

The Universities of Melbourne, Adelaide, Western Australia and Tasmania, the Minister for Education and Youth Affairs in New South Wales, and the Minister for Education and Training and Minister for the Arts in Queensland.

THEORY OF SPEECH AND DRAMA

ASSOCIATE – (TEACHER)

9.30 AM TO 12.30 PM

THURSDAY, 30 AUGUST 2007

Time Allowed : Three hours

NB. The candidate's written expression will be taken into consideration.

Question 1

- (a) Transcribe the following passage into phonetic script (using narrow form IPA symbols) to represent General Australian speech. Indicate primary and secondary stress, vowel length, syllabic consonants, linking [r] and dark [ɤ], as they occur. [10 marks]

[Material has been removed for copyright purposes].

Wharton, H. *Unbranded* (University of Queensland Press, 1992) 149.

- (b) (i) Draw a Cardinal Vowel Diagram and on it indicate four diphthongal glides heard in Cultivated Australian speech. [6 marks]
- (ii) Explain the term allophonic variation. Give two examples of consonants affected by allophonic variation to support your answer. [6 marks]
- (iii) Define the following terms and give an example of each that you regard as unacceptable: [8 marks]
- elision
- vowel substitution

Question 2

- (a) You have an eleven-year-old student who often performs with strident or harsh tone. [10 marks]

Outline a series of exercises designed to assist the student to achieve a flexible, forward tone he/she will be enthused to practise.

- (b) The same student also uses **f** and **v** for **th** sounds occurring at the beginning, middle and ends of words in connected speech. [10 marks]

What strategies will you employ to assist the student to eliminate these weaknesses of diction?

Question 3

You have been asked to develop five speech and drama lessons, (in a private studio or in a classroom), for a group of self-conscious twelve-year-old boys. The boys have a habit of memorising talks and delivering them with excessive pace and little emotional involvement. The lessons need to be designed to help them share talks with spontaneity and enthusiasm. [25 marks]

- (a) Outline your aims and objectives.
- (b) Specify a detailed plan for the first lesson indicating:
- (i) duration of the lesson
 - (ii) content
 - (iii) structure
 - (iv) resources/material
 - (v) evaluation

Question 4

You teach a small group of nine to ten-year-old girls who enjoy participating in drama games and mimes but who avoid reading prose and poetry. [25 marks]

You aim to develop a more enthusiastic response to reading literature in these students.

- (a) Outline the criteria you would use when selecting prose and poetry texts for these students.
- (b) Name the title and author of one poem and one prose text that you would use.
- (c) Explain how you will introduce the chosen texts to the students.
- (d) Describe one activity you will employ to ensure that their experience of reading is enjoyable and non-threatening.