L-Università ta' Malta

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD

ADVANCED MATRICULATION LEVEL
2026 FIRST SESSION

SUBJECT:	**English**
PAPER NUMBER:	Oral
DATE:	9th April 2026

EXAMINER'S PAPER

The Oral Session carries 6% of the global mark and should last approximately 15 minutes. Examiners are to assess the candidate's oral skills (see the Rating Scale to assist you in assessing the candidate's performance).

PART 1 – GUIDED EXAMINER-TO-CANDIDATE CONVERSATION (about 3 minutes)

The examiner tells the candidate:

Good morning/afternoon. Please have a seat.
Can you tell me your index number?
Thank you.
In this part of the exam, I am going to ask you a few questions about yourself. May I remind you to please speak up so that I may hear you, and remember to answer questions as fully as possible.
Let's talk about you.

1. Do you exercise regularly? Why/Why not?
2. Which types of physical activity are most popular among people your age, and why?
3. Do you believe gyms are accessible enough for the average person? Why/Why not?
4. Is staying fit affordable nowadays, in terms of both money and time? Why/Why not?
5. Do you think people your age tend to exercise regularly? Why/Why not?
6. Mention some ways communities can encourage more people to stay active.

[If the candidate answers a question too briefly or is unable to move beyond one- or two-word responses, the examiner should move on to the next question or to the next part of the examination.]

After the candidate has answered all the questions in the set, the examiner says:

Thank you. Now we shall proceed to Part 2.

(Total: 4 marks)

Please turn the page.

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Part 2 – GUIDED EXAMINER-TO-CANDIDATE CONVERSATION (about 4 minutes)

The examiner tells the candidate:

In this part of the exam, you are going to be given TWO pictures to talk about. Then I shall be asking you a few questions. Here are the pictures. Please take some time to look at them.

The examiner hands the visual prompt to the candidate. After 30 seconds, the examiner prompts the candidate:

Please describe what you see in the pictures. You have about one minute, so don't worry if I stop you.

(Source: https://www.pexels.com/photo/people-studying-inside-a-library-6344238/)

(Source: https://www.pexels.com/photo/students-during-lecture-8199151/)

[If the candidate is unable to sustain his/her turn for one minute, the examiner should proceed to the second stage of this part of the examination.]

After the candidate has finished describing the pictures, the examiner asks a set of questions and prompts the candidate as instructed by the guidelines below.

The examiner tells the candidate:

You've described two pictures related to studying. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. Is the amount of studying just too stressful nowadays? Why/Why not?
2. Which study methods do you think are most effective? Why?
3. Do you spend too much or too little time studying? Why?
4. How can schools and families make studying more engaging and enjoyable?

[If the candidate answers a question too briefly, the examiner should move on to the next question or to the next part of the examination.]

After the candidate has answered all the questions in the set, the examiner says:

Thank you. Now we shall proceed to Part 3.

(Total: 6 marks)

Please turn the page.

PART 3 – CANDIDATE-TO-EXAMINER LONG TURN (about 3 minutes)

The examiner tells the candidate:

In this part of the exam, you are to speak for about three minutes on the topic you've chosen. Before you start your presentation, you have two minutes to recollect your thoughts on the topic. Here's a pencil and paper to write some notes. You may refer to these notes during your presentation.

The examiner hands a pencil and a sheet of paper to the candidate and waits for two minutes. At the end of the two minutes, the examiner tells the candidate:

Which title have you chosen?

The examiner waits for the candidate to pronounce the title. The examiner then says:

You may begin.

Titles:

1. Online courses will replace traditional classrooms in the future. Discuss.
2. 'Reality TV shows teach more about life than school does'. Discuss.
3. Individual actions matter more than government policies in tackling climate change. Discuss.
4. Classical music is still relevant in today's world. Discuss.
5. Gaming is probably the best way for young people to unwind. How true is this statement?

[If the examiner notes that the candidate is unable to maintain discourse for the required three minutes, the examiner should pose just **ONE** prompt to assist the candidate. If the candidate is still unable to proceed, then the examiner should bring the exam to an end.]

(Total: 8 marks)

After the candidate has concluded the presentation, the examiner says:

Thank you. May I have the papers back, please? This is the end of the oral exam.

