



אדם בונה למידה
המזכירות הפדגוגית-אגף שפות



Answer Keys for 2022-COBE Simulations:

Winter Moed, (December 2021)

December 14, 2021

Dear High School Teachers,

The answer keys for ALL of the simulations for the winter COBE exam, 2021, are linked below:

Please note the **module numbers** for the old and new formats and the **version numbers** to choose the correct key for each student.

When assessing your students, be sure to refer to the [rubrics for 4 or 5 points \(see this document\)](#). You are welcome to use this "[Matconet Calculator](#)" tool if you wish, (you must download a copy) in order to help you to arrive as a realistic and fair school grade.

[W2021-COBEsimulations-016487/016587 \(Haredi – clips and pictures\)](#)

[W2021-COBEsimulations – 016487/016587 \(without listening\)](#)

[W2021-COBEsimulations- 016486/016586 \(with listening “pilot”\)](#)

Good Luck!

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016487/016587 סמל ,ENGLISH – SPOKEN LANGUAGE (HAREDI CLIPS, PICTURES VERSIONS)

SIM WINTER 2021-22 - Haredi

SIM WINTER 2022 (HAREDI CLIPS & PICTURES VERSIONS)		
SEMEL SHEELON	HAREDI - CLIPS	HAREDI - PICTURES
016487/ 016587	Version 1 (Test C-Hclip)	Version 2 (Test C-Hpic)
	Version 2 (Test E-Hclip)	Version 4 (Test D-Hpic)

SIM WINTER 2021-22 – No listening (old format)

SIM WINTER 2022 – Old Format (clips – no listening)	
SEMEL SHEELON	
016487 / 016587	
Version 1 (TEST F)	
Version 2 (TEST G)	
Version 3 (TEST H)	
Version 4 (TEST I)	
Version 5 (TEST J)	

SIM WINTER 2021-22 – LC

SIM WINTER 2022 – with listening	
SEMEL SHEELON	
016486 / 016586	
Version 1 (TEST A)	
Version 2 (TEST B)	

016487/016587 סמל ,ENGLISH – SPOKEN LANGUAGE (HAREDI CLIPS, PICTURES VERSIONS)

Summer 2021 - APR, MAY, JUN,
WINTER 2021-22 SIM – (Haredi)

TEST C-Hclip (Unseen Clip: Wings) Version 1.

PART A

[Q.1] Today I'd like you to talk about... games. What kind of games do you like to play with your friends? Explain. Do you play different kinds of games with different friends? Explain and give an example.

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

The student should describe what kind of games they like to play with their friends. This should be followed by an explanation.

The student should discuss if they play different types of games with different friends. 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... different activities. How do you spend a typical day in the summer? What is your favorite summer activity? 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 spend a typical summer day. This should be followed by an explanation.

The student should describe what their favorite summer activity is. 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 the two most important facts others should know about your project? 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 which two facts they feel are important and others should know about 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.

016487/016587 סמל ,ENGLISH – SPOKEN LANGUAGE (HAREDI CLIPS, PICTURES VERSIONS)

[Q.4] Describe the events in the clip you just watched. How does the mouse feel when the bird is ready to fly? 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 how the mouse feels when the bird is ready to fly towards the end of the clip.

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

- A mouse is collecting feathers.
- He wants to fly.
- It starts to rain and he runs looking for shelter when he sees a bird who's been hurt.
- The bird's wing is tied with a string and the mouse bites the string to help the bird.
- The bird can't fly so the mouse invites the bird into his home.
- He bandages the bird's wing and reads to her.
- The two become good friends and they play together.
- After some time, the bird's wing heals and she tries to fly.
- Eventually the bird's wing heals completely and is able to fly.
- The two say goodbye to each other and the mouse is very sad.
- Suddenly the bird extends its wing and takes the mouse on her back to fly together.
- The end: When the bird is ready to fly, the mouse is sad to see his friend leave.

[Q.5] What can you learn about the mouse from all the things he does? Do you think the mouse expected the bird to take him flying on his back? 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 discuss what can be learned about the mouse from his actions. They should discuss the giving and willingness to help. He's very generous, kind and an extremely good friend. Furthermore, the answer should express an opinion on why they think the bird takes the mouse flying, based on events in the clip.

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

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016487/016587 סמל ,ENGLISH – SPOKEN LANGUAGE (HAREDI CLIPS, PICTURES VERSIONS)

Summer 2021 - APR, MAY, JUN,

TEST E-Hclip (Unseen Clip: Coin Operated)

Version 2.

