

Answer Key

Winter Simulation, December 2019

Test 1

PART A

[Q1] Today I'm going to ask you about.... being famous. (pause)

Do you think being famous is a good goal in life? Would you like to be famous? Explain why or why not. If you became famous, do you think you would still hang out with the same friends? Explain.

Answer: The answer should flow as one continuous cohesive response, not short answers per question.

The student should relate to the issue of being famous and whether or not it's a good goal in life and explain their reasoning. They should then relate to whether they would like to be famous or not and provide an explanation either way.

They should provide an opinion relating to what would happen to their friendships as they are now if they were to become famous. They should back this up with an explanation.

NOTE: The student must relate to all the questions asked.

OR

[Q.2] Today I'm going to ask you about...games. (pause)

What kind of games do you like to play? Explain. What do you think makes a good game? Explain.

Answer: The answer should flow as one continuous cohesive response, not short answers per question.

The student should relate to playing games and what kind of games they like to play. If they don't like to play games, they can state that as well. Either way they have to provide an explanation for their choice.

The student should express an opinion on what makes a game good. They should provide a clear explanation of their choice.

NOTE: The student must relate to all the questions asked.

PART B

[Q. 3] To begin with, tell me what your topic was and what you were hoping to learn from it. Also, after having finished your project, are you proud of your work? Give examples from your project showing what you are proud of what you aren't proud of and explain.

Answer: The answer should flow as one continuous cohesive response, not short answers per question.

The answer should include information on the topic of their project, what they were hoping to learn from the topic and doing this project on that topic. They should also relate to what how they feel now that they've done their project and whether they are proud of their work or not, again relating directly to the project and providing examples. There must be examples and explanations to completely answer the question.

NOTE: The student must relate to all the questions asked.

PART C

[Q4] Describe the events in the clip you just watched. How do you think the mouse feels at the end of the clip? Explain.

Answer: The answer should flow as one continuous cohesive response, not short answers per question.

The answer should include a description of the events in the clip, the main idea and their opinion on how they think the mouse feels at the end of the clip.

FYI, the following points are the main events of the clip:

- *There is a mouse in a pet shop that wants to be taken home*
- *The mouse has very big ears*
- *The little bug in the mouse's cage laughs at the mouse*
- *Two people come into the shop and laugh at the mouse*
- *The mouse sees a potential owner and tries to get his attention*
- *The mouse tries to throw something at the boy, but misses*
- *The mouse throws the bug at the boy and turns off the music*
- *The boy comes to the mouse's cage and sees the mouse*
- *The boy takes off his earphones and smiles*
- *The boy also has big ears*
- *They are both happy*
- *At the end, the mouse feels grateful to the boy for taking him home/ At the end the mouse feels like he's finally found someone who understands him.*

[Q5] Do you think the way the mouse looks affects the events in the clip? Explain. Why do you think the boy chooses the mouse? Explain.

Answer: The answer should express an opinion directly related to the events in the clip relating to how they think the looks of the mouse affect the events, providing an explanation. Furthermore, the answer should include an opinion based on the clip, as to why the boy chose the mouse.

Answer Key

Winter Simulation, December 2019

Test 2

PART A

[Q.1] Today I'm going to ask you about knowing languages. (pause)

Do you think it's important to learn English in Israel? Explain why. Do you think knowing different languages can help you in life? Give an example and explain.

Answer: The answer should flow as one continuous cohesive response, not short answers per question.

The student should express an opinion on whether it is important or not to learn English in Israel. Their opinion should be supported by an explanation.

They should express an opinion on whether knowing other languages can help and in what way. They should provide an example or more and explain their views.

NOTE: The student must relate to all the questions asked.

OR

[Q.2] Today I'm going to ask you about.... games. (pause)

What kind of games do you like to play? Explain. Do you prefer playing games alone or with others? Explain and give examples.

Answer: The answer should flow as one continuous cohesive response, not short answers per question.