THE EXAMINER COLLECTS THE PENCIL AND PAPER, AND THE CANDIDATE'S PAPER.

L-Università ta' Malta

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

ADVANCED MATRICULATION LEVEL
2026 FIRST SESSION

SUBJECT:	**English**
PAPER NUMBER:	Oral
DATE:	9th April 2026

CANDIDATE'S CLASSROOM PAPER

PART 2 – GUIDED EXAMINER-TO-CANDIDATE CONVERSATION (about 4 minutes)

(Source: https://www.pexels.com/photo/people-studying-inside-a-library-6344238/)

(Source: https://www.pexels.com/photo/students-during-lecture-8199151/)

(Total: 6 marks)

Please turn the page.

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PART 3 – CANDIDATE-TO-EXAMINER LONG TURN (about 3 minutes)

Choose ONE of the titles given below, and prepare a three-minute presentation on the topic. Before your presentation, the examiner will give you two minutes to recollect your thoughts on the topic. The examiner will give you pencil and paper to write some notes. You will be allowed to refer to these notes during your presentation.

Choose ONE of the following:

1. Online courses will replace traditional classrooms in the future. Discuss.
2. 'Reality TV shows teach more about life than school does'. Discuss.
3. Individual actions matter more than government policies in tackling climate change. Discuss.
4. Classical music is still relevant in today's world. Discuss.
5. Gaming is probably the best way for young people to unwind. How true is this statement?

(Total: 8 marks)

AT THE END OF THE EXAM, PLEASE GIVE THIS PAPER BACK TO THE EXAMINER, TOGETHER WITH THE PENCIL AND PAPER.

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MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

ADVANCED MATRICULATION LEVEL
2026 FIRST SESSION

SUBJECT:	**English**
PAPER NUMBER:	Oral
DATE:	9th April 2026

CANDIDATE'S CORRIDOR PAPER

PART 3 – CANDIDATE-TO-EXAMINER LONG TURN (about 3 minutes)

Choose ONE of the titles given below, and prepare a three-minute presentation on the topic. Before your presentation, the examiner will give you two minutes to recollect your thoughts on the topic. The examiner will give you pencil and paper to write some notes. You will be allowed to refer to these notes during your presentation.

Choose ONE of the following:

1. Online courses will replace traditional classrooms in the future. Discuss.
2. 'Reality TV shows teach more about life than school does'. Discuss.
3. Individual actions matter more than government policies in tackling climate change. Discuss.
4. Classical music is still relevant in today's world. Discuss.
5. Gaming is probably the best way for young people to unwind. How true is this statement?

(Total: 8 marks)

AT THE END OF THE EXAM, PLEASE GIVE THIS PAPER BACK TO THE EXAMINER, TOGETHER WITH THE PENCIL AND PAPER.

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MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD

ADVANCED MATRICULATION LEVEL
2026 FIRST SESSION

SUBJECT:	**English**
PAPER NUMBER:	I
DATE:	25th April 2026
TIME:	9:00 a.m. to 12:05 p.m.

Answer ONE question from Section A, ONE from Section B, and Section C.

SECTION A: SHAKESPEARE SET TEXTS (33 marks)

In Section A, essays must **NOT** be shorter than 500 words.

Essays responding to a gobbet (1a or 2a) should:
- identify the immediate context of the extract and its relation to the play as a whole;
- focus primarily on the given extract while also referring to the play as a whole;
- relate the extract to **AT LEAST TWO** of: characterisation, theme, imagery, and setting.

1. ***Romeo and Juliet***

EITHER

(a) Gobbet.

ROMEO *taking Juliet's hand*
If I profane with my unworthiest hand
This holy shrine, the gentle sin is this:
My lips, two blushing pilgrims, ready stand
To smooth that rough touch with a tender kiss.

JULIET Good pilgrim, you do wrong your hand too much,
Which mannerly devotion shows in this;
For saints have hands that pilgrims' hands do touch,
And palm to palm is holy palmers' kiss.

ROMEO Have not saints lips, and holy palmers too?

JULIET Ay, pilgrim, lips that they must use in prayer.

ROMEO O then, dear saint, let lips do what hands do.
They pray: grant thou, lest faith turn to despair.

JULIET Saints do not move, though grant for prayers' sake.

ROMEO Then move not while my prayer's effect I take.
He kisses her.
Thus from my lips, by thine, my sin is purged.

