

016486/016586 סמל ,ENGLISH – SPOKEN LANGUAGE AND LISTENING COMPREHENSION

VERSION 1 - TEST C-LCsim22 (Unseen Clip: Room for Dessert)

PART A

[Q.1] Today I'd like you to talk about... games. Do you like participating in competitive games? Explain. How do you feel when you lose a game? Explain and give an example.

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

The student should express an opinion on whether they like to participate in competitive games. This should be followed by an explanation.

The student should describe how they feel when they lose a game. 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... friends who come to visit you. Where would you take a friend who came to visit you? Explain. Which one of your family celebrations would be the most interesting for your friend to see? Explain and give an example.

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

The student should describe where they would take a friend who came to visit them. This should be followed by an explanation.

The student should describe which family celebration would be the most interesting for their friend to see. 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 are some of the things you didn't think of before beginning your project? 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 didn't think about before starting their project and came up during the work. 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 (link to watch the clip - [Room for Dessert](#))

[Q.4] What is this clip about? Describe the Mac and Cheese experiment.

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

The answer should discuss the main topic of the clip: an experiment that shows why we are able to eat dessert even if we are very full after a meal. The mac and cheese experiment: 6 people were given a huge plate of mac and cheese. Then they received more of the same. This was repeated on the second day but then they received ice cream. On the first day, in the second round / course of mac and cheese people didn't eat much mac and cheese. But on the second day, with the ice cream, the people all ate a lot of ice cream after the mac and cheese.

[Q.5] What do the researchers learn from the experiment in the clip? Why do you think the results of the experiment are important? Give an example.

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

The answers should discuss what the researchers learned from the experiment, how much one likes a food and how that affects how much we will eat, and that the variety of foods we eat is what encourages us to eat more. If we are offered a large variety of foods, our brain tells us that it's something we want and we suddenly have room for it even if we are 'full'. Furthermore, the answer should include an opinion regarding the results of the experiment, as presented in the clip, giving an example and an explanation.

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

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VERSION 2 - TEST D-LCsim (Unseen Clip: How Soap Kills Corona)

PART A

[Q.1] Today I'd like you to talk about... food. Describe your favorite meal of the day. What makes it your favorite meal? Explain and give an example.

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

The student should describe their favorite meal of the day. This should be followed by an explanation.

The student should describe what makes the meal they described their favorite meal. 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... the Corona crisis. How did you feel when it first started? What are the positive changes that occurred in your life during this crisis? Explain and give an example.

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

The student should describe how they felt when the corona crisis first started. This should be followed by an explanation.

The student should describe any positive changes that happened to them as a result of the corona crisis. 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, did you achieve the goals that you set for yourself at the beginning of the project? 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 whether they reached the goals that they set for themselves from the beginning of the 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 (link to watch the clip - [How Soap Kills the Coronavirus](#))

[Q.4] What is this clip about? What is the main goal of this clip? Explain.

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

The answer should discuss the main topic of the clip: soap and how it can kill the coronavirus. It explains how the soap kills / destroys the oils on our hands and in the coronavirus and that you need to wash your hands for 20 seconds. The main goal is to explain to people that washing their hands is very effective in killing the virus but they have to know that it's important to wash for 20 seconds at least.

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

[Q.5] What do the researchers learn from the handwashing experiment with the lotion? What change would you make in your life after watching this clip? Give an example.

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

The answers should discuss what the researchers learned from the experiment, that washing hands with regular soap, but for a designated period of time, is extremely effective. Using alcohol is also effective. They learned that the coronavirus has an oily film and it has to be dissolved, and using soap for 20 seconds at least pulls apart the oils and kills the virus. Furthermore, the answer should include an opinion regarding how they might change something they do in their life after learning about the results of the experiment, using examples and explanations from the clip.

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

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