

016487/016587 סמל ,ENGLISH – SPOKEN LANGUAGE

Version 1 (January 2021)**PART A**

[Q.1] Today I'd like you to talk about... pets. What are the advantages and disadvantages of having a pet? Explain. Do you think people who have pets should be allowed to take them everywhere? Explain.

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

The student should express an opinion on the advantages and disadvantages of having a pet. This should be followed by an explanation.

The student should express an opinion on whether or not people who have pets should be allowed to take them everywhere, into all sorts of public places. Either way, their ideas should be supported by an explanation.

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

OR

[Q.2] Today I'd like you to talk about... advertising. Do you buy things because of advertisements? Explain. Do you always believe what is in advertisements? Explain.

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

The student should express an opinion on whether or not they feel they buy things because of the advertisements they've seen or heard. This should be followed by an explanation.

The student should express an opinion on whether or not they believe everything that is presented to them in advertisements. Either way, 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 briefly about your project and what you were hoping to learn from it. In addition, what fact or facts surprised you the most and why? 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 a short description of their project, including the topic or theme and a short description of what it was about. They should also describe what they were hoping to learn from the topic and by doing this project on that topic. They should relate to the question of what fact or facts were surprising 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.

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PART C

[Q.4] Describe the events in the clip you just watched. In what way was the ending unexpected? Explain in detail.

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

The answer should include a description of the main events in the clip, the main idea and in what way the ending was unexpected.

FYI, the following points are the main events of the clip (link to the clip: [Snack Attack](#)):

- *An old woman is buying cookies from a vending machine*
- *She is at the train station and she is waiting for the train.*
- *She opens her package of cookies and takes one.*
- *She is on the bench next to a teenager.*
- *He also takes a cookie from the package on the bench.*
- *The old lady gets very upset as she thinks the teenager is eating her cookies.*
- *She yells at him and then leaves to get on the train.*
- *On the train when she opens her bag, she sees her own bag of cookies.*
- *She realizes that she ate the teen's cookies thinking they are her own.*
- *She feels terrible once she realizes her mistake.*

[Q.5] Do you think the age difference affects what happened in the clip? What do you think the old lady learns from the events in the clip? Answer the questions with detailed explanations.

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

The answers should express an opinion directly related to the events in the clip. They should relate to whether or not they think the age difference affected the events in the clip. Furthermore the answer should express an opinion on what they think the old lady learns from the events in the clip.

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Version 2 (January 2021)**PART A**

[Q.1] Today I'd like you to talk about... living a healthy life. What do you think it means to live a healthy life? Explain. Do you think your sleeping habits help you live a healthy life? Explain.

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

The student should express an opinion on what they think it means to live a healthy life. This should be followed by an explanation.

The student should express an opinion on whether or not a person's sleeping habits could help them live a healthy life. Either way, their ideas should be supported by an explanation.

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

OR

[Q.2] Today I'd like you to talk about... teachers. Would you like to be a teacher? Explain. Do you think teachers can have an influence on a student's future? Explain.

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

The student should express an opinion on whether or not they would like to be a teacher in the future. This should be followed by an explanation.

The student should express an opinion on whether or not they believe teachers can influence a student's future life in any way. Either way, 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 briefly about your project and what you were hoping to learn from it. In addition, if you could redo your project, what would you do differently? 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 a short description of their project, including the topic or theme and a short description of what it was about. They should also describe what they were hoping to learn from the topic and by doing this project on that topic. They should relate to the question of what they would do differently if given a chance to redo the project, 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.

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PART C

[Q.4] Describe the events in the clip you just watched. Was the ending surprising? Explain in detail.

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

The answer should include a description of the main events in the clip, the main idea and whether the ending was surprising or not.

FYI, the following points are the main events of the clip (link to the clip: [Baggage](#)):

- *There is a boy running to the bus with a bag*
- *He gets on the train and his bag gets stuck in the door.*
- *When he gets to the airport, his bag doesn't work and hits him in the head. He gets very upset with his bag.*
- *He sees a new shiny bag and decides to buy it.*
- *When he come to pay, he remembers all the adventures he had with his bag.*
- *At the end he doesn't buy the new bag.*
- *He ties his bag to make sure it works and he can continue using it.*

[Q.5] How do the boy's feelings change from the beginning to the end of the clip? Why do you think the boy doesn't buy the new bag? Answer the questions with detailed explanations.

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

The answers should express an opinion directly related to the events in the clip. They should relate to how the boy's feelings change from the beginning to the end of the clip. Furthermore the answer should express an opinion why they think the boy doesn't buy the new bag.

