

JUNIOR SECONDARY CERTIFICATE

ENGLISH SECOND LANGUAGE

1131/3

PAPER 3 Listening Comprehension

Approx. 45 minutes

Marks 20

2019

TEACHER'S TEXT

This document consists of 7 printed pages.



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

PLEASE STUDY THE TEXTS AND READ THEM A COUPLE OF TIMES BEFORE THE EXAMINATION STARTS TO FAMILIARISE YOURSELF WITH THE CONTENT.

These texts must be read to the candidates clearly and at a steady pace so that all can hear. All instructions are included in the texts. The teachers must carry out these instructions carefully. The length of each pause will be indicated, e.g. 5 seconds. Each text will be read twice and it will be indicated at the end of each passage, e.g. "Repeat from * to **". The teacher will start reading the texts after the booklets have been handed out to the candidates.

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Teacher : Have you all received your question papers?
Do you have any questions?

Pause 5 seconds

Teacher: Good, let us start. No one will be allowed to speak during the examination. Write your candidate number and name on the cover page of your question paper.

Pause 20 seconds

Teacher: Read Section A, Exercise 1, Questions **1 – 5**.

Pause 20 seconds

SECTION A**Exercise 1: Questions 1 – 5**

For Questions 1 – 5 you will hear a series of short statements. Answer each question on the line provided. Your answer should be as brief as possible. You will hear each statement twice.

1 *Where will Summer Ball be held?

All the preparations for this year's Grade 12 Summer Ball are underway at the new five star hotel, situated opposite the beautiful garden in Church Street. What a fantastic night this is going to be! **

Pause 10 seconds

*Repeat from * to ***

Pause 5 seconds

2 *How many trees were planted on Arbor Day?

"The schools in Namibia planted trees countrywide on Arbor Day. Of the thousands of trees put into the grounds, a large percentage of the trees were planted in the Northern regions of the country. **

Pause 10 seconds

*Repeat from * to ***

Pause 5 seconds

3 *What can be affected by not enough sleep?

Getting enough sleep is vital to a child's emotional achievement and overall well-being. Teenagers need about 9 hours of sleep. Any less sleep can influence their memory and attention span, among other things. **

Pause 10 seconds

*Repeat from * to ***

Pause 5 seconds

4 *How can you ensure that the environment your child plays in is safe?

Accidents can't be prevented, but negligence can lead to accidents. Make sure your child plays in a safe environment where reliable adult supervision is and remove dangerous elements. **

Pause 10 seconds

*Repeat from * to ***

Pause 5 seconds

5 * What can learners get with the Gold Card?

Following last year's success with the Green Card, which helped learners with travel tickets, we are now introducing a card called the Gold card. The new card offers many discounts. To find out more about the places where you can use this card, there are information brochures at the school reception and in the local resource centre. **

Pause 10 seconds

*Repeat from * to ***

Pause 5 seconds

This is the end of Exercise 1. Read the questions for Exercise 2, Questions **6 – 10**.

Pause 20 seconds

Exercise 2: Questions 6 – 10

Listen to a talk “Make every year a fulfilling one” and then indicate whether each statement is **true** or **false** by putting a tick (✓) in the appropriate box. You will hear the talk twice.

*MAKE EVERY YEAR A FULFILLING ONE

Many of us have fallen short when we build expectations that are too high. The New Year always comes with force and the determination to take charge of our lives. The problem is that these good intentions often go down the drain before January ends.

The solution is to come up with new and exciting ways of doing things or making changes that can be applied from today onwards, and welcome them with enthusiasm. In this way, these new habits become things we can embrace and enjoy instead of challenges or limitations that soon start to feel like unnecessary chores.

Be specific about your goals

It is important to know how to set realistic goals and achieve them. For a goal to be realised, it needs to be specific. What exactly do you wish to accomplish during a specific year? For example, saying you want a new house is not specific. You must be able to imagine the goal that you set for yourself, because then you can start to believe it and then work to making it a reality.

Goals should enrich you

Your goals should be paving the way to you becoming a more complete and authentic version of yourself. There is no point in achieving goals that do not truly enrich who you are or satisfy the things that interest you. Goals should not be about other people’s expectations, or what society or religion says you should do. Those kinds of goals will feel more like a chore than an achievement.

Learn from your mistakes

When life gets too much, make a list of all your problems. A problem stated is a problem half solved. When you write them all down; they often seem a lot more manageable. In fact, sometimes, when we write them down, they don’t seem like problems at all anymore. What also helps is to keep a diary of one’s problems, mistakes or hiccups. It is important to jot down a list of what you learnt from the experience or how you overcame the hiccup.

