

Entry Level

Entry Level is offered by LAMDA as an introduction to *Graded Examinations in Communication: Speaking Verse and Prose*.

Learning Outcomes

Interpretation

The learner will be able to:

1. Make sense of the written word
2. Memorise words accurately
3. Reveal an awareness of the rhythm and shape of the verse selection.

Technique

The learner will be able to:

4. Communicate with sufficient audibility for the performance space
5. Communicate with sufficient clarity in order to be understood
6. Share text with others.

Knowledge

7. The learner will be able to define the meaning of individual words within the selected verses.

Amplification of the Learning Outcomes

Verse rhythm – regular combinations of weak and strong stresses, creating a pattern or series of beats

Verse shape – the way in which the verse is structured or formatted on the page

Audibility – utilising sufficient breath and resonance so that the sound can be heard by the examiner

Performance space – the area in which the learner presents the verse

Clarity – articulating sufficiently, without losing the sense or flow of the text, in order to be understood by the examiner

Level Descriptor

Learners will be able to show that they understand the meaning of what they are speaking. They will perform from memory, audibly and clearly, with some confidence, and a sense of enthusiasm and enjoyment.

Repertoire Guidelines and Regulations

1. The learner will select one piece of verse from the list of set selections and one piece of verse of their own choice.
2. Set selections of verse are printed in full in *The LAMDA Verse and Prose Anthology Volume XVII (17)*.
3. The own choice verse must not exceed **two** minutes in length; long enough to allow learners to maintain concentration to the end.
4. The own choice verse must be published but not set elsewhere in this syllabus specification.
5. The content of the own choice verse must be simple and straightforward, relating to familiar subjects and contexts, real or imagined.
6. The language of the own choice verse must be simple and accessible, with vocabulary that conveys meaning clearly and unambiguously.
7. The own choice verse must differ in mood from the set verse, enabling the learner to display some contrast.

Total time allowance

10 minutes

Examination Content

Entry

1. Interpretation and Technique

The learner will speak from memory one of the following pieces of verse:

Lizard

Football

Magic Cat

Night Sounds

The Wizard Said:

Thirst

Monkey

Tiptoe

Moira Andrew

Jacqueline Emery

Peter Dixon

Berlie Doherty

Richard Edwards

H Hancock

Herbert Kretzmer

Karla Kuskin

The title and author must be announced prior to the performance.

2. Interpretation and Technique

The learner will speak from memory a piece of verse of their own choice. Please refer to *Repertoire Guidelines and Regulations*. The title and author must be announced prior to the performance.

3. Knowledge

The learner will answer questions on the following:

- The meaning and general content of the selections.
- The meaning of individual words in both selections.

Marking Scheme

Interpretation	40
Technique	40
Knowledge	20
Total	100
Pass 50 Merit 65 Distinction 80	

Lizard

A flash of green,
a flicker of light,
a gleam of gold
glittering
just out of sight.

A heat-hazed wall,
a wreath of vine,
a glint of eye
blinking
in bright sunshine.

A zap of speed,
a glimmer of jade,
a hint of movement
diving
deep into shade.

by Moira Andrew

The Magic Cat

My mum whilst walking through the door
spilt some magic on the floor.

Blobs of this
and spots of that
but most of it upon the cat.

Our cat turned magic, straight away
and in the garden went to play
where it grew two massive wings
and flew around in fancy rings.

"Oh look!" cried Mother, pointing high,
"I didn't know our cat could fly."
Then with a dash of Tibby's tail
she turned my mum into a snail!

So now she lives beneath a stone
and dusts around a different home.
And I'm an ant
and Dad's a mouse
and Tibby's living in our house.

by Peter Dixon

Tiptoe

Yesterday I skipped all day,
The day before I ran,
Today I'm going to tiptoe
Everywhere I can.
I'll tiptoe down the stairway.
I'll tiptoe through the door.
I'll tiptoe to the living room
And give an awful roar
And my father, who is reading,
Will jump up from his chair
And mumble something silly like
"I didn't see you there."

I'll tiptoe to my mother
And give a little cough
And when she spins to see me
Why, I'll softly tiptoe off.
I'll tiptoe through the meadows,
Over hills and yellow sands
And when my toes get tired
Then I'll tiptoe on my hands.

by Karla Kuskin

The Wizard Said:

"You find a sheltered spot that faces south..."
 "And then?"
 "You sniff and put two fingers in your mouth..."
 "And then?"
 "You close your eyes and roll your eye-balls round..."
 "And then?"
 "You lift your left foot slowly off the ground..."
 "And then?"
 "You make your palm into a kind of cup..."
 "And then?"
 "You very quickly raise your right foot up..."
 "And then?"
 "You fall over."

by *Richard Edwards*

Monkey

Have you ever watched a monkey
 Climbing up a tree?
 He can reach the tip-most top-most
 Before you count to three.
 And those who try to catch him
 Just haven't got a chance.
 Off he goes like a man in space
 A monkey grin on his monkey face,
 Legs and tail all over the place
 And lands on another branch.
 A cow may moo and a bee may buzz
 But none can jump like a monkey does!

by *Herbert Kretzmer*

Football

Whistle and shout
 Bang and shove
 Kick and tackle
 Run.
 Showers of turf
 Flying mud
 Aim and shoot
 Off.
 High-scaling ball
 Scurrying men
 Faster and faster
 Leap.
 Mad, shrieking crowd,
 Tackle and win,
 Dribble and shoot
 GOAL!

by *Jacqueline Emery*

Thirst

A long large crocodile lay basking in the sun,
The day was warm,
The sky was blue,
And he was having fun.
But the hot sand tickled him, and his throat was getting dry.
He stretched himself,
He smacked his jaws;
A pool had caught his eye.
The cooling water tempted him, he sidled to the bank,
The water gleamed,
Cold, crystal clear,
So there he stayed and drank.

by H Hancock

Night Sounds

When I lie in bed
I think I can hear
The stars being switched on
I think I can.

And I think I can hear
The moon
Breathing.

But I have to be still.
So still.
All the house is sleeping.
Except for me.

Then I think I can hear it.

by Berlie Doherty

ENTRY

Questions will be based on the following:

- *The meaning and general content of the chosen selections*
- *The meaning of individual words in both selections.*

The meaning of the poems

When you have chosen your poems, try to explore their meaning. It is important to understand them as a whole.

For example:

- Do they paint a picture?
- Do they tell a story?
- What are the poems trying to say?

The meaning of the words

To understand the whole of the poem you must know the meanings of all the words. If you are uncertain of any words try not to guess the meaning but look them up in a dictionary. Some words have more than one meaning and you can only tell which one you want from the way the word is used within the surrounding text.