JULIET Then have my lips the sin that they have took.

ROMEO Sin from my lips? O trespass sweetly urged!
Give me my sin again. *He kisses her.*

JULIET You kiss by th' book.

NURSE Madam, your mother craves a word with you.

Question continues on the next page.

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OR

(b) Discuss the conflict that emerges in *Romeo and Juliet* between the masculine world of the streets in Verona and the more secluded feminine world that Juliet inhabits.

OR

(c) Explore Shakespeare's use of vivid and poetic imagery in *Romeo and Juliet*.

2. ***Othello***

EITHER

(a) Gobbet.

Enter Othello, Iago, Attendants, with torches.

IAGO Though in the trade of war I have slain men,
Yet do I hold it very stuff o' th' conscience
To do no contrived murder. I lack iniquity
Sometimes to do me service. Nine or ten times
I had thought t' have yerked him here under the ribs.

OTHELLO 'Tis better as it is.

IAGO Nay, but he prated
And spoke such scurvy and provoking terms
Against your Honor,
That with the little godliness I have
I did full hard forbear him. But I pray you, sir,
Are you fast married? Be assured of this,
That the magnifico is much beloved,
And hath in his effect a voice potential
As double as the Duke's. He will divorce you
Or put upon you what restraint or grievance
The law (with all his might to enforce it on)
Will give him cable.

OTHELLO Let him do his spite.
My services which I have done the signiory
Shall out-tongue his complaints. 'Tis yet to know
(Which, when I know that boasting is an honor,
I shall promulgate) I fetch my life and being
From men of royal siege, and my demerits
May speak unbonneted to as proud a fortune
As this that I have reached. For know, Iago,
But that I love the gentle Desdemona,
I would not my unhousèd free condition
Put into circumscription and confine
For the sea's worth. But look, what lights come yond?

OR

(b) Explore the destructive power of language in Shakespeare's *Othello*.

OR

(c) *Othello* has been described as being 'the most painfully exciting and the most terrible of tragedies.' Discuss.

SECTION B: POETRY SET TEXTS **(33 marks)**

In Section B, essays must **NOT** be shorter than 500 words.

1. **Elizabeth Bishop**

(a) Elizabeth Bishop's poetry expresses a deep fascination with life. Discuss with reference to **THREE** poems you have studied.

OR

(b) Explore Elizabeth Bishop's use of immersive and intense sensory imagery by making reference to 'At the Fishhouses' and **TWO** other poems of your choice.

2. **Carol Ann Duffy**

(a) Carol Ann Duffy's poetry often captures a definite coldness both in atmosphere and voice. Discuss this statement by referring to 'Stealing' and **TWO** other poems you have studied.

OR

(b) Explore how memory is a central theme in **THREE** poems you have studied by Carol Ann Duffy.

3. **Seamus Heaney**

(a) In his poetry, Seamus Heaney often uses the idea of darkness as creative inspiration. Discuss by making reference to **THREE** poems you have studied.

OR

(b) Seamus Heaney's poetry often illustrates how the past continues to resonate in the present. Discuss by referring to 'Digging' and **TWO** other poems.

Please turn the page.

SECTION C: POETRY CRITICISM **(33 marks)**

Write a critical appreciation of the poem below.

- Your essay must **NOT** be shorter than 400 words;
- Focus on theme, imagery, form and poetic language;
- You may also comment on any other literary aspects of the poem that you consider to be worthy of discussion.

'Two Guitars'

Two guitars were left in a room all alone
They sat on different corners of the parlor
In this solitude they started talking to each other
My strings are tight and full of tears
The man who plays me has no heart
I have seen it leave out of his mouth
I have seen it melt out of his eyes
It dives into the pores of the earth
When they squeeze me tight I bring
Down the angels who live off the chorus
The trios singing loosen organs
With melodious screwdrivers
Sentiment comes off the hinges
Because a song is a mountain put into
Words and landscape is the feeling that
Enters something so big in the harmony
We are always in danger of blowing up
With passion
The other guitar:
In 1944 New York
When the Trio Los Panchos* started
With Mexican & Puerto Rican birds
I am the one that one of them held
Tight like a woman
Their throats gardenia gardens
An airport for dreams
I've been in theaters and cabarets
I played in an apartment on 102nd street
After a baptism pregnant with women
The men flirted and were offered
Chicken soup
Echoes came out of hallways as if from caves
Someone is opening the door now
The two guitars hushed and there was a
Resonance in the air like what is left by
The last chord of a bolero.

by Victor Hernandez Cruz

**Trio Los Panchos: a Puerto Rican trio of guitarists who played romantic ballads.*

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MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

ADVANCED MATRICULATION LEVEL
2026 FIRST SESSION

SUBJECT:	**English**
PAPER NUMBER:	II
DATE:	27th April 2026
TIME:	4:00 p.m. to 7:05 p.m.

