

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
and Training and Minister for the Arts in Queensland.

SPEECH AND PERFORMANCE THEORY

SECOND GRADE

2:00 PM TO 3:00 PM

THURSDAY, 17 MAY 2007

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 **seven** tasks.

Spiders

They can be big
They can be small
But I like any spiders at all.
I like spiders because they crawl.
 They can be thin
 They can be fat
 I like spiders because of that.
 I like spiders that live under the mat.
 They can be red
 They can be black
 But I like the ones with green on their back.
 I found one of these in the firewood stack.
 They can be round
 They can be square
 But I like the ones that can live anywhere
 AS LONG AS THEY DON'T TRY TO LAND IN MY HAIR.

Woffenden, K. *Spiders* from Covernton, J. *Rattling in the wind: Australian poems for children* (Omnibus Books in association with Penguin Books, 1987) 70.

- (a) On the above text mark all the places you would pause when speaking this poem to an audience. Use | to indicate each pause. [10 marks]

- (b) The words '**small**', '**all**' and '**crawl**' rhyme. Indicate what other groups of words in the poem rhyme by writing them below. [6 marks]

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- (c) There is a mood of excitement and enthusiasm for spiders in this poem. However, the mood of the poem changes in the last line. Explain why. [6 marks]

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- (d) Discuss the vocal adjustments you would make to convey the change in mood that occurs in the final line. [4 marks]

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- (e) A number of words are repeated in the poem. List **two** examples. [4 marks]

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- (f) Select **one** of the repetitions you have chosen and explain why you think the poet chooses to repeat these words throughout the poem. [6 marks]

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- (g) Assonance is the repetition of the same vowel sound in close proximity. Indicate one example in the poem. [4 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 words into English. [5 marks]

eg: graund ground
f ɪ l
t ʃ ɪ n
d u
n ɪ ə
d ʒ ʌ s t

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

eg: inch ɪ n t ʃ
teeth
bring
phone
stay
elf

- (b) (i) Underline the pure vowel sounds (monophthongs) heard in the following words and indicate the phonetic symbol for each. [5 marks]

eg: tank æ
past
chomp
cook
cool
crutch

- (ii) Answer true or false to the following statements. [5 marks]

eg: t is a voiceless (breathed) consonant True
p is a voiced consonant
g is a voiceless consonant
ð is a voiced consonant
l is a voiceless consonant
æ is a voiced consonant

- (iii) Underline the plosive consonants heard when the following sentence is spoken aloud. [5 marks]
eg: He eats toast for breakfast.

Paul was brave enough to tell the truth.

- (c) (i) Circle all of the instances where stress is used inappropriately in the following sentence. [3 marks]

h i 'w ə z 't o u l d h a v 't ə 's p i k 't ə 'm i | - |

- (ii) Circle any instances where the neutral vowel [ə] is used inappropriately in the following sentence. [2 marks]

'h æ t s ə ð ə 'o u n l i æ n s ə | - |

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

eg: Have you seen his sandshoes?
(not his tennis racquet or anything else)

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

Sophie ate three cakes and two strawberries.

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Question 3

Select ONE of the following:

[20 marks]

You are to audition for a school play / amateur theatrical group.

You are required to prepare a monologue (one character speaking) for presentation.

Explain how you will select and prepare your audition piece.

Discuss the physical, vocal and emotional aspects, as well as the costume and staging.

OR

Discuss the particular skills required to achieve an entertaining puppet show for young children.

Consider the type of staging, the style of the puppets, the vocal adjustments and the physical movement of the puppets in your answer.

OR

You have been asked to talk to your drama group about an aspect of performance that you particularly enjoy.

Indicate which aspect of performance you would choose and discuss how you will prepare for this task.

Discuss the structure of the content of your talk. Consider your approach to the presentation and staging.

OR

You have volunteered to tell a story to a pre-school group.

Indicate the style of story you would like to tell and explain how you will prepare your selection.

Discuss your vocal delivery and staging in order to ensure that the class is entertained and involved throughout.

Your answers should be presented in sentences and the sentences should be grouped in paragraphs where appropriate. You may support your answers with a diagram and/or drawing.

Handwriting practice lines consisting of 28 horizontal dotted lines.

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'	/pet/	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'	/ hou/
eɪ as in 'bay'	/ beɪ/	ɪə as in 'here'	/ hɪə/
ɔɪ as in 'boy'	/ bɔɪ/	ɛə as in 'hair'	/ heə/
aʊ as in 'how'	/ hau/	ʊə as in 'tour'	/ tuə/

(c) Consonants

p as in 'pet'	/pet/	tʃ as in 'choke'	/tʃouk/
b as in 'bet'	/bet/	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'	/nit/
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'	/sil/	j as in 'you'	/ju/
z as in 'zeal'	/zil/	w as in 'woo'	/wu/
ʃ as in 'show'	/ʃou/		
ʒ as in 'measure'	/ˈmɛʒə/		
h as in 'heat'	/hit/	l as in 'last'	/last/
r as in 'rain'	/reɪn/		

(d) Stress

Primary stress: ˈ as in clatter /ˈklætə/