

JUNIOR SECONDARY CERTIFICATE

ENGLISH SECOND LANGUAGE

1131/3

PAPER 3 Listening Comprehension

Approx. 45 minutes

Marks 20

2018

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.

* * * * *

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 five random facts. Answer each question on the line provided. Your answer should be as brief as possible. You will hear each statement twice.

- 1 Listen to the advertisement for a Financial Director at a well-known company. What nationality should the candidate be?

* “The individual should be a Namibian citizen, self-motivated, passionate about the financial services industry and committed to standards of excellence.” **

Pause 10 seconds

*Repeat from * to ***

Pause 5 seconds

- 2 The World Cup has proven that women’s rugby is growing more popular worldwide. Apart from the spectators at the games, who else watched the rugby games?

*The fact that so many spectators have come to watch, as well as record television audiences at home, is a testament to the quality of rugby that has been on display. The women’s game is definitely on the up and the tournament was remarkable.**

Pause 10 seconds

*Repeat from * to ***

Pause 5 seconds

- 3 Suzy comments on the economic dilemma the world is facing. How can you save money when you have a car?

* “Whether you are not eating out as much as you used to, or you are walking instead of driving, chances are that in the last year you have changed your behaviour in order to live in a new financial reality. Everything is more expensive and the living cost is very high.” **

Pause 10 seconds

*Repeat from * to ***

Pause 5 seconds

- 4 A teacher explains what a day in his life looks like. How many hours does he work in a day?

* “During a day I have to write to parents, fill in reports, have extra classes for children who struggle and still prepare for the next day. I work 15 hours a day, because of the extra responsibilities placed on teachers today, compared to 8 hours that other civil servants work.” **

Pause 10 seconds

*Repeat from * to ***

Pause 5 seconds

- 5 It is often said that you are what you wear. What is very important to have when you buy clothes or get dressed?

“When you get dressed, you got to have style. It is very personal. It has nothing to do with fashion. If you wear what you like, you will never be out of style.”

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 advice on how to treat your skin in the sun and then indicate whether each statement is **true** or **false** by putting a tick (✓) in the appropriate box. You will hear the passage twice.

***Play it safe in the sun**

The full force of the sun's heat begins to shine on the Southern Hemisphere at this time of the year and putting on sunscreen may not be enough to protect yourself from its harsh effects.

The risk of developing skin cancer is highest among those people who experienced painful, blistering sunburn as children. Therefore, it is important to adopt sensible sun habits from an early age.

Sunburn often takes us by surprise. A study shows that sunburn often strikes at home in the garden, or out on the playground when the sun does not seem hot enough to burn.

Children with black or brown skins are as much at risk as those with white skins. The message is clear, sun awareness should be part of our daily lives all year round. Applying sunscreen should be part of your morning routine, just as brushing your teeth is.

Reapply sunscreen frequently throughout the day. Even waterproof sunscreen will wash off and must be reapplied every two hours.

Do not assume that sunscreen gives you the right to stay in the sun as long as you like. Beware of the sun between 10 am and 3 pm, the hottest part of the day. If you are outside during this time, make sure you wear a hat.

Wearing a hat is a non-negotiable issue. Look for a hat with a wide brim. Also wear a hat properly. A hat with a peaked cap facing the back may protect the neck from the sun, but offers no face protection.

School days should be no exception to the rule. Apply a sunscreen at home and top it up during the day. Schools, too, have a responsibility in making sure that hats are worn. It is a simple matter to rule that children will not be allowed out in the playground, or to play sport if they are not wearing a hat. Boys often think that it is uncool to worry about their skins or that only girls wear creams, but these attitudes will change when everyone is expected to obey the rules.**

(Adapted from ClubCard magazine, 1998)

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 an article on how many Namibian children received bicycles to get to school faster and then answer the questions on the lines provided. You will hear the article twice.

***No more hiking - from now on it is biking!**

Imagine walking 13 kilometres to school every morning, through dusty clumps of sand, with thorns and stones underfoot and always running against the clock. Some six hours later, after school, you go through the same procedure, all 13 kilometres of it, to get back home. You do this five days a week, through the hottest time of the year when temperature reach the 50°C mark, during the rainy season when the land is drowned in floods, and in the cold of the winter months.

For Rachel and Phillemon this has been their day-to-day existence for many years. Both of them live in family homesteads in the northern Omusati Region. Almost every morning they make their way to school. “I need two and a half hours to get there,” says 19-year-old Phillemon, who usually walks on his own. This is also the case with Rachel, who lives approximately one kilometre away from Phillemon. It is an enormous challenge every morning, resulting in most of the children not being able to attend school for more than two days per week.

But things have changed. Rachel and Phillemon are the first of thousands of schoolchildren to receive high-quality bicycles as gifts. The bicycles have been designed especially for rough terrain, enabling the children to get to school every day. This donation was the beginning of a project called COOL, an abbreviation for ‘cycle to school’. It brings different partners together in a united effort to solve this long-distance problem. The idea is to give the children bikes that have been financed by private contributions.

If the children could go to school every day with bikes, it would result in a major improvement of their academic standards and development. Through the gift of a bicycle, a child is able to cover the distance in less than half the time and with considerably less effort than before.

All bicycles have a serial number to be registered in the child’s name so that there cannot be any abuse. The bicycles will furthermore be in different colours. The prototypes have been painted yellow and the next series will be painted differently, so that every school has its own means of identification.

In the meantime both Rachel and Phillemon have an excellent opportunity to finish school soon, so that they can realise their plans for the future: “I would like to go to university,” says Rachel. And Phillemon wants to become a teacher himself.**

(Adapted from Flamingo, November 2004)

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 a passage on creativity and then answer the questions on the lines provided. You will hear the passage twice.

***Reconnect with your creativity**

Creativity is perhaps the most important skill of the 21st century, and it is also a crucial part of our well-being.

Most people are not quite sure what creativity means. We consider artists to be creative, mostly, which has led to a misguided notion that one can only be creative if one is an artist - a writer, poet, painter, actor, musician, etc.

A banker can be just as creative as a writer; an accountant as creative as a fashion designer. Creativity is not linked to art because creativity is simply the act of originality, which can be applied to any profession, problem, or aspect of our lives - even our relationships.

“We all have a unique way of dealing with our creativity,” says Dr Kobus van Wyk, an expert in creativity and innovation. “You may not even be aware of the fact that you have the ability to think creatively. The fact is, we are faced with challenges every day and we often deal with them by doing something new, something different, without even realising that it is unique at the time. You may have discovered a way of making a dull task more interesting, or you may have started to treat someone in the workplace or in school in a different way, with good results. Without realising it, you have probably been creative quite often.”

Research shows that creative thinkers are usually more successful. Unfortunately, we seem to forget how to be creative. Research has shown that 98% of those who are at the ages of three to five are quite imaginative, but only 2% of adults show signs of creativity after the age of 25.

The question is why do we stop being creative. The answer is very simple. Often our parents protect us from exploring to keep us safe and protected. So we stop exploring, and then even lose the desire to explore. In school, for instance, we are restricted even more. We are told by our teachers to stay inside the lines when colouring in, or to use specific colours, killing our sense of creativity.

Parents and teachers need to understand that children have different abilities and personalities and not treat everybody the same. Children need to grow into adults who are well-adapted for who they are, not who the parent or teacher is.

It is important to remember that everyone is different; understand and embrace these differences, and we will have a very creative life and world.**

(Adapted from Fairlady, August 2014)

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.