



# **LAMDA Examinations**

## **Teacher Support Material Graded Examinations in Communication**

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## Notice to Reader

This document has been put together to support teachers and learners who are preparing for LAMDA Graded Examinations in Communication. It is to be used in conjunction with the LAMDA Graded Examinations in Communication syllabus specification, valid from 1 September 2014.

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## LAMDA Graded Examinations in Communication: Speaking Verse and Prose

### Examination Structure

This qualification is available at four levels, in line with the Regulated Qualifications Framework:

Entry Level (Entry 3)

Level 1: Grades 1, 2 and 3

Level 2: Grades 4 and 5

Level 3: Grades 6 (Bronze Medal), Grade 7 (Silver Medal) and Grade 8 (Gold Medal)

LAMDA examinations in Speaking Verse and Prose are offered in the following format: Solo (one learner) where the learner performs alone.

### Selecting Pieces: General Notes

The learner will speak the chosen set selections as they are presented in the *LAMDA Verse and Prose Anthology – Volume 18*.

For Grade 2 and above where prose selections are introduced, the learner will be expected to have studied the book from which their prose selection has been taken in order to answer the questions required for Knowledge at each grade.

All prose selections were in print at the time of the publication of this syllabus. However, if the book is impossible to obtain the learner should choose another set selection from the Anthology for the relevant grade.

The editing of own choice prose selections is permitted, providing the coherence and fluency of the piece is maintained. Please note that you are not permitted to add your own dialogue or text to a prose extract.

The learner should bring legible copies of all selections into the examination for the examiner. This is for prompting purposes, if it is required.

### Selecting Pieces: Entry Level

For Entry Level Speaking Verse and Prose examinations the learner must speak from memory **two** verse selections: one selected from the Entry Level section of the *LAMDA Verse and Prose Anthology – Volume 18* and one verse selection of their own choice.

The own choice verse must be published but not set in the *LAMDA Verse and Prose Anthology – Volume 18*.

The content of the own choice verse should be simple and straightforward, relating to familiar subjects, real or imagined.

The language of the own choice verse should be accessible, with vocabulary that conveys meaning clearly and unambiguously.

The own choice verse should differ in mood from the set verse, enabling the learner to display some contrast.

## Selecting Pieces: Level 1 (Grades 1, 2 and 3)

For Grade 1 Speaking Verse and Prose examinations the learner must speak from memory **two** verse selections: one selected from the Grade 1 section of the *LAMDA Verse and Prose Anthology – Volume 18* and one verse selection of their own choice.

For Grade 2 and Grade 3 Speaking Verse and Prose examinations the learner must speak from memory **one** verse selection and **one** prose selection: one of these must be selected from the appropriate section of the *LAMDA Verse and Prose Anthology – Volume 18* and one must be of their own choice. If verse is selected from the Anthology, the learner must select a prose selection of their own choice. If prose is selected from the Anthology, the learner must select a verse selection of their own choice.

The own choice selection must be published but not set in the *LAMDA Verse and Prose Anthology – Volume 18*.

The content of the own choice selection may go beyond easily recognisable events and stories so that the learner can begin to explore emotions, moods and atmosphere outside their immediate experience, for example imagined people/places.

The language of the own choice selection should contain a variety of expressive vocabulary.

The own choice selection should differ in theme or mood from the set selection to enable the learner to display some contrast.

## Selecting Pieces: Level 2 (Grades 4 and 5)

For Level 2 Speaking Verse and Prose examinations the learner must speak from memory **one** verse selection and **one** prose selection: one of these must be selected from the appropriate section of the *LAMDA Verse and Prose Anthology – Volume 18* and one must be of their own choice. If verse is selected from the Anthology, the learner must select a prose selection of their own choice. If prose is selected from the Anthology, the learner must select a verse selection of their own choice.

The own choice selection must be published but not set in the *LAMDA Verse and Prose Anthology – Volume 18*.

