtə   |      |
|      | juə    |      |
|      | tən    |      |

- 2.**

(ii) Transcribe the following words into phonetics to represent Cultivated Australian speech. [5 marks]

e.g. thumb                      θʌm

golf \_\_\_\_\_

scratch \_\_\_\_\_

club \_\_\_\_\_

cord \_\_\_\_\_

help \_\_\_\_\_

(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. pick                      I

hut \_\_\_\_\_

nurse \_\_\_\_\_

tent \_\_\_\_\_

spark \_\_\_\_\_

loose \_\_\_\_\_

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

e.g. z                      voiced

l \_\_\_\_\_

ŋ \_\_\_\_\_

θ \_\_\_\_\_

v \_\_\_\_\_

k \_\_\_\_\_

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

e.g. t                      plosive

d \_\_\_\_\_

ʒ \_\_\_\_\_

r \_\_\_\_\_

h \_\_\_\_\_

q \_\_\_\_\_

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. He was was 'late for the the 'concert

Peter wanted to eat the mango covered with ice-cream.

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

e.g. Kylie has blonde hair

(Kylie not Amanda has blonde hair.)

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

We are going overseas next year.

.....

.....

.....

.....

.....

.....

.....

.....

### QUESTION 3

Select one of the following to present to an audience.

a portrayal of one character;

OR

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

OR

a talk sharing a skill;

OR

the telling of a fairy story.

(a) How did you make your selection?

[2 marks]

---

---

---

---

---

---

---

---

(b) How did you prepare for your presentation?

[4 marks]

---

---

---

---

---

---

---

---

(c) What did you consider when planning your vocal approach?

[4 marks]

---

---

---

---

---

---

---

---

(d) How did you achieve the climax of the presentation?

[4 marks]

---

---

---

---

---

---

---

---

(e) What did you find most challenging in the actual presentation?

[2 marks]

---

---

---

---

---

---

(f) How did you deal with this challenge?

[4 marks]

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

---

---

---

---

---

---

---

---

## 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/ | ɜ as in 'pert'  | /pɜt/   |
| æ as in 'pat'  | /pæt/ | ə as in 'apart' | /ə'pat/ |
| ɑ 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' | /tuə/ |

### (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/   |                  |         |
| g as in 'game'    | /geɪm/   | m as in 'mile'   | /maɪl/  |
|                   |          | n as in 'neat'   | /neɪt/  |
| f as in 'fine'    | /faɪn/   | ŋ as in 'sing'   | /sɪŋ/   |
| v as in 'vine'    | /vaɪn/   |                  |         |
| θ as in 'thin'    | /θɪn/    |                  |         |
| ð as in 'then'    | /ðɛn/    |                  |         |
| s as in 'seal'    | /seɪl/   | j as in 'you'    | /ju/    |
| z as in 'zeal'    | /zeɪl/   | w as in 'woo'    | /wu/    |
| ʃ as in 'show'    | /ʃou/    |                  |         |
| ʒ as in 'measure' | /ˈmeɪʒə/ |                  |         |
| h as in 'heat'    | /hi:t/   | l as in 'last'   | /last/  |
| r as in 'rain'    | /reɪn/   |                  |         |

### (d) Stress

Primary stress: ' as in clatter /'klætə/