

Answer Key: Dec 18<sup>th</sup> & 20<sup>th</sup>, 2018

### **TEST 1 – 18 & 20/12/18**

#### **PART A**

[Q.1] Today I'm going to ask you about...famous people you like.

Which famous person do you like? Explain why. Would you like to be this person for a day? Explain.

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

*The students should describe a person they like who happens to be famous. They should not be discussing a family relative unless that person is famous or well known. Their answer should include a reason for why they like this person.*

*They should also include their opinion on whether or not they would like to be this person for a day and why or why not. Their opinion must be supported by examples or an explanation, not just a yes / no answer.*

OR

[Q.2] Today I'm going to ask you about...summer vacations.

Tell me one thing you like about summer vacations and one thing you don't like about summer vacations. Give at least one example for each and explain why. What is something you would like to do in a summer vacation that you haven't done yet? Explain why you'd like to do this.

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

*The students should describe things they like and don't like to do during the summer vacation. They are expected to provide one example, at least, of each, with an explanation why they like or don't like this.*

*They should also include an idea of something they would like to do that they haven't as yet ever had a chance to do and why they would like to try this. Their opinion must be supported by examples or an explanation, not just a yes / no answer.*

#### **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 two interesting facts did you learn from your project? Why do you think so? Also, what else would you like to know about the topic? Explain.

*Answer: The answer should flow as one continuous cohesive response, not short answers per question. The students should state what their project was about and what they were hoping to learn by researching this topic. In addition, they should name two interesting facts that they learned from the project explaining why they think these facts are interesting. Furthermore, they should state what else they would like to know about the topic they researched and why. They should explain using examples where relevant.*

#### **PART C**

[Q. 4] Describe the events in the clip. What is the dilemma?

*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 and the dilemma*

*Answer should include at least the following points:*

- *The clip is about a boy who steals an exam.*
- *He brings the exam to class.*
- *He lets everyone take a picture of the exam.*
- *The girl isn't sure if she should or shouldn't take a picture.*
- *She thinks about it.*
- *Then she decides to take a picture of the exam and leaves the classroom.*
- *The dilemma is:*
  - *The girl doesn't know if she should or shouldn't cheat.*

[Q. 5] Why do you think the boy shares the exam with everyone in class? Explain.

Imagine the teacher walks in and sees what is happening. Now retell the whole story with a new ending.

*Answer: Their answer should present an opinion relating to what they believe caused the boy to share the exam and not keep it for himself. Their answer should be supported by information from the clip if possible. Furthermore, they should retell the entire sequence of events but with the new information provided, changing the ending.*

## **TEST 2 – 18 & 20/12/18**

### **PART A**

[Q.1] Today I'm going to ask you about...summer vacations.

Tell me one thing you like about summer vacations and one thing you don't like about summer vacations. Give at least one example for each and explain why. If your summer vacations were shorter, how would this change your plans? Explain why.

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

*The students should describe things they like and don't like to do during the summer vacation. They are expected to provide one example, at least, of each, with an explanation why they like or don't like this.*

*They should also include their opinion on how their summer plans would change if the summer vacations were shortened. Their opinion must be supported by examples or an explanation, not just a yes / no answer.*

*NOTE: The students must relate to all the questions asked. If one of the questions is elaborated on in more detail but all the others are also answered, even in short, full points should be granted for Extended Answers.*

OR

[Q.2] Today I'm going to ask you about...famous people you like.

Which famous person do you like? Explain why. If you could meet this person, what would you like to do with him or her?

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

*The students should describe a person they like who happens to be famous. They should not be discussing a family relative unless that person is famous or well known. Their answer should include a reason for why they like this person.*

*They should also include their opinion on what they might like to do with the famous person if they were given a chance to meet them. Their opinion must be supported by examples or an explanation, not just a yes / no answer.*

*NOTE: The students must relate to all the questions asked. If all the question are answered in short, but one of the questions is elaborated on in more detail, full points should be granted for Extended Answers.*

### **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 two interesting facts did you learn from your project? Why do you think so? Also, how do you think you will be able to use what you've learned in the future? Explain.