The content of the own choice selection should go beyond easily recognisable events and stories so that the learner can begin to explore a variety of emotions and moods outside their immediate experience, for example imagined people/places and other periods of time.

The language of the own choice selection should contain some subtlety in vocabulary so that there are opportunities for a variety of approaches and vocal challenges.

The own choice selection should differ in theme and mood from the set selection to enable the learner to display contrast and show versatility.

## Selecting Pieces: Level 3 (Grades 6, 7 and 8)

For Level 3 Speaking Verse and Prose examinations the learner must speak from memory **one** verse selection and **one** prose selection: one of these must be selected from the

appropriate section of the *LAMDA Verse and Prose Anthology – Volume 18* and one must be of their own choice. If verse is selected from the Anthology, the learner must select a prose selection of their own choice. If prose is selected from the Anthology, the learner must select a verse selection of their own choice.

At Grade 7 and Grade 8, the learner must also speak from memory a sonnet of their own choice. For Grade 7, the sonnet can be any sonnet of the learner's own choice, excluding those by William Shakespeare. For Grade 8, the sonnet must be by William Shakespeare.

The own choice selections must be published but not set in the *LAMDA Verse and Prose Anthology – Volume 18*.

The content of the own choice selections should enable the learner to engage with complex emotions and universal themes.

The language of the own choice selections should be technically challenging and provide opportunities for the learner to display vocal range and dexterity.

The own choice selections should differ in genre and style or theme and mood from the set selection to enable the learner to display range and ability.

## Selecting Pieces: Useful Sources

It is a good idea, when selecting own choice pieces, to put together a portfolio that you can use over time with different learners and at different grades. To put together a portfolio of own choice selections, consider the following:

- progression between grades
- suitability for different age groups
- variety of styles/periods
- variety of topics
- appropriate length
- appropriate use of language
- variety of authors/poets, for example international or from different periods of writing.

If you are selecting verse, here are some handy hints to remember:

- capture your learner's imagination by selecting verse which presents colourful word pictures and/or powerful imagery
- with younger learners, remember that it is often easier for them to memorise words if the verse has a clear rhyme scheme
- try to avoid selecting part of a long poem unless it has been written in clearly defined stanzas, for example Longfellow's *Hiawatha*.

If you are selecting a prose passage from a novel (suitable for exams at Grade 2 and above only), here are some handy hints to remember:

- look at the overall shape of the passage – it should have a strong opening and a clear point of climax to be effective
- if there is dialogue in the passage, characters should be clearly presented

- many learners study specific novels at school and it can be useful to find selections of prose from these publications.

Previous LAMDA Verse and Prose Anthologies are useful for sourcing own choice selections. LAMDA currently sell the following previous Verse and Prose Anthologies which are available to purchase through our online shop:

[www.lamda.org.uk/store/shop/publications](http://www.lamda.org.uk/store/shop/publications)

*LAMDA Verse and Prose Anthology – Volume 15*

*LAMDA Verse and Prose Anthology – Volume 16*

*LAMDA Verse and Prose Anthology – Volume 17*

## **Performing a Verse or Prose Selection**

It is important to remember when performing a verse or prose selection that the learner must bring it to life. This will be reflected in their use of facial expression and may also include some movement, if appropriate to the text. Expression can be equally effective by using a carefully modulated voice. The learner should also make sure that their posture is appropriate to the piece they are speaking. At Grade 4 and above, they should make sure that they adopt appropriate body language to reflect the text. The learner may stand or sit down to perform their verse or prose selection – varying the physical mode of presentation will enhance the visual interest of the performance as a whole.

Please note that movement should never detract from the text and should always be dictated by the words the learner is speaking. For example, too much movement in the performance of a verse selection could detract from the impact of the meaning of the words.

## **Focus and Eye Contact**

The learner should ensure that they perform their selections with appropriate focus and eye contact. Selections can be performed directly to the examiner or to an imagined wider audience, of which the examiner is a part. Performing to an imagined wider audience will usually be the more appropriate choice; however this will depend on the learner's choice of selection and their position within the performance space.