Create a love account

There are only small acts done with great love. Make a point of being kind to yourself and others. Do something for yourself and for at least one other person every day, preferably a stranger. The examples of small acts are such as: helping someone cross the road or paying for someone’s dinner and watching their surprise when the waiter tells them their meal has been paid for. In other words, do little things for which you expect nothing in return.**

Pause 10 seconds

*Repeat from * to ***

Pause 5 seconds

This is the end of Exercise 2. Read the questions for Section B, Exercise 1, Questions **1 – 5**.

Pause 20 seconds

SECTION B**Exercise 1: Questions 1 – 5**

Listen to the talk on the modern human brain and answer the questions on the lines provided. You will hear the talk twice.

***ARE YOU STARVING YOUR BRAIN?**

The modern human brain is not only craving for the right nutrients to help it function better in terms of memory and intellectual performance, but it is also, like never before, under attack from its greatest enemies.

Our brains are starving because our genes have not yet adjusted to modern day diets that lack many of the natural foods our ancestors ate for thousands years. Therefore, our bodies still crave for Stone Age foods such as wild greens, fruits and honey, says Dr Eaton at Emory University in Atlanta USA. He has been studying the lifestyle of prehistoric and today's few remaining hunter-gatherer populations. Dr Eaton blames much of today's medical ills, on our current eating habits which began some 10 000 years ago.

In the following 2 000 years, people started settling down, and organised agriculture began, along with increased production of whole grain foods and domesticated animals to provide various meat and milk. The industrial revolution put in something else to our new diet, introducing refined foods and the use of chemicals in food. More recently, we also started spraying crops with pesticides and treating the soil with chemicals.

"Our diet should be adjusted more to that of our ancestors than to what is eaten currently. Grains, eggs and dairy foods, though healthy in some ways, create problems for many people," says Dr Eaton.

A major cause of many of the chronic diseases we suffer from today involves the large quantities of fats we consume, which were hardly present in olden times since free running animals had much lower fat levels. Dr Eaton calls modern day diseases "diseases of civilisation". He suggests that we change our diet to be similar to that of a hunter-gatherer diet by reducing fat intake, avoiding refined foods and sugars and sticking to animal foods that are closer to the wild game of ancient times. We should also bake and steam our foods instead of frying them. **

Pause 10 seconds

*Repeat from * to ***

Pause 20 seconds

This is the end of Exercise 1. Read the questions for Exercise 2, Questions **6 – 10**.

Pause 20 seconds

Exercise 2: Questions 6 – 10

Listen to the passage which discusses the type of houses people lived in over the centuries and answer the questions on the lines provided. You will hear the passage twice.

***HOME, SWEET HOME**

Whether you live in a palace or shack, it serves to protect you from the elements. One of man's most basic needs is shelter from cold, heat, wind and rain. In prehistoric times people lived in caves and tree shelters, but today accommodation has become specialised in meeting the various needs of people.

Our homes today looked very different from those of our ancestors. In the past, houses had no bathrooms inside and flushing toilets did not exist. The homes were dark because the windows were small and fitted with shutters.

The environment and traditions of the people living in a specific area determined what their homes looked like on the outside. The San were nomads – they did not build permanent houses and continually moved in search of water and game to hunt. At night they slept in caves or shelters they made from branches.

The Khoi were also hunter-gatherers and their huts were made of grass mats that were light enough to roll up and carry to the next overnight spot. They made their huts by placing young trees in the ground and bending the tops together to form a beehive shape. The structure was covered with mats woven from grass-like plants. At the same time, Nguni-speaking Africans lived in the east of South Africa in round mud huts with thatched roofs. Young tresses were also used for the dome-shaped framework of traditional Zulu and Swazi houses. These structures were covered with thatch.

Shortly after his arrival at the Cape, Jan van Riebeeck built a stone and clay fort that served as a home for the Dutch colonists. The fort was so badly damaged by the elements in the first year that they started building a stone castle in 1666. It stands to this day and is a popular tourist attraction.

The first gables were known as attic gables. A small window in these dwellings allowed light into the attic. The gables prevented rain water from running off the roof onto the 'stoep' – and especially onto the front door. In the event of a fire the gables also prevented burning thatch from falling onto people below. Gables were more than just practical. Over time they were built higher and were finished off with mouldings. Thatched-roofs caused fires to spread easily. Because of this risk flat-roofed houses with more than one level were introduced in the 1700s.

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Pause 10 seconds

*Repeat from * to ***

Pause 20 seconds

This is the end of Exercise 2 and the examination. Put down your pens and close your booklets. Make sure that your candidate number and candidate name are written on the cover page of the booklet.

Thank you.