The student should relate to playing games and whether they like to play or not. Either way they have to provide an explanation for their choice.

The student should discuss whether they prefer to play games for one person or with other people. They should provide a clear explanation of their choice.

NOTE: The student must relate to all the questions asked.

PART B

[Q. 3] To begin with, tell me what your topic was and what you were hoping to learn from it. In addition, if you had more time to do your project, which facts would you like to learn more about? Give examples from your project and explain.

Answer: The answer should flow as one continuous cohesive response, not short answers per question.

The answer should include information on the topic of their project, what they were hoping to learn from the topic and doing this project on that topic. They should relate to what they would

be interested in learning more about had they had more time to do the research. The answer can't be a general answer. It has to include examples and explanations.

NOTE: The student must relate to all the questions asked.

PART C

[Q.4] Describe the events in the clip you just watched. Do you think the ending is unexpected? Explain why or why not.

Answer: The answer should flow as one continuous cohesive response, not short answers per question.

The answer should include a description of the events in the clip, the main idea and an explanation of why they believe the ending to be unexpected.

FYI, the following points are the main events of the clip:

- *There is a lonely dog on the moon or on a distant planet*
- *A spaceship lands and a robot comes out*
- *The robot has a mission / a task to do – to collect rock samples*
- *The dog wants a friend, so it helps the robot*
- *The robot collects all the samples it needs very quickly with the dog's help*
- *When it's time to go, the dog wants to go with the robot*
- *The robot agrees and they try to take off*
- *The spaceship is too heavy with the rock samples and the dog*
- *The robot has to decide if to take the samples or his new friend*
- *The robot decides to keep his friend and throws the rocks away*
- *They are both happy*
- *The ending is unexpected because we don't expect a robot to have feelings and to risk his job for a friend.*

[Q.5] Why do you think the robot saves the dog? Explain. What do you think the robot learns about friendship? Explain.

Answer: The student should express an opinion on why they think the robot saves the dog instead of fulfilling his mission. Their opinion must be supported by events in the clip. Furthermore, the answer should relate to what they think the robot learns about friendship based on the events in the clip. They should give an explanation and examples from the clip to support their answer.

Answer Key

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Test 3

PART A

[Q1] Today I'm going to ask you about.... knowing languages. (pause)

Do you think it's important to learn English in Israel? Explain why. In addition to learning a language in class, what else can you do to learn a language? Give an example and explain.

Answer: The answer should flow as one continuous cohesive response, not short answers per question.

The student should express an opinion on whether it is important or not to learn English in Israel. Their opinion should be supported by an explanation.

They should provide at least one more idea that they think might help one learn a new language. They should provide an example or more and explain their views.

NOTE: The student must relate to all the questions asked.

OR

[Q.2] Today I'm going to ask you about...games. (pause)

What kind of games do you like to play? Explain. What do you think makes a good game? Explain.

Answer: The answer should flow as one continuous cohesive response, not short answers per question.

The student should relate to playing games and what kind of games they like to play. If they don't like to play games, they can state that as well. Either way they have to provide an explanation for their choice.

The student should express an opinion on what makes a game good. They should provide a clear explanation of their choice.

NOTE: The student must relate to all the questions asked.

PART B

[Q. 3] To begin with, tell me what your topic was and what you were hoping to learn from it. Also, which resources were most useful for you and why? Give examples and explain.

Answer: The answer should flow as one continuous cohesive response, not short answers per question.

The answer should include information on the topic of their project, what they were hoping to learn from the topic and doing this project on that topic. They should also relate to resources were most useful for their work on in their project, again relating directly to the project and providing examples. There must be examples and explanations to completely answer the question.

NOTE: The student must relate to all the questions asked.

PART C

[Q4] Describe the events in the clip you just watched. How do you think the mouse feels at the end of the clip? Explain.

Answer: The answer should flow as one continuous cohesive response, not short answers per question.