## **Sight-Reading (Grade 4 to Grade 8)**

At Grade 4 to Grade 8 the learner is required to read at sight a text provided by the examiner. This text may be verse or prose. One minute may be taken to study the text prior to reading. The learner will be assessed on their expression, fluency and their ability to share the text with the imagined audience.

You should prepare a learner for the sight-reading element of their examination in advance by giving them the opportunity to practice the following:

- sight-reading both verse and prose
- sight-reading different styles of verse and prose, for example comedy, dramatic prose, reflective verse, or dialogue in prose
- marking punctuation in a text
- marking a climax or punch line in a text
- looking ahead when reading a text to take in the whole phrase
- looking up and sharing the reading with the imagined audience.

## **Knowledge Requirements (Entry Level to Grade 8)**

Detailed information on the knowledge required for each grade is available in *Knowledge Matters – Volume 2*, a LAMDA publication. This is available to purchase through our online shop: [www.lamda.org.uk/store/shop/publications](http://www.lamda.org.uk/store/shop/publications). Brief biographical details of writers set for Grade 8 are also provided in this publication.



## LAMDA Graded Examinations in Communication: Reading for Performance

### Examination Structure

This qualification is available at four levels, in line with the Regulated Qualifications Framework:

Entry Level (Entry 3)

Level 1: Grades 1, 2 and 3

Level 2: Grades 4 and 5

Level 3: Grades 6, Grade 7 and Grade 8

LAMDA examinations in Reading for Performance are offered in the following format: Solo (one learner) where the learner performs alone.

### What is a Recital?

In Reading for Performance examinations, the learner is required to present a recital. A recital is a programme of material based around a theme which is presented as a seamless performance. It includes an introduction to outline the theme, a number of readings (the number and type of readings required will depend on the grade being taken), linking statements to link one reading to another and a conclusion to bring the previously shared thoughts, ideas and texts into a final statement. The readings included in the recital must not be memorised but must be read from a book or folder. The learner must not read the introduction, linking statements and conclusion to their recital – these elements must be performed from memory.

### Selecting Readings: General Notes

For Grade 1 and above where prose readings are introduced to the recital content, the learner will be expected to have studied the book from which their prose reading has been taken in order to answer the questions required for Knowledge at each grade.

The editing of prose readings is permitted, providing the coherence and fluency of the piece is maintained. Please note that you are not permitted to add your own dialogue or text to a prose reading.

The learner should bring legible copies of all readings into the examination for the examiner.

### Selecting Readings: Entry Level

For Entry Level Reading for Performance examinations the learner must perform a recital, based around a theme, including the following elements:

- an introduction
- a verse reading
- a short linking statement linking the first reading to the second reading
- a verse reading
- a conclusion.

The selected verse readings should be published and suitable for the learner's age and ability.

The content of the verse readings should be simple and straightforward, relating to familiar subjects, real or imagined.

The language of the verse readings should be simple and accessible, with vocabulary that conveys meaning clearly and unambiguously.

The verse readings should differ in mood to enable the learner to display some contrast.

## **Selecting Readings: Level 1 (Grades 1, 2 and 3)**

For Level 1 Reading for Performance examinations the learner must perform a recital, based around a theme, including the following elements:

- an introduction
- a verse reading
- a short linking statement linking the verse reading to the prose reading
- a prose reading
- a conclusion.

The selected readings should be published and suitable for the learner's age and ability.

The content of the readings may go beyond easily recognisable events and stories so that the learner can begin to explore emotions, mood and atmosphere outside their immediate experience, for example imagined people/places.

The language of the readings should contain a variety of expressive vocabulary.

The readings should differ in mood to enable the learner to display some contrast.

## **Selecting Readings: Level 2 (Grades 4 and 5)**

For Level 2 Reading for Performance examinations the learner must perform a recital, based around a theme, including the following elements:

- an introduction
- a verse reading
- a short reflective statement linking the verse reading to the prose reading
- a prose reading
- a short reflective statement linking the prose reading to the next reading
- a verse reading **or** a prose reading
- a conclusion.

