



Established 1904

The Leinster School of Music & Drama

Speech & Drama

Exam Guidance Handbook

The Leinster School of Music & Drama
Griffith College Dublin
South Circular Road
Dublin 8

The Leinster School of Music & Drama Speech & Drama Exam Guidance Handbook

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GENERAL GUIDANCE

This syllabus has been framed on modern and educational lines, and on a systematic basis of progression through the grades from Introductory to Diploma level.

The publications listed in this syllabus are suggested editions. The Leinster School of Music & Drama (LSMD) has tried to source pieces from current publications, but some texts listed may no longer be in print. If you require assistance sourcing material, please contact the Griffith College Library at 01 415 0490 or email library@griffith.ie.

Entry Forms

Entry forms, with particulars filled in and accompanied by fees, must reach The Leinster School of Music & Drama by 01 November for examinations to be held before the Christmas period; 01 February for examinations to be held before the Easter period, and 01 March for examinations to be held after the Easter period.

The right is reserved to refuse or cancel any entry in which case the examination fee will be refunded.

Exam Schedule

Examiners would like to talk to Teachers about the exam timetable etc. prior to exams. When The LSMD email your schedule, the examiner or teacher should contact each other to co-ordinate the timetable. E.g. if you have given candidate times – this is to ensure that the examinations run to the same timetable and candidates/parents times will not run behind and delays will be kept at a minimum.

A timetable must be provided by the teacher to the examiner at least two days before the exam date and should include the starting and finishing times, scheduled breaks and lunch.

Venue

Examinations are held annually at local centres throughout Ireland. Fees are fixed on the assumption that the venue for examination will be provided by the school or teacher.

Any school or teacher presenting at least twenty candidates for examination in any one subject may secure a local centre for that subject. Those presenting fewer than twenty candidates may obtain a centre by paying the equivalent to the fees of twenty candidates, or alternatively can send their candidates to the nearest existing centre.

Exam rooms should be clean, warm, and well lit. A table, chair, and socket (for examiner's laptop if required) should be provided in venues. Noise levels outside the exam room should be kept to a minimum.

If through illness a candidate is unable to attend the examination at the appointed time, re-entry will be allowed for the same grade on payment of a transfer fee of €5, or for a higher grade on payment of the difference in fees plus a transfer fee of €5.

When candidates are visiting another centre for exams it is requested that the candidate arrives fully prepared.

The candidate's teacher should inform The LSMD of this change, and in turn they will contact the Examiner. Candidates who have been in contact with an infectious illness must not be presented for examinations unless they are out of quarantine.

Report Cards

The examiners will make a report on work presented. This report will have the candidates' marks and a general assessment. This report will be sent to the candidates following the examination and should act as a guideline for both Teachers and Candidates.

Please allow 3-4 weeks for the processing of exam results, especially at busy times of the year. The LSMD will do their best to expedite all results on a first come, first served basis. Exams held after mid-May may not have results returned before the end of the school year.

Responsibility is not accepted for loss of mark cards after dispatch by post. Where cards have been lost, the total marks obtained, but not their details, will be supplied on application. The candidates and the teacher must accept the examiner's decision regarding each candidate unconditionally.

Marks

Maximum marks awarded in all grades and subjects are 100. In Grade 3 and above, a medal will be awarded to candidates gaining 95 marks.

85 – 100 Marks	First Class Honours
80 – 84 Marks	Honours
75 – 79 Marks	Pass with Merit
65 – 74 Marks	Pass

Age Requirements

Ages listed in the syllabus are a guide and should be seen as a minimum requirement. For older Grades (6-10), teachers should use their discretion when entering a new candidate for exams. They should look at previous experience/completed grades with other Speech & Drama boards, when choosing the starting Grade. Teachers may choose appropriate selections for candidates who come to the exam system as mature candidates and enter for the junior Speech & Drama Grades.

Duration of Recitals

Candidates may combine shorter and longer pieces in their performance programs to stay inside the allotted time. Candidates should make sure that their performances are long enough to provide them the best chance to exhibit the necessary skills. To ensure that there is enough time to finish all remaining components of the exam, the examiner may urge a candidate to move on to their next task and shorten an extended performance piece.

Prompting

All pieces must be known off by heart unless otherwise stated. Examiners will prompt where necessary, if provided with a copy of candidates' pieces. The mark awarded will reflect the extent to which prompting is required.