Answer **BOTH** Section A **AND** Section B.

SECTION A: NOVEL SET TEXTS (Total: 66 marks)

- Answer **TWO** questions (**NOT** on the same novel) from this section.
- Essays in this section must **NOT** be shorter than 500 words.
- Avoid simply narrating the plot. Remember to provide evidence and explanation for your points.

1. *The Handmaid's Tale*, Margaret Atwood

(a) Discuss the two-part structure of *The Handmaid's Tale* (Offred's first-person narration and the Historical Notes epilogue), exploring how this contributes to an understanding of Atwood's overarching themes.

OR

(b) "In the theocratic society of Gilead, holding on to hope is both dangerous and necessary." Discuss the role of hope in *The Handmaid's Tale*.

2. *Great Expectations*, Charles Dickens

(a) "In *Great Expectations*, the marshes are inseparable from Pip's identity, no matter how much he attempts to distance himself from them." Discuss this view, exploring how the marsh setting contributes to Pip's moral development.

OR

(b) Discuss the importance of Joe Gargery and Biddy in *Great Expectations*.

3. *Atonement*, Ian McEwan

(a) "In *Atonement*, McEwan presents childhood not as a time of innocence but one of potential harm." Discuss.

OR

(b) Discuss the importance of the oppressive atmosphere in Part One of *Atonement*, exploring how McEwan anticipates the novel's central themes.

4. *Wuthering Heights*, Emily Brontë

(a) From Heathcliff's unexplained origins to the supernatural elements, Emily Bronte creates an unsettling, mysterious atmosphere that pervades *Wuthering Heights*. Discuss.

OR

(b) Discuss Nelly Dean's role as both narrator of, and participant in, the events of *Wuthering Heights*.

5. *To Kill a Mockingbird*, Harper Lee

(a) Examine the way family relationships and dynamics shape the identities and values of Scout and Jem in *To Kill a Mockingbird*.

OR

(b) "In *To Kill a Mockingbird*, Lee shows that hope exists not through ignoring reality but confronting it." Discuss.

Please turn the page.

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SECTION B: PROSE CRITICISM **(Total: 33 marks)**

Write a critical appreciation of the passage below.

- Your essay must **NOT** be shorter than 400 words;
- Focus on theme, imagery, and point of view;
- You may also comment on any other literary aspect or aspects of the passage that you consider to be worthy of discussion, such as style, tone and setting.

A wall, a stone wall, coated with moss if the damp green smears on her fingertips were anything to go by. Cassandra continued her obstacle course along the wall, hoping to find a gate or a door, anything permitting entry. The sun was rising in the sky and the birds had relaxed their singing. The air was heavy with the sweet, swooning perfume of a climbing rose. Although it was autumn, Cassandra was becoming hot. To think she had once imagined England a cold country to which the sun was a stranger. She stopped to wipe sweat from her brow and bumped her head on something low hanging.

The gnarled bough of a tree reached arm-like over the wall. An apple tree, Cassandra realised, when she saw that the branch bore fruit – shiny, golden apples. They were so ripe, so deliciously fragrant, that she couldn't resist picking one.

Cassandra checked her watch and, with a longing glance at the bramble hedge, started back the way she'd come. She could continue her search for a door later, didn't want to risk missing the gardener. Such was the odd sense of dense seclusion surrounding the cottage, Cassandra had the feeling she might not hear him from back here, even if he called out. She unlocked the front door and went inside. The house seemed to be listening, waiting to see what she would do. She ran her hand lightly along the inside wall. 'My house,' she said softly. 'This is my house.'