The answer should include a description of the events in the clip, the main idea and their opinion on how they think the mouse feels at the end of the clip.

FYI, the following points are the main events of the clip:

- *There is a mouse in a pet shop that wants to be taken home*
- *The mouse has very big ears*
- *The little bug in the mouse's cage laughs at the mouse*
- *Two people come into the shop and laugh at the mouse*
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- *The mouse tries to throw something at the boy, but misses*
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- *They are both happy*
- *At the end, the mouse feels grateful to the boy for taking him home/ At the end the mouse feels like he's finally found someone who understands him.*

[Q5] Do you think the way the mouse looks affects the events in the clip? Explain. Why do you think the boy chooses the mouse? Explain.

Answer: The answer should express an opinion directly related to the events in the clip relating to how they think the looks of the mouse affect the events, providing an explanation. Furthermore, the answer should include an opinion based on the clip, as to why the boy chose the mouse.

Answer Key

Winter Simulation, December 2019

Test 4

PART A

[Q.1] Today I'm going to ask you about knowing languages. (pause)

Do you think it's important to learn English in Israel? Explain why. Do you think knowing different languages can help you in life? Give an example and explain.

Answer: The answer should flow as one continuous cohesive response, not short answers per question.

The student should express an opinion on whether it is important or not to learn English in Israel. Their opinion should be supported by an explanation.

They should express an opinion on whether knowing other languages can help and in what way. They should provide an example or more and explain their views.

NOTE: The student must relate to all the questions asked.

OR

[Q.2] Today I'm going to ask you about ... school trips. (pause)

Do you like going on school trips? Explain and give an example of a trip you liked or didn't like. Do you think students should have a choice of whether to go on school trips or not? Explain.

Answer: The answer should flow as one continuous cohesive response, not short answers per question.

The student should express an opinion on school trips and whether they like or don't like going on them. This should be followed by an explanation. They should provide an example of a school trip they liked or didn't like and explain why they liked or didn't like it.

The student should express an opinion on whether they think students should have a choice of going or not going on school trips or not. Their ideas should be supported by an explanation.

NOTE: The student must relate to all the questions asked.

PART B

[Q. 3] To begin with, tell me what your topic was and what you were hoping to learn from it. In addition, what fact or facts were most unexpected for you and why? Give examples from your project and explain why.

Answer: The answer should flow as one continuous cohesive response, not short answers per question.

The answer should include information on the topic of their project, what they were hoping to learn from the topic and doing this project on that topic. They should relate to the question of what was most unexpected through an explanation and examples from their project. The answer can't be a general answer. It has to include examples and explanations.

NOTE: The student must relate to all the questions asked.

PART C

[Q.4] Describe the events in the clip you just watched. Do you think the ending is unexpected? Explain why or why not.

Answer: The answer should flow as one continuous cohesive response, not short answers per question.

The answer should include a description of the events in the clip, the main idea and an explanation of why they believe the ending to be unexpected.

FYI, the following points are the main events of the clip:

- *There is a lonely dog on the moon or on a distant planet*
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- *The robot has a mission / a task to do – to collect rock samples*
- *The dog wants a friend, so it helps the robot*
- *The robot collects all the samples it needs very quickly with the dog's help*
- *When it's time to go, the dog wants to go with the robot*
- *The robot agrees and they try to take off*
- *The spaceship is too heavy with the rock samples and the dog*
- *The robot has to decide if to take the samples or his new friend*
- *The robot decides to keep his friend and throws the rocks away*
- *They are both happy*
- *The ending is unexpected because we don't expect a robot to have feelings and to risk his job for a friend.*

[Q.5] Why do you think the robot saves the dog? Explain. What do you think the robot learns about friendship? Explain.

Answer: The student should express an opinion on why they think the robot saves the dog instead of fulfilling his mission. Their opinion must be supported by events in the clip. Furthermore, the answer should relate to what they think the robot learns about friendship based on the events in the clip. They should give an explanation and examples from the clip to support their answer.