The selected readings should be published and suitable for the learner's age and ability.

The content of the readings should go beyond recognisable events and stories so that the learner can begin to explore a variety of emotions and moods outside their immediate experience, for example imagined people/places and other periods of time.

The language of the readings should contain some subtlety in vocabulary so that there are opportunities for a variety of approaches and vocal challenges.

The readings should differ in mood to enable the learner to display contrast and show versatility.

## **Selecting Readings: Level 3 (Grades 6, 7 and 8)**

For Level 3 Reading for Performance examinations the learner must perform a recital, based around a theme, including the following elements:

- an introduction
- a verse reading
- a reflective statement linking the verse reading to the prose reading
- a prose reading
- a reflective statement linking the prose reading to the next reading
- a verse reading **or** a prose reading **or** the reading of a dramatic monologue
- a conclusion.

The selected readings should be published and suitable for the learner's age and ability.

The content of the readings should enable the learner to engage with complex emotions and universal themes.

The language of the readings should be technically challenging and should provide opportunities for the learner to display vocal range and dexterity.

The readings should differ in mood and style to enable the learner to display range and ability.

## **Selecting a Recital Theme**

Selecting a recital theme can be approached from many different angles. For example, the learner may choose a favourite verse or prose reading which they would like to include in their recital and a theme and other readings will then be selected to fit in with this choice. Alternatively, the learner could choose an over-arching theme before selecting their readings. Please remember that whilst a theme such as 'cats' would be appropriate for Entry Level, it could equally be used for a Level 3 examination. It is the content of the recital and the technical difficulty of the readings that should increase as the grades progress. Below are some examples of recital themes that could be used for Reading for Performance examinations:

- magic
- animals
- celebration
- bullying
- beauty
- love
- family
- friends
- food
- war and peace.

## Links

Once the learner has chosen their theme and readings, the recital links follow naturally. The links take the form of an introduction, linking statements and a conclusion. The introduction literally introduces the recital and the recital theme to the imagined audience. The linking statements are thoughts spoken by the learner to link one reading to another. The conclusion brings the previously shared thoughts, ideas and texts into a final statement. A good conclusion to a recital should always have impact so that the imagined audience is left to reflect on the material presented. The length of the links should increase as the grades progress, as should the technical difficulty of their content.

## Performing a Recital

It is important to remember when presenting a recital that the learner makes effective use of the performance space to complement the readings presented. A recital is a *performance* and should always have visual as well as vocal interest by varying the physical mode of presentation within the performance space. Linking statements can be used to help the learner move from one part of the performance space to another.

Creating a visual interest in a recital is an important skill for a learner to develop. In these examinations, this is reflected in Learning Outcome 2 (for Entry Level) and Learning Outcome 3 (for Levels 1, 2 and 3), where the learner will be assessed on the following:

- Entry Level – their ability to read with fluency and perform the recital with confidence
- Level 1 (Grades 1, 2 and 3) – their use of posture appropriate to the recital, including management of the book or folder, facial expression and their use of the performance space
- Level 2 (Grades 4 and 5) – their use of body language, facial expression and their use of the performance space
- Level 3 (Grades 6, 7 and 8) – variety of movement appropriate to the content of the recital and their effective use of the performance space.

To view the Assessment Criteria for each grade in full, please refer to the Reading for Performance syllabus specification.

## Grade 5 Knowledge: the Content and Mood of the Verse Reading(s)

The examination content for Grade 5 Knowledge on page 90 of the syllabus states that the learner will answer questions on the content and mood of the verse reading(s) included in their recital (point 3 in the bulleted list). The assessment criteria for Grade 5 Knowledge on pages 94 and 95 of the syllabus state that the learner must give a brief (Pass), secure (Merit) or detailed (Distinction) description of the general content of the verse reading(s) included in their recital (criteria 4.3). Please note that 'general content' as detailed in the assessment criteria also includes the mood of the reading(s), as detailed in the examination content. So the learner must know and understand the content *and* mood of the verse reading(s) included in their recital in preparation for the Knowledge section of the Grade 5 examination.