The words pressed dully into the walls. How strange it was, how unexpected. She wandered through the kitchen, past the spinning wheel and into the little sitting room at the very front. The house felt different now that she was alone. Familiar, like a place she'd visited long ago.

She eased herself into an old rocker. Cassandra was comfortable enough with antique furniture to know that the chair wasn't about to collapse, and yet she felt wary. As if the chair's rightful owner was somewhere nearby and might return at any time to find an intruder in their place. As she polished the apple on her shirt, Cassandra turned her head to look through the dusty windows. Creepers had plaited themselves together across the glass, but she could still see enough to make out the rambling garden beyond. There was a little statue that she hadn't noticed before, a child, a boy, perched on a stone, staring at the house with wide-open eyes.

Cassandra lifted the apple to her lips. The sunny scent was strong as she bit into it. An apple, from a tree in her very own garden, a tree planted many years before that still produced fruit. Year in, year out. Were apples always so sweet?

She yawned. The sun had made her very drowsy. She would sit, just for a little while longer, until the gardener arrived. She took another bite of the apple. The room felt warmer than it had before. Her lids were heavy and she closed her eyes. A bird somewhere sang, a lovely, lonely tune; breeze-blown leaves tapped against the window, and in the distance the ocean breathed steadily, in and out, in and out, in and out…

(Source: This is an extract from a novel.)

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MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

ADVANCED MATRICULATION LEVEL
2026 FIRST SESSION

SUBJECT:	**English**
PAPER NUMBER:	III
DATE:	25th April 2026
TIME:	4:00 p.m. to 6:50 p.m.

Answer **ALL** sections.

SECTION A: LANGUAGE ESSAY (Total: 33 marks)

Write an essay of not less than 500 words on ONE of the following topics:

1. The endless library.

2. Describe Valletta through the eyes of Squim, a young alien who has only recently landed in Malta.

3. Cold.

4. Some consider school uniforms as a path to equality; others see them as a barrier to identity. Discuss.

5. Living on a small island can be a unique and enriching experience, but it also comes with challenges that one might not face in larger cities. Discuss.

6. The role of ChatGPT or other AI models in the classroom.

7. Freedom of expression is a core democratic value, yet it can conflict with concerns about harm, hate speech, and misinformation. Should freedom of speech have limits?

8. Young adulthood is a time of forming relationships. Unfortunately, some relationships may become emotionally draining or damaging. How can young adults prepare themselves to handle difficult relationships?

Please turn the page.

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SECTION B: SUMMARY **(Total: 15 marks)**

Write a summary of the following passage in between 150 and 200 words.

The Gap Year Debate: Exploring the Benefits and Drawbacks before University

The idea of taking a gap year – a year-long break between high school and university – has gained popularity in recent years. For many students, it represents an opportunity to explore the world and gain practical experience. However, opinions remain divided about whether a gap year is beneficial or potentially disruptive.

Proponents of a gap year often emphasise personal growth and maturity. Transitioning directly from high school to university can be overwhelming, and a gap year can provide students with the space to develop independence and self-reliance. Experiences such as travel, volunteering, or working in unfamiliar environments foster adaptability, resilience, and problem-solving skills. Many students report that a gap year helps them develop emotional intelligence and a clearer sense of identity, which can positively influence both social and academic life at university. A gap year also offers students the chance to achieve academic and career clarity. Many high school graduates are unsure about their future study or career paths. By spending time exploring potential interests, participating in internships, or engaging in volunteer work, students can make more informed decisions about their university courses and career trajectories. This reflection may reduce the risk of choosing a degree programme that is later abandoned or changed, saving time, effort, and financial resources in the long term.

Additionally, a gap year can promote practical skills development. Students often gain valuable abilities such as time management, financial literacy, and leadership through work experience or independent projects. Opportunities for language learning and international travel further enhance communication skills and broaden perspectives. Such experiences can enrich university life, giving students a stronger foundation for both academic and social engagement.

A key benefit of a gap year is its potential to prevent burnout. After years of intense study and standardised testing, students may experience fatigue or decreased motivation. A break allows time for rest, reflection, and pursuing personal interests, which can renew enthusiasm and focus before entering higher education.

