

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, 25 AUGUST 2005

Time Allowed : One and a half hours

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 five tasks.

From *The Wind Singer* by William Nicholson

(a) What are the feelings of the narrator telling the story?

[5 marks]

(b) How would you suggest these feelings vocally?

[5 marks]

(c) What vocal adjustments would you make to interpret the dialogue?

[10 marks]

(d) Where is the climax in the text?

[5 marks]

- (e) Discuss the variations in pitch, pace, pause, emphasis, volume and intonation you consider would result in a meaningful reading of the text to an audience.

[15 marks]

QUESTION 2

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

- (a) (i) Transcribe the following into English.

[5 marks]

aIv »lÅst maI »moUbaIIÚ »foVn é÷é

»kVd ju h'v »lEft 't 'n D' »bQNk é÷é

- (ii) Transcribe the following into Phonetics to represent Cultivated Australian speech, indicating primary stress and vowel length.

[10 marks]

Can I take your picture?

This is my favourite book.

- (b) (i) Underline the short vowels heard in the following text when it is spoken aloud.

[5 marks]

What do you want for your birthday?

- (ii) Write five words in phonetics [10 marks]

One that contains a dark lÚ

One that contains an affricative consonant

One that contains a nasal consonant

One that contains a fricative consonant

One that contains a lateral consonant

- (c) Mark the pauses with | in the following text to communicate the meaning when it is spoken aloud and then give reasons for your choices. [10 marks]

He said to Marlee, "Bring your own climbing gear, tent and lots of food." Marlee replied, "Why?"

QUESTION 3

Read the following three texts and then [20 marks]

- State the theme you would select to unite them;
- Select the order of presentation of the texts and give reasons for the order you have chosen and
- Devise an introduction which establishes your theme and leads to the first text and write links to the second and third texts.
- Draw a stage plan and on it, indicate the position for the introduction, first text, link, second text, link and third text.
- Give reasons for the staging you have selected. Consider the use of levels e.g. floor, stool/s, bean bag, rostrum, high stool, chair/s, ladder and the use of any props which you believe would add to the impact of the overall presentation.

- From *The Snow Pony* by Alison Lester

Lester, A. *The Snow Pony* (Australia: Allen & Unwin, 2001)

2. *Old Horses* by Max Fatchen
Scott Mitchell, C & Griffith, K. (eds). *100 Australian Poems for Children*
(Australia: Random House, 2002)
3. *The Riding School* by Elizabeth Jennings
Gibbs, S. (ed) *The Macmillan Treasury of Poetry for Children*
(London: Macmillan Children's Books, 1997)

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 217. **Figure 209**

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'	/teIÚ/		
d as in 'dale'	/deIÚ/		
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'	/siIÚ/	j as in 'you'	/ju/
z as in 'zeal'	/ziIÚ/	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/	IÚ as in 'well'	/weIÚ/

(d) Stress

Primary stress: » as in clatter /»klQt/