Role Gender

Candidates can perform male or female roles regardless of their gender identification.

Staging and Costumes

Costumes and props are not necessary for performance and candidates will not gain marks for these. If a candidate must set up and strike any furniture or props, this must be done within the allotted time for the exam Grade. Although using costumes is not required, candidates who do so should take care to avoid having to change into them between portions of the exam.

EXAMINATION GUIDANCE

These examinations are meant to enable candidates to hone their performing abilities whilst also developing good speech and increasing their knowledge and comprehension of various literary genres.

1. Presentation

There is no set dress code for LSMD exams. Candidates should wear comfortable clothing that allows them to move in the appropriate way for their chosen pieces. The LSMD is by no means encouraging candidates to purchase new clothing for the examination, they merely request that candidates clothing be clean, neat and tidy.

Candidates will be marked on how they address the examiner and communicate with the examiner throughout the examination, e.g. *Good morning Mrs./Mr/ Examiner, how are you?*. The exam is a formal situation and should be treated so.

They will also be marked on the work presented, it is expected that all work be neat and legible. Handwritten work will be accepted, and marks will not be lost because of this. Candidates **up to and including Grade 5** must present drawings of their exam pieces to encourage further discussion about their work.

At Grade 10 level, candidates must submit their chosen drama selections to the examiner one week before the exam date. At Certificate Grade candidates must submit their recital programme to the examiner, one week before the exam date. This is to allow the examiner time to research the pieces and prepare for the candidates unprepared improvisation.

Candidates are reminded that the marks awarded for presentation includes communication with the Examiner throughout the whole examination. It is presentation of self and work throughout the exam. Presentation is geared towards developing the art of communication.

2. Set Poetry

Grades Introductory to Grade 10

The aim of presenting poetry is for a candidate to have developed a strong bond with the material they choose, resulting in a performance that has a really strong sense of expression of emotion, a sense of the poem's mood, and a sense of what the poet is trying to convey through the candidate's voice. In order to explore the style, rhythms, and the structure of the language, the candidate should use the shape and form of a poem to guide their performance. This will help you obtain a clear understanding of the writer's intention.

In poetry speaking, the candidate inhabits the words of the poem in such a manner that the examiner can clearly discern the intention and connection without being side-tracked by irrelevant physical movement. Therefore, the candidate must understand their poem should be spoken, not characterised.

3. Own Choice Selection

A candidate should not present the same own choice piece for different grades and candidates may not present pieces that are already included in the current syllabus. When choosing the material, it is important to carefully evaluate the candidate's age, degree of maturity, and ability.

(i) Prepared Conversation

Grade Introductory

This offers candidates the chance to employ descriptive language, concept thinking, storytelling, and other communication skills. Overall, it fosters successful communication in young candidates. Candidates will be required to speak for no longer than 1 minute on their chosen item. They may hold the item or place it beside them. The examiner may ask the candidate questions afterward. This task gives candidates a structure to learn how to listen respectfully when someone is speaking.

(ii) Poetry

Grades Preliminary to Grade 1

Candidates should be able to demonstrate their abilities to establish and sustain their performance and interpretation due to the length and complexity of the content. Candidates should choose contrasting pieces i.e., different moods, emotions and feelings when performing two poems. Candidates must not perform any poem that was previously listed on The LSMD syllabi or a nursery rhyme. Marks will be awarded for suitability and performance should not exceed 1 Minute 30 Seconds, the poem should be equivalent in length, type and level of difficulty to set syllabus selection.

(iii) Mime

Grades 1 to Grade 3

Candidates can benefit from mime by being encouraged to improve their acting abilities in terms of body language (posture, motions, gestures, etc.) and to become more conscious of its significance as a means of communication. It shows a candidate's capacity to create a performance that exhibits deliberate interpretation, deliberate use of body and space, a feeling of spontaneity, and conscious knowledge of the audience. The mime task in grades 1-3 encourages candidates to clearly establish an imaginative world, physically transmit feelings and thoughts (with their entire body, not just their faces), and tell a simple story. Mimes must be performed silently.

Mime Performance Lengths	
Grade 1	No longer than 1 Minute
Grade 2	No longer than 1 Minute 30 Seconds
Grade 3	No longer than 2 Minutes

(iv) Prose

Grade 1 to Grade 3

With this task, the candidate is encouraged to start honing their abilities to approach a text for the first time, engage with it, and make the language come to life.