Despite these advantages, critics caution that a gap year is not without risks. One major concern is the potential loss of academic momentum. Spending a year away from structured study may make it difficult for students to return to the rigors of university coursework. Some students struggle to readjust to schedules and independent study after a prolonged break. Financial considerations also play a significant role. Gap years can be expensive, especially if they involve travel, language courses, or unpaid internships. Not all students have access to the resources required to make their gap year productive, which can exacerbate inequalities in educational opportunities. Furthermore, delaying university entrance postpones degree completion and entry into the workforce, potentially affecting long-term career progression and earnings.

Ultimately, the decision to take a gap year is highly individual. It can provide growth, clarity, and rejuvenation, but it also carries risks of lost momentum, financial strain, and social adjustment challenges. The key lies in careful planning, clear objectives, and using the time to build skills and experiences that will support future success.

(Adapted from Jones, 2004)

SECTION C: LINGUISTICS **(Total: 33 marks)**

Choose **ONE** question from this section.

1. Answer tasks a, b, c **AND** d.

a. Write a **FOUR**-sentence paragraph where the first sentence is Simple, the second and third sentences are Complex, and the fourth sentence is Compound. (6)

b. A derivational suffix is a letter or group of letters added to the end of a word to create a new word with a different meaning or a different part of speech. For each of the given words below:
   - identify the derivational suffix/es, and
   - explain how the derivational suffix/es change/s the word class/part of speech of the word.

   The first word, **(i) teacher**, is worked out for you as an example.

   (i) teacher
   Answer: 'er' changes the word from a verb to a noun.

(i)	**teacher**	(ii)	happily	(iii)	underachievement
(iv)	transmission	(v)	modernises	(vi)	depth
(vii)	inaccessibility	(viii)	developmental		

(9)

c. Cohesion refers to elements within a text that hold the text together creating a sense of continuity and unity. Read the following sentences and name the specific **cohesive links** suggested by the words in bold.

   The following sentence is given to you as an example.

   (i) She loved **the garden**. **The garden** was a safe place away from her troubled life.
   Answer: Repetition.

   ii. John spent an hour looking for **it** in the library. **His new book** was not there.
   iii. I bought **a** vase for five euro at the car-boot sale. I have now discovered **this** vase is a rare piece.
   iv. I tried to walk a short distance today **but** had to stop because my hamstring still hurts.
   v. **The ancient ruins** fascinated the tourists. Many believed **the old structures** still held untold stories.
   vi. **Sarah** decided to play the short but challenging "La Campanella" for her piano recital. **She** knew how important it was to master its complexity.
   vii. The supermarket had a well-stocked **delicatessen** (**deli**). There were the **cold cuts**, the **cheeses**, the **prepared foods** and a **sampling station**.

   (6)

Questions continue on the next page.

d. Read the three-sentence paragraph below and attempt the following questions. Each sentence has been numbered for ease of reference, and the questions are particular to specific sentences.

> (**1**) The media shapes public opinion through news coverage and social platforms, and it can influence elections, consumer behaviour, and cultural trends with remarkable speed. (**2**) Journalists report facts and provide analysis, but sensationalism and bias sometimes distort the truth and manipulate emotions, creating both awareness and confusion. (**3**) Media outlets reach millions instantly, spreading information and possibly even inspiring social change, so audiences must critically evaluate all content.

Sentence (**1**):

i. Find **FOUR** abstract nouns.
ii. Give the word class/part of speech of the words, 'public', 'social', and 'consumer'.
iii. 'Can' is a verb. What kind of verb is it?

Sentence (**2**):

iv. Copy the **TWO** subjects in the sentence.
v. List all the verbs in this sentence.
vi. Explain the function of the first 'and' in the sentence.

Sentence (**3**):

vii. Explain why 'content' is an object.
viii. Find **THREE** adverbs.
ix. Give the word class/part of speech of the word 'all'.

(12)

OR

2. Language is not a fixed or uniform system; it is a living, dynamic tool shaped by the people who use it. Write an essay of about 400 words on how the language a person uses provides significant insights into their identity. (33)

OR

3. The advertisement below (page 5) is for "A-Team for Wildlife", a youth-focused non-profit organisation that educates and empowers kids to help endangered species. In about 400 words, write a detailed commentary of the advertisement. You are expected to analyse its stylistic features in terms of:

   i. Visual elements/Graphology
   ii. Form and Structure
   iii. Attitudes toward the reader/audience
   iv. Vocabulary
   v. Grammar
   vi. Content

   The text of the advertisement is reproduced on page 6 for ease of reading.

