

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, 18 MAY 2006

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

Read the following text and then complete the four tasks.

**TEXT:** Ballard, C. *Out west in the seventies* from Driscoll, T. *Literary Allsorts* (Q'ld: E.K. Williams Pty Ltd. 2003) 58 – 59

(a) What are the feelings of the narrator?

[5 marks]

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(b) How would you suggest these feelings vocally? Consider pitch, pause, pace, volume, tone colour and intonation in your answer.

[14 marks]

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- (c) Mrs True makes four comments in the text. Outline the vocal adjustments you would make for each so the audience gains a clear understanding of what she is feeling and thinking. [16 marks]

(i) "Now I shall bring out your nice cold salads."

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(ii) "I have made your salads look beautiful, haven't I?"

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(iii) "Now I shall go and bring out your cups of tea."

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(iv) "Nothing wrong, I hope."

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- (d) What vocal adjustments would you make for the last two lines to communicate the humour to the audience?

[5 marks]

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## 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]

'waɪ kʊdənt ðə 'gəʊst 'fu:t hɪz  
'frendz |-| 'ðeɪ kəd 'si: 'raɪt  
'θru: hɪm |-|

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- (ii) Transcribe the following into phonetic script to represent Cultivated Australian speech. Indicate primary stress and vowel length.

[10 marks]

Do you prefer to travel by coach or train?  
I always fly. It's much quicker.

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- (b) (i) Are the following statements true or false? [10 marks]  
Write your answer beside each statement.

e.g. æ is a long pure vowel FALSE  
tʃ is an affricative consonant  
r is a lateral consonant  
a is a long pure vowel  
v is a fricative consonant  
ɒ is a short pure vowel

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

one containing a clear l

the other containing a dark ɫ

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

The world's full of nonsense, I fear,  
But nonsense can sometimes endear –  
Which is why there's such pleasure  
In each verbal treasure  
By Nash, Milligan, Carroll and Lear.

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### QUESTION 3

Read the following three texts and then:

[20 marks]

- (a) State the theme you would adopt to unite them;
  - (b) Select the order of presentation of the texts and give reasons for the order you have chosen;
  - (c) Devise an introduction that establishes your theme and leads to the first text and 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) Give reasons for the staging you have selected. Consider the use of levels e.g. floor, stool/s, beanbag, rostrum, high stool, chair/s, ladder and the use of any props you believe would add to the impact of the overall presentation.
1. **TEXT:** Harmer, D. *Sir Guy and the enchanted princes* from Foster, J. *Magic Poems* (OUP, 1997)

2. **TEXT:** Anonymous, *The riddling knight* from *The New Oxford Treasure of Children's Poems* (Oxford University Press, 1998)
3. **TEXT:** Sutcliff, R. *Dragon slayer* (Puffin, 1995) 55 – 56

1. The first step in the process of speech production is the selection of a message to be communicated. This involves the selection of a topic and the organization of thoughts into a coherent sequence. The speaker must also consider the audience and the context of the communication.

2. The second step is the selection of words and the formation of a sentence. This involves the selection of words that are appropriate for the message and the audience. The speaker must also consider the grammar and syntax of the sentence.

3. The third step is the production of the speech sounds. This involves the coordination of the vocal tract and the respiratory system to produce the sounds of the words. The speaker must also consider the pitch, volume, and rate of the speech.

4. The fourth step is the delivery of the speech. This involves the use of nonverbal communication, such as facial expressions, gestures, and posture, to enhance the verbal message. The speaker must also consider the timing and the pacing of the speech.

5. The fifth step is the evaluation of the speech. This involves the speaker's reflection on the effectiveness of the communication. The speaker should consider the audience's response and the overall impact of the speech.



1. The first step in the process of writing a research paper is to choose a topic. This is often the most difficult part, as you need to find a topic that is both interesting and relevant to your field of study. Once you have chosen a topic, the next step is to conduct research. This involves finding and reading books, articles, and other sources of information. The third step is to organize your research. This can be done by creating an outline or by using a software program to help you. The fourth step is to write the paper. This involves putting your research into your own words and following the guidelines of your instructor. The final step is to revise and edit your paper. This is an important part of the process, as it allows you to improve the quality of your work and make sure that it is free of errors.

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## 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/