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? How did the Corona affect your everyday life? 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 explain how the corona crisis affected their everyday life. 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.

016487/016587 סמל ,ENGLISH – SPOKEN LANGUAGE (HAREDI CLIPS, PICTURES VERSIONS)

[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 watch - [Coin operated](#)):

- *There is a boy running and wearing a helmet.*
- *He sees a coin operated rocket and asks his mother to ride it.*
- *He puts a coin in and operates it.*
- *He imagines himself going to the moon.*
- *The ride begins but nothing takes off and he's disillusioned.*
- *He gets off and decides to dedicate his life to making enough money to get to space.*
- *He creates a lemonade stand and sells lemonade his entire life.*
- *When he's old he finally has enough money to get to the moon.*
- *He carries his bag of money and goes back to the rocket ride.*
- *He puts all of his money in the machine and activates it.*
- *This time when the ride starts it takes off and he finally gets to the moon.*

[Q.5] How do you think the boy's feelings change during the clip? What do you think the boy learns about life? 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 during the events of the clip. Furthermore, the answer should express an opinion on what they think the boy learns about life.

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

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016487/016587 סמל ,ENGLISH – SPOKEN LANGUAGE (HAREDI CLIPS, PICTURES VERSIONS)

Summer 2021 - APR, MAY, JUN,

TEST C-Hpic (Unseen Pictures: The Cake)

Version 2.

PART A

[Q.1] Today I'd like you to talk about... games. What kind of games do you like to play with your friends? Explain. Do you play different kinds of games with different friends? Explain and give an example.

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

The student should describe what kind of games they like to play with their friends. This should be followed by an explanation.

The student should discuss if they play different types of games with different friends. 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... different activities. How do you spend a typical day in the summer? What is your favorite summer activity? 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 spend a typical summer day. This should be followed by an explanation.

The student should describe what their favorite summer activity is. 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 the two most important facts others should know about your project? 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 which two facts they feel are important and others should know about 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.

016487/016587 סמל ,ENGLISH – SPOKEN LANGUAGE (HAREDI CLIPS, PICTURES VERSIONS)

PART C



[Q.4] Tell the story according to the order of the pictures shown above. How does the family feel when they walk into the kitchen? 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 pictures, the main idea and how the family feels when they see what the boy has done.

016487/016587 סמל ,ENGLISH – SPOKEN LANGUAGE (HAREDI CLIPS, PICTURES VERSIONS)

FYI, the following points are the main events in the pictures:

- *The little boy opened the fridge and he saw a big piece of cake.*
- *He takes the whole piece and is very happy.*
- *He eats the entire thing and feels very satisfied.*
- *Meanwhile the whole family walks into the kitchen and sees what he's done.*
- *The family is surprised and stunned.*
- *They are very upset with the boy.*
- *He suggests to his mother that they make a cake together, that he'll help her.*
- *She likes the idea, and they decide to do it.*
- *They make a beautiful cake and both the mother, and the little boy are very happy.*
- *How the family feels: When the family sees that the little boy ate the entire cake, they are very surprised and quite stunned and very disappointed by his behavior.*

[Q.5] How does the boy react when he realizes what he has done? Would you behave in the same way the boy does? Answer the questions with detailed explanations.

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

The answers should show that the boy understood that what he has done wasn't right and he tries to make up for it by offering to make a new cake with the help of his mother. Furthermore, the answer should express an opinion or a point of view of what they would do should they be in the same position as the boy. They should explain in detail and use the pictures as a source where possible.

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

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016487/016587 סמל ,ENGLISH – SPOKEN LANGUAGE (HAREDI CLIPS, PICTURES VERSIONS)

TEST D-Hpic (Unseen Pictures: Math Homework)

Summer 2021 - APR, MAY, JUN, Version 4.

PART A

[Q.1] Today I'd like you to talk about... the Corona crisis. How did you feel when it first started? What were some of the challenges that you experienced since the Corona crisis started? 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 some of the challenges they experienced since the start of the corona crisis. 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... seasons of the year. What is your favorite season? Explain. What do you enjoy doing during this season? Explain and give two examples.

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

The student should describe what their favorite season is. This should be followed by an explanation.

The student should describe what they like to do during the season they expressed in the first question. 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, how is what you learned in your project relevant to your life? Give examples from the 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 learned from their project that they find relevant to their life. 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.

016487/016587 סמל ,ENGLISH – SPOKEN LANGUAGE (HAREDI CLIPS, PICTURES VERSIONS)

PART C

Picture 1



Picture 2



Picture 3



Picture 4



[Q.4] Tell the story according to the order of the pictures shown above. How does the younger brother 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 pictures, the main idea and how the younger brother feels at the end.