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Version 3 (January 2021)**PART A**

[Q.1] Today I'd like you to talk about holidays and celebrations. What's your favorite holiday or celebration? Explain why. What do you do that is special on this day? Explain and give examples.

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

The student should describe their favorite holiday or celebration (religious holiday, family event like birthdays, anniversaries, national holidays, etc.). This should be followed by an explanation of why this is their favorite holiday or celebration.

The student should describe what they do on this special day. Their ideas should be supported by an explanation and examples.

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

OR

[Q.2] Today I'd like you to talk about being part of a team. Why do you think people like being part of a team? What qualities do you have that can help a team? Explain

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

The student should express an opinion why they think people like being part of a team, whether a sports team, a work team or any other type of team. Their ideas should be supported by an explanation.

The student should describe what qualities they have that might help a team in any way. This should be followed by an explanation and / or examples.

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

PART B

[Q.3] To begin with, tell me briefly about your project and what you were hoping to learn from it. Also, what was the most difficult part of the project for you and why? 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 a short description of their project, including the topic or theme and a short description of what it was about. They should also describe what they were hoping to learn from the topic and by doing this project on that topic. They should relate to the question of what they found to be the most difficult part of the work on their project through an explanation and

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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. What is surprising about the end of the clip? Explain in detail.

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

The answer should include a description of the main events in the clip, the main idea and in what way the ending is surprising.

FYI, the following points are the main events of the clip (link to the clip: [Warbie & Yama](#)):

- *An old man taking pictures of the flowers and bugs at the park.*
- *He sees a small bird and decides he wants to take a picture of it as well.*
- *But the bird doesn't allow the man to take a picture of him.*
- *The man puts a snack on the fountain to lure the bird.*
- *The bird takes it and flies away before the man can take a picture.*
- *The man ties the snack to a string and tries again.*
- *The bird takes it and again flies away without enabling the man to take a picture.*
- *The man throws a lot of the snack on the floor and the bird still flies away.*
- *The man gives up and leaves the snack on the floor.*
- *The bird eats and eats and gets very fat and now can't fly away.*
- *The man finally gets a chance to take a picture of the bird.*

[Q.5] Why do you think it's hard for the old man to take a picture of the bird? Why do you think it's so important for the old man to take a picture of the bird? Answer the questions with detailed explanations.

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

The answers should express an opinion directly related to the events in the clip. They should relate to why they think it's so hard for the man to take a picture of the bird. Furthermore the answer should express an opinion on why they think it's so important for the man to take a picture of the bird.

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Version 4 (January 2021)**PART A**

[Q.1] Today I'd like you to talk about public transportation. What kind of public transportation is available where you live? What are the advantages and disadvantages of using public transportation? Explain.

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

The student should describe the types of public transportation available to them in their area. The student should discuss at least one advantage and one disadvantage of using public transportation, either what they described as available to them or any other form they wish. Their ideas should be supported by explanations and / or examples.

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

OR

[Q.2] Today I'd like you to talk about something special that you own. Describe an object that you have and explain why it is special to you. How would you feel without it in your life? Explain.

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

The student should describe an item that they own and is special to them. This should be followed by an explanation of why this item is special to them.

The student should express an opinion of how they think they might feel if they were to lose this item or if this item was no longer in their possession. 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 briefly about your project and what you were hoping to learn from it. Also, do you think it is easier to work alone or with someone else on the project? Give examples from your experience and explain.

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

The answer should include a short description of their project, including the topic or theme and a short description of what it was about. They should also describe what they were hoping to learn from the topic and by doing this project on that topic. They should relate to the question of whether they think it is easier to work alone or with someone else on a project such as this, through an

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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. How does the man who tries to cheat feel at the end? Explain in detail.

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

The answer should include a description of the main events in the clip, the main idea and a description of how the man who tries to cheat feels at the end of the clip.

FYI, the following points are the main events of the clip (link to the clip: [Mr. Bean – The Exam](#)):

- *Two men are in a room to take an exam.*
- *One of the men, Mr. Bean, sees that he doesn't know how to answer any of the questions.*
- *He tries to answer but doesn't know how.*
- *He decides to copy from the man sitting next to him.*
- *He looks at the man's answers and copies.*
- *He continues trying to copy, moving closer, and doing everything he can to copy.*
- *The man next to him gets very upset.*
- *At one point the man takes the other man's paper to copy.*
- *When the time is up, Mr. Bean realizes he had been doing the wrong exam.*

[Q.5] How do both men feel during the test? What do you think happens after the clip ends? Answer the questions with detailed explanations.

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

The answers should express an opinion directly related to the events in the clip. They should relate to both men feel during the test. Furthermore the answer should express an opinion on what they think happens after the clip ends.