All the rules for reading aloud apply:

1. Stand up straight.
2. Remember to announce your title, chapter & author's name
3. Speak clearly with expression in your voice and on your face.
4. Aim to convey the mood of the passage
5. Pay attention to rate, pace, and phrasing
6. Eye contact - look for opportunities to communicate - to look at your examiner.

Candidates are advised to choose a selection containing a character's voice/s and narrative. The extract must be prose and not chosen from Graphic Novels or Journal Style e.g., 'Dogman' or 'The Diary of a Wimpy Kid'. The

selection must be suitable to the candidates age, marks will be awarded for suitability of choice. See list of suggested books at the end.

Prose Performance Lengths	
Grade 1	No longer than 1 Minute 30 Seconds or no more than 150 words.
Grade 2	No longer than 1 Minute 45 Seconds or no more than 200 words.
Grade 3	No longer than 2 Minutes or no more than 250 words.

(v) Invent and Tell a Story based on a Picture

Grades 2 to Grade 3

This work aims to give the candidate a chance to show their ingenuity and inventiveness in basic storytelling abilities. The task's structure frees the applicant from the restrictions of learning from a text and enables them to engage in a sense of performance that is filled with their own creativity.

In **Grade 2, Pre-prepared**, teachers should encourage their candidates to engage with the ideas, circumstances, or surroundings portrayed in one of the pictures at the end of this Exam Handbook by using their imagination and improvisational skills. The plot should have a framework and keep the listener interested throughout. The candidate must keep to the allotted time of not exceeding 1 Minute 30 Seconds.

In **Grade 3, Unprepared**, the candidate is shown an image in the exam room, and the examiner gives them around 1 Minute to get ready. The examiner asks the candidate to start after this period of preparation. In the allotted time of 1 Minute, the candidate should try to conclude naturally. The examiner will ask the candidate to stop if the story goes on for longer than the allocated period. The candidate must learn to quickly create a tale or circumstance relating to an image by finding photographs to practice with.

Invent and Tell a Story Based on a Picture Performance Lengths	
Grade 2	No longer than 1 Minute 45 Seconds.
Grade 3	No longer than 1 Minute, with 1 Minute to prepare.

(vi) Unprepared Storytelling

Grade 4

This activity is an advancement from the "invent and tell a story based on a picture" option in Grades 2 and 3 and gives candidates the chance to show how they can connect with a stimulus in an imaginative and spontaneous way to construct and tell a narrative.

The candidate will get approximately 1 Minute to prepare when the examiner hands them 3 cards with words on them. One word is an emotion, one word a place and the final a character.

The examiner then asks the candidate to start telling their tale at the conclusion of this preparation period. The candidate should attempt to conclude the story in a natural manner within the allotted time of 1 Minute 30 Seconds. The examiner will request that the applicant stop if the story continues past this point. Depending on what seems more comfortable, the candidate may hold the cards while sharing their experience or lay it down.

Unprepared Storytelling Performance Lengths	
Grade 4	No longer than 1 Minute 30 Seconds, with 1 Minute prep time.

(vii) Drama

Grade 3 to Grade 5

Candidates can perform an extract from a play or a stand-alone monologue. The candidate must demonstrate an understanding of the context of the extract in performance and in the discussion. Candidates can only perform as one character but where necessary to support the edit a line can be adapted from another character.

Prose Performance Lengths	
Grade 3	No longer than 2 Minutes or no more than 250 words.
Grade 4	No longer than 2 Minutes or no more than 250 words.
Grade 5	No longer than 2 Minutes 30 Seconds or no more than 350 words.

(viii) Improvisation**Grade 4 to Grade 5**

Young children are skilled improvisers. They naturally construct fictional worlds while playing and assign themselves positions, relationships, and goals there e.g., you're the baddie and I'm the Garda.

This task gives candidates the chance to explore reactions to developing scenarios and interpretations, frequently resulting in enhanced insight and comprehension for actors.

Improvisation Performance Lengths	
Grade 4	No longer than 2 Minutes.
Grade 5	No longer than 2 Minutes.

(ix) Prepared Persuasive Speech**Grade 5**

A persuasive speech is a type of speech in which the speaker has a goal of convincing the listener to accept their point of view. The speech is arranged in such a way as to hopefully cause the listener to accept all or part of the expressed view, think of a sales pitch, this is a persuasive speech. Candidates must choose a title from the syllabus or the additional titles on page 19. These titles will be updated annually to ensure they are relevant.