*Answer: The answer should flow as one continuous cohesive response, not short answers per question. The students should state what their project was about and what they were hoping to learn by researching this topic. In addition, they should name two interesting facts that they learned from the project explaining why they think these facts are interesting. Furthermore, they should state in what way they think they will be able to use what they learned from their project in their future. They should explain using examples where relevant.*

### **PART C**

[Q. 4] Describe the events in the clip. What is the dilemma?

*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 and the dilemma.*

*Answer should include at least the following points:*

- *The clip is about a boy who steals an exam.*
- *He brings the exam to class.*
- *He lets everyone take a picture of the exam.*
- *The girl isn't sure if she should or shouldn't take a picture.*
- *She thinks about it.*
- *Then she decides not to take a picture of the exam and leaves the classroom.*
- *The dilemma is:*
  - *The girl doesn't know if she should or shouldn't cheat.*

[Q. 5] Do you think everyone really wants to take a picture of the test? Explain. Imagine the teacher walks in and sees what is happening. Now retell the whole story with a new ending.

*Answer: Their answer should present an opinion relating to whether they think everyone really wanted to take a picture or they felt peer pressure to do so. Their answer should be supported by information from the clip if possible. Furthermore, they should retell the entire sequence of events but with the new information provided, changing the ending.*

### **TEST 3 – 18 & 20/12/18**

#### **PART A**

[Q.1] Today I'm going to ask you about...famous people you like.

Which famous person do you like? Explain why. If you could meet this person, what would you like to learn from him or her?

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

*The students should describe a person they like who happens to be famous. They should not be discussing a family relative unless that person is famous or well known. Their answer should include a reason for why they like this person.*

*They should also include their opinion on what they might like to learn from this famous person if they were given a chance to meet them. They should explain what they might ask and hope to gain from this person. Their opinion must be supported by examples or an explanation, not just a yes / no answer.*

*NOTE: The students must relate to all the questions asked. If all the question are answered in short, but one of the questions is elaborated on in more detail, full points should be granted for Extended Answers.*

OR

[Q.2] Today I'm going to ask you about...summer vacations.

Tell me one thing you like about summer vacations and one thing you don't like about summer vacations. Give at least one example for each and explain why. If your summer were longer, how would this change your plans? Explain why.

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

*The students should describe things they like and don't like to do during the summer vacation. They are expected to provide one example, at least, of each, with an explanation why they like or don't like this.*

*They should also include their opinion on how their summer plans would change if the summer vacations were longer. Their opinion must be supported by examples or an explanation, not just a yes / no answer.*

*NOTE: The students must relate to all the questions asked. If one of the questions is elaborated on in more detail but all the others are also answered, even in short, full points should be granted for Extended Answers.*

#### **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 else would you like to know about your project topic? Why? Also, how do you think you will be able to use what you've learned in the future? Explain.

*Answer: The answer should flow as one continuous cohesive response, not short answers per question. The students should state what their project was about and what they were hoping to learn by researching this topic. In addition, they should state what else they would like to know about the topic they researched and why. Furthermore, they should state in what way they think they will be able to use what they learned from their project in their future. They should explain using examples where relevant.*

### **PART C**

[Q. 4] Describe the events in the clip. What is the dilemma?

*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 and the dilemma*

*Answer should include at least the following points:*

- *The clip is about a boy who steals an exam.*
- *He brings the exam to class.*
- *He lets everyone take a picture of the exam.*
- *The girl isn't sure if she should or shouldn't take a picture.*
- *She thinks about it.*
- *Then she decides to take a picture of the exam and leaves the classroom.*
- *The dilemma is:*
  - *The girl doesn't know if she should or shouldn't cheat.*

[Q. 5] Do you think anyone will feel guilty as a result of what they did? Explain. Imagine the teacher finds out that the girl cheated. Now retell the whole story with a new ending.

*Answer: Their answer should present an opinion relating to whether they think will feel guilty about what they did or not. Their answer should be supported by information from the clip if possible. Furthermore, they should retell the entire sequence of events but with the new information provided, changing the ending.*