## Sight-Reading (Level 3)

At Level 3 (Grades 6, 7 and 8) the learner is required to read at sight a text provided by the examiner. This text may be verse or prose. One minute may be taken to study the text prior

to reading. The learner will be assessed on their expression, fluency and their ability to share the text with the imagined audience.

You should prepare the learner for the sight-reading element of their examination in advance by giving them the opportunity to practice the following:

- sight-reading both verse and prose
- sight-reading different styles of verse and prose, for example comedy, dramatic prose, reflective verse, or dialogue in prose
- marking punctuation in a text
- marking a climax or punch line in a text
- looking ahead when reading a text to take in a whole phrase
- looking up and sharing the reading with the imagined audience.

## LAMDA Graded Examinations in Communication: Speaking in Public

### Examination Structure

**Using Spoken English has ceased to exist as a separate qualification. Speaking in Public examinations will now be available from Entry Level to Level 3 (Grade 8).**

This qualification is available at four levels, in line with the Regulated Qualifications Framework:

Entry Level (Entry 3)

Level 1: Grades 1, 2 and 3

Level 2: Grades 4 and 5

Level 3: Grades 6 (Bronze Medal), Grade 7 (Silver Medal) and Grade 8 (Gold Medal)

LAMDA examinations in Speaking in Public are offered in the following format: Solo (one learner) where the learner performs alone.

### Preparing Speeches: General Notes

At all levels, the learner should be encouraged to think of their speeches in two sections: **content** and **contact**.

- **Content** – the content of a speech should have a clear structure with a strong opening, clear points to develop an argument or present detailed information and a firm, memorable ending. Vocabulary should be appropriate to the target audience, subject matter and to the age/experience of the learner. For higher grade examinations, use of devices such as rhetorical questions or appropriate quotations can be very effective. The learner must remember that their speeches should relate to and/or reflect the title which they have presented.
- **Contact** – contact between the speaker and the audience is very important. With poor contact, however good the content, the impact of the speech will be lost. Good audience contact includes the following: appropriate and well-modulated use of voice, clarity of diction, use of pause to emphasise meaning and allow the audience time to reflect on what has been spoken, variety of pace to sustain audience interest and good eye contact to enable an audience to feel as though they are part of the speaker's world. Speeches should not be written out in full and read in the examination. Note cards with brief headings/bullet points may be used, if required.

### Preparing Speeches: Entry Level

For Entry Level Speaking in Public examinations the learner must deliver a prepared speech about a book of their own choice. At this level the speech can be about anything to do with the book. For example, the learner may choose to talk about the story of the book, their favourite character in the book or their favourite part of the story.

### Focus and Eye Contact

The learner should ensure that they perform their speeches with appropriate focus and eye contact.

At Entry Level and Level 1, speeches can be performed directly to the examiner or to an imagined wider audience, of which the examiner is a part. Performing to an imagined wider audience will usually be the more appropriate choice; however, this will depend on the subject matter of the learner's speech and their position within the performance space.

At Level 2 and Level 3, the learner is required to have an imagined target audience which they must announce in the exam prior to the performance of each speech. The delivery of each speech must therefore be made to this imagined audience, of which the examiner may be a part.

## **Adopting a Role or Persona to Deliver a Speech**

It is not against the regulations for a learner to 'play a role' to deliver their speech(es) in Speaking in Public exams, as long as it is appropriate for the content and type of speech being presented and the speech is not delivered as a dramatic monologue.

For example, for Grade 4 Speaking in Public, for the second speech a learner could choose to deliver a talk about the environment in the role of a school teacher addressing a class of primary school children. As long as the learner has demonstrated that they have met all of the set assessment criteria for the grade of examination they are taking, and they haven't presented the speech as a dramatic monologue, then they can choose to adopt a different role or persona to deliver the speech.