To be effective in delivering speeches, there are two things that the candidate needs to keep in mind:

1. Find a topic they are interested in.
2. Prepare for the speech through research, facts, and delivery.

Candidates should strive to look spontaneous, immediacy and personally invested during their speeches and presentations. There should not be any indication that candidates are striving to remember a script. The speech should not be memorised word for word or read aloud from prompt cards.

Prepared Persuasive Speech Performance Lengths	
Grade 5	No longer than 2 Minutes.

4. Prepared and Unprepared Reading

Candidates must remember the Rules for Reading Aloud:

1. Stand up straight and hold the book away from your face.
2. Remember to announce your title, chapter & author's name
3. Speak clearly with expression in your voice and on your face.
4. Aim to convey the mood of the passage
5. Pay attention to rate, pace, and phrasing
6. Eye contact - look for opportunities to communicate - to look at your examiner.

Prepared Reading Grade 2 to Grade 4

The candidate must bring their suitable novel into the exam room. The purpose of this assignment is to motivate the candidate to start honing their abilities to approach a text for the first time, connect with it, and bring the language to life. The applicant will be more confident since they will be familiar with the story and characters because the text comes from one of their own books. This familiarity will also provide them the chance to read with knowledge, imagination, and assurance.

Candidates are advised to choose a selection containing characters voice/s and narrative. The extract must be prose and not chosen from Graphic Novels or Journals e.g., 'Dogman' or 'The Diary of a Wimpy Kid'. The selection must be suitable to the candidate's age; marks will be awarded for suitability of choice. See list of suggested authors at the end.

When the time for the task comes, the examiner chooses a brief excerpt from the book for the candidate to read aloud. The candidate should hand the book over to the examiner at the beginning of the exam. The examiner has two options: either they choose the candidate's stopping point in advance, or they instruct them to read until instructed to stop.

Unprepared Reading Grade 5 to Grade 6

The purpose of this work is to give the candidate the chance to advance the sight-reading ability they started in **Grades 2 - 4**.

At **Grade 5**, the examiner will give the candidate a bit of previously *unread prose* to read aloud, from the candidate's own novel.

In **Grade 6**, *an unseen poem*. The candidate should show during the task that they have the ability and confidence to swiftly engage with text, structure, and language.

The candidate will have roughly 1 minute to read over the selection. After the candidate has had enough time to prepare, the examiner instructs them to start reading. The examiner may either decide on a stopping point in advance or instruct the candidate to read until instructed to stop or the passage is finished.

The candidate should approach this work systematically and read through it (quietly) to get a sense of the style and punctuation since that will help them with their delivery. Look at what is going on in the piece. What is the theme or message? Is there any potential for vocal acknowledgement of tone changes? While reading, keep your eyes up to direct the performance toward the listener (examiner).

The examiner is looking for a growing sense of comfort in the voice and body as well as the ability to engage the audience by bringing the text to life via recitation and performance.

5. Set Drama

Play excerpts should be delivered as if they were being performed on a stage, especially with regard to attention, sightlines, placement, movement, and engagement with a fictitious audience. Over the course of the grades, candidates will be expected to show a deeper understanding of characterisation and reach a higher standard of performance.

Where called for Candidates will be expected to use suitable movement within the space provided. The candidates should wear comfortable clothing, which allows them freedom to move about should their performance require it.

It is always advisable that where possible teachers read the play to judge its suitability. Candidates must understand the content of the piece and that where possible they understand the overall theme of the book or play it was taken from.

Grade 7 to Grade 10

Candidates should have a full knowledge of the play so the examiner can discuss it with them.

Candidates can pick any piece from the play- it does not have to be The LSMD suggested pieces. The examination board has decided that candidates can also choose a piece from any suggested Leaving Cycle curriculum play, not suggested on the syllabus. It has also been decided candidates are permitted to perform a Shakespearean piece from the Junior and Leaving Cycles, in Grade 7 and Grade 9.

7. Mime

Grade 6 to Grade 7

Examiners are looking for a greater level of mime skill at this grade level (than what was demonstrated at Grades 1 and 2). The major goal is to determine whether the candidate has properly mastered the narrative, characters, and subtext to communicate it without using words.

Grade 6 – Prepared Mime

Prepared Mime Performance Lengths	
Grade 6	No longer than 2 Minutes.

