

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

FIRST GRADE

9.30 AM TO 10.15 AM

THURSDAY, 12 MAY 2005

Time Allowed : Forty-five minutes

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.

From *Brother and Sister* by Lewis Carroll

"Sister, sister, go to bed!
Go and rest your weary head."
Thus the prudent brother said.

"Do you want a battered hide,
Or scratches to your face applied?"
Thus his sister calm replied.

"Sister, do not raise my wrath.
I'd make you into mutton broth
As easily as kill a moth."

The sister raised her beaming eye
And looked on him indignantly
And sternly answered, "Only try!"

Off to the cook he quickly ran.
"Dear Cook, please lend a frying-pan
To me as quickly as you can."

"And wherefore should I lend it you?"
"The reason, Cook, is plain to view.
I wish to make an Irish stew."

"What meat is in that stew to go?"
"My sister'll be the contents!"
"Oh."
"You'll lend the pan to me, Cook?"
"No!"

Moral: Never stew your sister.

- (a) On the above text, mark the places you would pause when reading it aloud so the meaning of the poem is communicated.

Use | to indicate each pause.

[10 marks]

- (b) Explain why you would pause where you have used |.

Deal with two examples.

[10 marks]

1. (c) There are four characters who speak in the poem. They are the narrator, brother, sister and the cook.

Discuss the vocal changes you would use so each has definition. [12 marks]

(i) brother

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(ii) sister

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(iii) cook

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(iv) narrator

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- (d) (i) Underline the words/syllables you would emphasise in the moral

Never stew your sister.

[2 marks]

(ii) How would you emphasise these words?

[6 marks]

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QUESTION 2

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

- (a) (i) Underline the pure vowel sounds (monophthongs) heard in the following words when they are spoken aloud and indicate the phonetic symbol for each. [10 marks]

e.g. stab æ
gloom
burn
jump
four
bend

- (ii) Underline the consonant sounds heard in the following words when they are spoken aloud and indicate the phonetic symbol for each. [10 marks]

e.g. jag dʒ , g
anchor
zoo
tow
cheer

- (b) Mark the stressed syllable in the following words. [10 marks]

e.g. 'joining
reason
arrive
loudly
create
Melbourne

2. (c) Write a phrase or sentence where the neutral vowel (ə) occurs five times when it is spoken aloud. Underline where the neutral vowel occurs.

[10 marks]

e.g. He took the rubbish to the container.

QUESTION 3

Read the text below and then answer the following questions in sentences.

TEXT: E. Harden (trans.) *Pinocchio* (Sydney: Consolidated Press, 1944) 62

- (a) Discuss the feelings and thoughts of Pinocchio. Refer to at least four specific words and/or phrases in the text to support your answer.

[8 marks]

- (b) Discuss the feelings and thoughts of the rabbits. Refer to at least four specific words and/or phrases in the text to support your answer.

[8 marks]

(c) What does the fairy think/feel when she says “So my medicine really did do you good?”

[4 marks]

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'	/pɛt/	ɜ as in 'pert'	/pɜt/
æ as in 'pat'	/pæt/	ə as in 'apart'	/ə'pat/
a 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'	/hoʊ/
eɪ as in 'bay'	/beɪ/	ɪə as in 'here'	/hɪə/
ɔɪ as in 'boy'	/bɔɪ/	ɛə as in 'hair'	/hɛə/
aʊ as in 'how'	/haʊ/	ʊə as in 'tour'	/tuə/

(c) Consonants

p as in 'pet'	/pɛt/	tʃ as in 'choke'	/tʃoʊk/
b as in 'bet'	/bɛt/	dʒ as in 'joke'	/dʒoʊk/
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'	/neɪt/
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'	/seɪl/	j as in 'you'	/ju/
z as in 'zeal'	/zeɪl/	w as in 'woo'	/wu/
ʃ as in 'show'	/ʃoʊ/		
ʒ as in 'measure'	/ˈmɛʒə/		
h as in 'heat'	/hiːt/	l as in 'last'	/lɑːst/
r as in 'rain'	/reɪn/		

(d) Stress

Primary stress: ˈ as in clatter /ˈklætə/