

USE OF LANGUAGE

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| TARGET FOR LESSON **Based on reading your practical feedback on GOD** | Tick When Achieved |
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| **USE OF LANGUAGE** |

**SOME KEY WORDS I HOPE TO SEE YOU USING:**

**Paroxysmal = a sudden expression of strong feeling**

**Bathos = change from the beautiful to the ordinary | Pathos = Feelings of sympathy**

**Rhetorical = Statements / questions that require no answer**

**Tessiture = your natural range – I employed my own tessiture for this line**

**Non-sequitor = it does not follow – this is a non sequitor line showing he is not listening**

**Lexis – the language you use – father has a limited lexis**

**Caesura = a complete pause – I employed a caesura at this point to emphasis the word …**

**Staccato – broken up, disjointed**

**Legato = smoothly and connected**

**Some VOCAL AWARENESS WORDS I HOPE TO SEE YOU USING:  
Pitch | Range | Pace | Pause | Tone | Volume | Articulation | Sociolect | Accent | Resonance Area**

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| Character | Key Line / Quote | Meaning | Practical Application |
| Father | Choose one of the given lines below | Discuss what that line means (use as many English Literature type words as you can) | Discuss the vocal techniques YOU DID USE to say this line |
| Father | Choose one of the given lines below |  | Discuss the vocal techniques YOU DID USE to say this line |
| Brian | Choose one of the five lines you used in the staging of his mono |  | When I staged Brian’s monologue I did …….. on this line |
| Brian | Choose one of the five lines you used in the staging of his mono |  | When I staged Brian’s monologue I did …….. on this line |
| Irene | Choose one of the given lines below |  | In the moment of meta-text at the end of Part 1, I did ……. At this point |
| Irene | Choose one of the given lines below |  | In the moment of meta-text at the end of Part 1, I did ……. At this point |

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| **FATHER** |
| **“Are you threatening me son?”**  **“I’ll put your eyes out! My God I’m not a man of violence!”**  **“Because I say so!”**  **“Wait downstairs like a good girl.”**  **“Upsets my daughter. Threatens me.”**  **“This is your prison. That door stays shut till I say sesame.”**  First person narrative a lot of the time. Father dominates speech structures. Short snappy sentences. Direct statements |

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| **IRENE** |
| 1. **“Now yes.”** 2. **“It doesn’t work”** 3. **“Sometimes there’s a terrible tragedy and you have to play your part”** |

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| **Example for USE OF LANGUAGE** | | | |
| **Irene** | “Stand up.”  “Give it to me.”  “Leave yourself alone.”  NOT part of the 200 words | Orders are given within short clauses, with confidence of personal pronouns. This expresses the courage and maturity of Irene’s character at this stage of the text.  Part of the 200 words | Good articulation; with stress on plosive and alveolar sounds, and a constant pace, presents intelligence and confidence. I held tension within her arms, representing defensive nature, and good posture to show responsibility.  Part of the 200 words |