The prepared mime helps candidates in Grade 6 to approach the conveyance of narrative, characterisation, and subtext/thought process physically, with the hope that this will become a more physical approach to their work in this and later grades.

The candidate must be able to develop a straightforward and understandable plot. Use their face and body to communicate their ideas and feelings in order to portray mood and environment in one of the three choices (abstract, character or occupational). They must show a sense of spontaneity and involvement with the mime world.

Candidates will be expected to perform a mime that incorporates an exploration of one of the following:

1. **Occupational** - the function is to convey "business." It can involve operating a machine or making a sandwich. It can be naturalistic, but to make it into a performance, you need theatrical knowledge. The employment of the "Click/Toc" and stylised movements might provide this mime more believability. The "Click/Toc" is the emphasised muscular energy that begins and ends each action. Characters can play a part but shouldn't take over the story.
2. **Character** – This mime is driven by a particular character who is involved in a variety of scenarios and conflicts. To establish and maintain a character, sensitivity and bodily awareness are essential. Great mime artists have developed distinctive characters that their audiences have come to know and love. In the mime tradition, Bip by Marcel Marceau, Tramp by Charlie Chaplin, and most recently Mr. Bean by Rowan Atkinson have all achieved legendary status.
3. **Abstract** - Without using occupational mime, this style of mime expresses feelings and moods. Instead of a story, the title may refer to a topic or issue, such as "loss" or "Marcel Marceau's Life Cycle." In abstract mime, the mask or a white face is frequently utilised to emphasize the body movement.

Grade 7 - Unprepared Mime

Unprepared Mime Performance Lengths	
Grade 7	No longer than 1 Minute 30 Seconds, with 1 Minute given to prepare.

Candidates must show that they have physically explored and comprehended their set drama play, on which the mime is based. They must also show some spontaneity, or being "in the moment, with the audience while performing the mime.

Demonstrate the ability to communicate feelings, moods, and atmosphere through the use of the face and body and the capability to inhabit the mime world effectively and artistically.

If the candidate has chosen to perform a monologue from 'Brighton Beach Memoirs', an example of a mime given by an examiner could be as follows: The candidate must portray Nora, in her mother's bedroom, finding her father's coat and placing her hand in the pocket and realising its empty and everything is gone.

8. Improvisation

Grade 8 to Grade 9

Improvisation Performance Lengths	
Grade 8	No longer than 1 Minute 30 Seconds, with 1 Minute given to prepare.
Grade 9	No longer than 1 Minute 30 Seconds, with 1 Minute given to prepare.

Grade 10 to Certificate Grade

Improvisation Performance Lengths	
Grade 10	No longer than 2 Minutes, with 1 Minute given to prepare.
Certificate	No longer than 2 Minutes, with 1 Minute given to prepare.

When the unexpected occurs, good performers are able to seamlessly incorporate the spontaneous into their prepared act.

Candidates' creativity can be fostered, and their ideas can be explored through improvisation. Candidates can better relate to a problem by immersing themselves in the present through improvisational activities.

In the exam, improvisation is a highly useful technique since it enables the candidate to examine various character traits they may not have otherwise considered. With the examiner, it's a truly collaborative exercise. In order to successfully improvise, the candidate really needs to understand the character and the context of the character in order to make choices that are not directly supported by the text. At this level the task of Improvisation is essentially putting the character in a situation we haven't seen and the candidates needing to use their imagination to bring the character to life in a different context.

Therefore, improvisation actually serves as a test of a candidate's familiarity with the character as well as their capacity to creatively interact with the character and reimagine the character in a variety of situations.

9. Theory

Grade 1 to Certificate Grade

Speech and Drama theory is not intended to be known off by heart. The examiner wants to see that the candidate has a clear understanding of the requested theory and where possible uses their own interpretations.

The theory requirements in the curriculum have been thoughtfully linked with performance tasks, in order to push candidates to comprehend the principles they have been taught and to put these into practice in their performance.

The examiner will discuss theory with the candidates, and they will be looking for candidates to demonstrate this comprehension in their responses and when necessary, to clarify the theory using examples from the pieces they have performed.

10. Questions

Candidates have the chance to show their knowledge of their performed pieces. The purpose of the questions exercise is to discover the candidate's comprehension of the pieces they have performed and, when appropriate, to inspire them to express their ideas on topics like character development, meaning, and context.

Questions will relate to the candidate's age. Questions may include:

Grade Introductory to Grade 5

- Discuss the drawing of their pieces with the examiner.
- The meaning of words within their pieces
- The story line of their prepared chapter of reading.
- Which piece they liked best and why?

