

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**

## **FIRST GRADE**

9.30 AM TO 10.15 AM

THURSDAY, 17 MAY 2007

Time Allowed : Forty-five minutes

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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.

#### *Wishes*

Said the first little chicken,  
With a queer little squirm,  
'I wish I could find  
A fat little worm.'

Said the second little chicken,  
With an odd little shrug,  
'I wish I could find  
A fat little slug.'

Said the third little chicken,  
With a sharp little squeal,  
'I wish I could find  
Some nice yellow meal.'

'See here,' said the mother,  
From the green garden patch,  
'If you want any breakfast,  
Just come here and SCRATCH.'

Anonymous, *Wishes* from *The Puffin book of amazing animal poems*  
(Penguin Books, 2000) 53.

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

- (b) Select one phrase from the poem and write it below. [3 marks]

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- (c) Explain why this group of words is a phrase. [7 marks]

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- (d) Discuss the vocal adjustments you would make to suggest each little chicken when speaking the poem. [9 marks]

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(e) Discuss the vocal adjustments you would make to suggest the mother when speaking the poem. [4 marks]

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(f) Why is the word SCRATCH written in upper case letters? [3 marks]

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(g) Discuss how you would emphasise the word SCRATCH when speaking 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) 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]

eg: put      ʊ

shirt      .....

torch      .....

beast      .....

stab      .....

stump      .....

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

eg: sharp      ʃ p

pen      .....

fool      .....

the      .....

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

eg: 'fizzy

doona

alone

catchy

gumnut

horror

- (c) Write five phrases each containing the neutral vowel [ə] when spoken aloud. Underline where the neutral vowel occurs in each example. [10 marks]

eg: pretty flowerer

- (i) .....
- (ii) .....

- (iii) .....
- (iv) .....
- (v) .....

### Question 3

Read the following text and answer the **five** questions in sentences.

From *The Twits*

Mr Twit was one of these very hairy-faced men. The whole of his face except for his forehead, his eyes and his nose, was covered with thick hair. The stuff even sprouted in revolting tufts out of his nostrils and ear-holes.

Mr Twit felt that his hairiness made him look terrifically wise and grand. But in truth he was neither of these things. Mr Twit was a twit. He was born a twit. And now at the age of sixty, he was a bigger twit than ever.

The hair on Mr Twit's face didn't grow smooth and matted as it does on most hairy-faced men. It grew in spikes that stuck out straight like the bristles of a nailbrush.

And how often did Mr Twit wash this bristly nailbrushy face of his?

The answer is NEVER, not even on Sundays. He hadn't washed it for years.

Dahl, R. *The Twits* (Puffin Books, 1980) 10–11.

- (a) (i) In the above extract the narrator is describing a main character in the story. What response do you think the author wants to create in the reader? [4 marks]

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- (ii) What does Mr Twit feel about himself? Support your answer by quoting two examples from the text. [4 marks]

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(b) What is the overall mood of the text? [4 marks]

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(c) (i) Select four words and /or phrases that the author uses to create the mood. [4 marks]

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(ii) Discuss how one of these words and /or phrases contributes to building the mood of the text. [4 marks]

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## PHONETIC SYMBOLS CHART

### (a) Pure vowels (monophthongs)

i as in 'peat'	/pit/	ʊ as in 'put'	/pʊt/
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'	/tʊə/

### (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'	/tɛɪl/		
d as in 'dale'	/dɛɪl/		
k as in 'came'	/kɛɪm/		
g as in 'game'	/gɛɪm/	m as in 'mile'	/maɪl/
		n as in 'neat'	/nɪt/
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'	/sɪl/	j as in 'you'	/ju/
z as in 'zeal'	/zɪl/	w as in 'woo'	/wu/
ʃ as in 'show'	/ʃoʊ/		
ʒ as in 'measure'	/ˈmɛʒə/		
h as in 'heat'	/hɪt/	l as in 'last'	/last/
r as in 'rain'	/rɛɪn/		

### (d) Stress

Primary stress: ˈ as in clatter /ˈklætə/