(33)

A-Team For Wildlife

"Serving youth saving endangered species"

"Saving Endangered Species"
Youth Assembly Program

1. "Saving Endangered Species" is offered to all Schools, After School Programs, and youth groups. We represent world-renowned wildlife experts and extinction scientists with a critical message about the importance of nature. This presentation provides both education and motivation on a vital topic that will impact students in their lifetimes. Utilizing a lively presenter, video, and tech demonstrations, we foster empathy, create engagement, and initiate new behaviors. Our custom documentary film explores what can be heart-wrenching topics, like poaching, in a kid-friendly manner. Environmental science, biotechnology, and student leadership in community service are topics covered in equal measure.

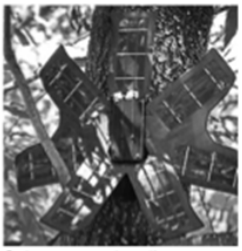
We showcase the latest technologies being developed to aid professional conservationists in the field, with live on-stage demonstrations of these amazing gadgets. Students are introduced to future career opportunities in engineering, technology, and conservation.

Because "Animals Need More Friends", we deliver a call for students to engage, actively, in the youth effort to save endangered species. Not just an educational show, it's a challenge and a gateway to active involvement.
$400 first presentation, $300 additional presentations. Liberal scholarship policy. Inquire. Ask for our Assembly brochure.

Our presenter, "Dr. Jones", is a wildlife expert. Together with his two macaws, a lively presentation is delivered.

Conservation Tech Demonstrations

Flying video drones to monitor wildlife and catch poachers from the air.



Solar powered audio spy devices to protect forests.

Robotic remote-controlled cameras to more discreetly study wildlife.

Collectively, our 17 International A-Team Members have already raised nearly 1 Million Dollars for conservation, saved over 80,000 acres of habitat, appeared in films, have been interviewed on national TV, won numerous awards, spoken at TED Talks, received over 40 MILLION views on You Tube, spoken to the United Nations, and have received recognition from President Obama.

2. **International A-Team** of conservation prodigies from 5 countries recognizes and supports outstanding youth worldwide. They are the conservation leaders of tomorrow - here today. They serve as role models inspiring and guiding your students on how they can make a difference. *Let these kids motivate your kids!*

3. **Youth Membership & Local A-Teams**. We offer a wildlife club experience to ALL youth to motivate children to "Learn, Share, & Act", in regards to endangered species. Membership includes access to our amazing website of wonderful resources, adult support and wildlife-centric activities for Local A-Teams, rewards in competitions, and fundraising campaigns.

www.A-TeamForWildlife.org · **209-225-9660** · info@A-TeamForWildLife.org

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A-Team For Wildlife

"Serving youth saving endangered species"

"Saving Endangered Species" Youth Assembly Program

1. **"Saving Endangered Species"** is offered to all Schools, After School Programs and youth groups. We represent world-renowned wildlife experts and extinction scientists with a critical message about the importance of nature. This presentation provides both education and motivation on a vital topic that will impact students in their lifetimes. Utilizing a lively presenter, video and tech demonstrations, we foster empathy, create engagement, and initiate new behaviors. Our custom documentary film explores what can be heart-wrenching topics, like poaching, in a kid-friendly manner. Environmental science, biotechnology, and student leadership in community service are topics covered in equal measure.

   We showcase the latest technologies being developed to aid professional conservationists in the field, with live on-stage demonstrations of these amazing gadgets. Students are introduced to future career opportunities in engineering, technology, and conservation.

   Because "Animals Need More Friends", we deliver a call for students to engage, actively, in youth effort to save endangered species. Not just an educational show, it's a challenge and gateway to active involvement.

   $400 first presentation, $300 additional presentations. Liberal scholarship policy. Inquire. Ask for our Assembly brochure.

   Inset Images Captions

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   Our presenter, "Dr. Jones", is a wildlife expert. Together with his two macaws, a lively presentation is delivered.

   Flying video drones to monitor wildlife and catch poachers from the air.

   Solar powered audio spy devices to protect forests.

   Robotic remote-controlled cameras to more discreetly study wildlife.

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(Source: A-TeamForWildlife.org)