Grade 6 to Certificate Grade

Questions will encompass performance strategies, rehearsal procedures, and their imaginative journey from material selection to exam performance.

The candidate is encouraged to discuss their selection of material and the examiner may ask more specific questions about words, phrasing, and emphasis, or pace, form, and style, or any other specific aspects that are outlined for the candidate's level of entry.

From **Grade 7** - Candidates must read their play and be able to engage in conversation with the examiner about the text.

From **Grade 8** - Candidates will also be asked to discuss the authors of their chosen pieces.

The level of articulacy, preparedness, correctness, and engagement in the topic will be reflected in the marks.

11. Certificate Grade

Candidates must submit their recital programme to the examiner, one week prior to the exam date.

Recital

The aim of the Recital task is to bring together all the skills and knowledge the candidate has gained over the previous grades and to demonstrate these to the examiner. This demands a high level of performance, and the recital should be well-balanced with suitable pieces chosen.

Candidates at this advanced level must assemble a programme of pieces, effectively constructing ONE performance out of various parts including verse speaking, Shakespeare, drama and prose. This performance should not exceed 15 Minutes.

The candidate must decide on a theme for their recital and how each element is connected using linking script.

Unprepared Speech

Having been given the opportunity to approach this task at various times throughout the Grades, candidates now have the occasion to demonstrate their skillset.

In the exam room, candidates can choose a speech title from 6 themes, environmental; arts & culture; current affairs; technology; education; sport. The LSMD examiner's panel has carefully considered these themes and feel they cover a broad range of categories. The examiner will not know the learner's age before they come in and therefore, these topics should appeal to people of all interests, ages, and cultural backgrounds.

The task's objective is to evaluate the candidate's capacity to listen, swiftly analyse a subject that is new to them, and present their personal thoughts and the justifications for those opinions in a clear and concise manner.

The candidate will be given sufficient time to prepare and deliver a speech not exceeding 3 minutes and may use prompt cards for bullet points.

Pre-Prepared Storytelling

Grade 2

Invent and deliver a story based on one of the following pictures:

Image 1



Image 2



Image 3



Image 4



Image 5



Image 6



Image 7



Image 8



Recommended Book Selections

The following are a selection of Books that may be helpful as a guide for the following:

1. Grades 2 to Grade 4 Prepared Reading
2. Grades 1 to Grade 3 Own Choice Selection

1	Harry Potter Anthology	J.K Rowling
2	The Lion, the Witch and the Wardrobe	C.S. Lewis
3	A Series of Misfortunate Events Anthology	Lemony Snicket
4	Anne of Green Gables Anthology	L.M. Montgomery
5	Roald Dahl Anthology	Roald Dahl
6	The Artemis Fowl Anthology	Eoin Colfer
7	How to Train Your Dragon Anthology	Cressida Cowell
8	The Demon Headmaster	Gillian Cross
9	Charlotte's Web	EB White
10	The Sheep Pig	Dick King – Smith
11	Kensuke's Kingdom	Michael Morpurgo
12	A Greyhound of a Girl	Roddy Doyle
13	Eating Things on Sticks	Anne Finne
14	Percy Jackson Anthology	Rick Riordan
15	Stormbreaker	Anthony Horowitz
16	The Illustrated Mum	Jacqueline Wilson
17	The Island of Thieves	Josh Lacey
18	David Walliams Anthology	David Walliams
19	One Dog and his Boy	Eva Ibbotson
20	The Unforgotten Coat	Frank Cottrell
21	Wonder	RJ Palacio
22	Under the Hawthorn Tree	Marita Conlon McKenna
23	Holes	Louis Sachar
24	Tom Crean Ice Man	Michael Smith

Prepared Persuasive Speech Titles 2022 – 2023

These titles will be updated annually

- 1 Climate Change Starts at Home.
- 2 Children Should be Given Homework.
- 3 Which Pet is the Best?
- 4 Is Too Much Screen Time a Bad Thing?
- 5 What Place Do the Elderly Have in Our Communities?
- 6 The Importance of Friendship.
- 7 Competitive Sports can teach us about life.
- 8 Giving to charity is good.
- 9 Christmas is the best holiday.
- 10 Kids should get pocket money.
- 11 Wars are dangerous.
- 12 Every child deserves to live in a house and not a hotel room.

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