## **The Imagined Audience**

From Level 2 and above, the learner is required to state the imagined audience to whom their speeches are given. When planning a speech, the learner should always imagine the audience for whom they are speaking, as this will govern the vocabulary they use, their body language and general style of presentation. The learner should be encouraged to be creative when thinking about their imagined audience – for example, it could be a group of their peers at school, a group of younger children, a youth club, a panel of local council members, or a neighbourhood committee. It is recommended that the learner chooses a different imagined audience for each of their speeches as this will encourage contrast in content and delivery, as well as allowing the learner to display a range of skills to the examiner.

## **Visual Aids**

At Grade 2 and Grade 3 visual aids must be used by the learner in their prepared speech. At Level 2 (Grades 4 and 5) and Level 3 (Grades 6, 7 and 8) visual aids must be used by the learner in at least one of their two prepared speeches.

Visual aids, when used appropriately, can enhance a speech and help bring it to life for an audience. When presenting a speech with visual aids, the learner should ensure that the visual aids are incorporated into the speech and that they are not just used as a 'backdrop'. If pictures, text or posters are used, they should be large enough to be visible to the imagined audience. If the learner is taking an examination in an unfamiliar room, it is sometimes helpful to attach the visual aids to a portable display board or similar for use in the examination.

It is important for the learner to remember that the use of visual aids does not always refer to pictures/posters but can refer to the use of objects, such as musical instruments or a football, to illustrate a speech about a hobby or personal interest.

Please note that if technical equipment is required for the use of visual aids, the learner must provide their own equipment for use in the examination room. The set up required for any technical equipment is the responsibility of the learner and must be included in the time allowance of the examination as a whole. No extra time will be allowed for the setting up of visual aids.

It is advised, that where learners are using a PowerPoint presentations that they bring with them hard copies of the slides in case the technical equipment does fail on the day.

### **Conversation (Entry Level, Level 1 and Level 2)**

Learners must hold a two-way conversation with the examiner in the Knowledge section of their examination at Entry Level, Level 1 and Level 2. Topics will vary according to grade. The focus of this section is to encourage both speaking and listening skills and to give the learner confidence in presenting their views in an informal way on a specific topic. From Entry Level to Grade 2, the learner is expected to concentrate and respond appropriately to questions. From Grade 3 onwards, the learner is expected to ask the examiner at least one question to further the conversation.

### **Impromptu Speech (Level 3)**

For Level 3 Speaking in Public examinations (Grades 6, 7 and 8), the learner is required to present an impromptu speech. This is a speech that is prepared by the learner 15 minutes before the beginning of the examination from a choice of three topics. The choice of topics will include a personal/cultural choice, a topical choice and an abstract choice. An example of each of these would be:

- the person I most admire (personal/cultural)
- should politics influence sport (topical)
- orange (abstract).

It is important for the learner to ensure that their impromptu speech has a clear structure, a strong beginning and a point of impact at the end. The learner should always make sure that the link to the chosen title is not tenuous.

Please note it is not permitted for the learner to use electronic devices with access to the internet, such as a mobile phone, iPad or laptop, to help with the preparation of their impromptu speech.

### **Vocal Technique**

It is important for all public speakers to use their voices effectively, taking into consideration the size of the room in which they are speaking, their imagined audience and the subject matter of the speech. Clarity of diction and variation of tone, pitch, pace and use of pause is vital for a speaker to give their speech impact.

For Grade 6 Knowledge, the learner is required to answer questions on the techniques required for voice production and projection. Appropriate background notes to assist the



learner with this can be found in *Knowledge Matters – Volume 2*, a LAMDA publication. This is available to purchase through LAMDA's online shop:

[www.lamda.org.uk/store/shop/publications](http://www.lamda.org.uk/store/shop/publications)

For further support on LAMDA examinations in Speaking in Public, please refer to *Speaking Matters – Volume 2*, a LAMDA publication. This is available to purchase through LAMDA's online shop: [www.lamda.org.uk/store/shop/publications](http://www.lamda.org.uk/store/shop/publications)