

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, 25 AUGUST 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 two tasks.

From *The Glow-Worm Who Lost Her Glow* by William Bedford

- (a) On the above text, mark the places you would pause when reading it aloud to an audience.

Use | to indicate each pause.

[10 marks]

- (b) (i) Select five words and/or syllables from the above text and discuss how you would emphasise each one. (Be sure each word/phrase is emphasised in a different way).

[20 marks]

- (ii) Write these five words and/or syllables on the lines below and explain why you have emphasised each one in a particular way.

Relate your comments to your understanding of what the text intends.

[10 marks]

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.	<u>teeth</u>	i
	shoe	
	glass	
	earn	
	yell	
	thank	

- (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. fire f

threw

car

lamb

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

e.g. »disco

journey

mobile

prepare

deceit

movie

- (c) Write five phrases where the following five words will contain the neutral vowel ('). [10 marks]

e.g. of part of this.

the

was

at

have

to

QUESTION 3

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

Scott-Mitchell, C. & Griffith, K. (eds). *100 Australian Poems for Children*
(Australia: Random House 2002)

(a) What is the overall mood of the poem?

[4 marks]

(b) (i) Select four words and/or phrases that the poet uses to create the mood.

[4 marks]

(b) (ii) Discuss how these four words and/or phrases help to create the mood of the poem.

[4 marks]

- (c) What does the witch feel? Support your answer by quoting from the poem.

[4 marks]

- (d) What impression and/or response do you think the poet wants to achieve from the reader?

[4 marks]

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'	/ˈ»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'	/teI/		
d as in 'dale'	/deI/		
k as in 'came'	/keIm/		
g as in 'game'	/geIm/	m as in 'mile'	/maI/
		n as in 'neat'	/nit/
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'	/sil/	j as in 'you'	/ju/
z as in 'zeal'	/zil/	w as in 'woo'	/wu/
S as in 'show'	/SoU/		
Z as in 'measure'	/»mEZ'/		
h as in 'heat'	/hit/	l as in 'last'	/last/
r as in 'rain'	/reIn/		

(d) Stress

Primary stress: » as in clatter /»klQt'/