016487/016587 סגול ,ENGLISH – SPOKEN LANGUAGE (HAREDI CLIPS, PICTURES VERSIONS)

FYI, the following points are the main events in the pictures:

- *The little boy is doing his homework and he seems to be struggling.*
- *His older brother is going out bike riding with his friends.*
- *His friends are waiting outside.*
- *The brother says goodbye and goes out and as he gets on his bike he notices that his brother is really struggling.*
- *The older brother thinks about what to do and tells his friends that he can't join them.*
- *He decides to go help his brother and leaves his friends.*
- *At the end we see the older brother helping his younger brother.*
- *They are both very happy.*
- *How the younger brother feels: When the older brother decides to help his younger brother, the younger brother is very happy and grateful for the help and the fact that his brother changed his plans to help him.*

[Q.5] Why do you think the older brother decides to help his brother? Would you behave in the same way the older brother does? Answer the questions with detailed explanations.

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

The answers should show that it was understood why the older brother decides to help his younger brother because it's the right thing to do. The older brother realized that his brother was struggling and needed help. Furthermore, the answer should express an opinion on what they would do in a similar situation from the older brother's point of view.

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

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016487/016587 סמל ,ENGLISH – SPOKEN LANGUAGE

WINTER 2021-22 SIM – (OLD FORMAT – NO LISTENING)

VERSION 1 - TEST F-sim22 (Unseen Clip: On Wednesdays-1)**PART A**

[Q.1] Today I'd like you to talk about asking for advice. Who do you usually go to for advice or help and why? Describe a situation in which that person helped you.

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

The student should describe who they turn to for advice. This should be followed by an explanation of why this is so.

The student should describe a situation in which the person mentioned previously helped them in any way. 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 getting around. Do you think public transportation in Israel is good? Explain. What are the advantages and disadvantages of driving a car? 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 think public transportation in Israel is good. They could relate to any form of public transportation that they wish. This should be followed by an explanation.

The student should discuss at least one advantage and one disadvantage of driving a car. 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 interesting facts did you learn from your project and why were they interesting? Give at least two 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 interesting facts they learned from their project and why they think these are interesting, through an explanation and examples from their project. The answer can't be a general answer. It has to include examples and explanations.

016487/016587 סמל ,ENGLISH – SPOKEN LANGUAGE

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

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 watch - [On Wednesdays](#)):

- *There is an old woman at the supermarket.*
- *She is well dressed and is looking for specific items.*
- *She buys nuts, special bread, onions, and eggs.*
- *She looks at the fish, tries liquor and takes a jar of cream.*
- *She gets to the register and runs everything through to get her bill to pay.*
- *The lady at the register is on her phone.*
- *When the lady at the register finishes she brings the lady the bill but then we see that the old lady is homeless.*
- *She is leaving with all her belongings without buying anything.*

[Q.5] Why do you think the old lady goes shopping every Wednesday even though she doesn't have money to buy anything? How do you think Liana, the cashier, feels when the old lady leaves? Answer the questions with detailed explanations.

Answer: The answers should express an opinion directly related to the events in the clip. They should relate to why they think the old woman goes shopping every Wednesday in spite of not having any money to really buy anything. Furthermore, the answer should express an opinion on how they think the cashier, Liana, feels when the old lady leaves everything.

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

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016487/016587 סמל ,ENGLISH – SPOKEN LANGUAGE

VERSION 2 - TEST G-sim22 (Unseen Clip: On Wednesdays-2)**PART A**

[Q.1] Today I'd like you to talk about school. What is your major in school and why did you choose it? Would you like to work in a job that is connected to this major? Explain.

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

The student should discuss their school major and why they chose to study it. This should be followed by an explanation.

The student should express an opinion on whether or not they would like to work in a job that is connected to the field of their major at school. 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 visitors from other countries. What places would you take them to visit and why? What food should they try while they are visiting? Explain.

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

The student should express an opinion what places in Israel they would take if they had visitors from another country. This should be followed by an explanation.

The student should express an opinion on the food these visitors should try while they are here. Their ideas should be supported by an explanation and / or an example.

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 information from your project do you think is important to share with others? 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 information from their project they think is important and should be shared with others, 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.

016487/016587 סמל ,ENGLISH – SPOKEN LANGUAGE

PART C

[Q.4] Describe the events in the clip you just watched. Were you surprised by the ending? 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 or not the ending surprised them.

FYI, the following points are the main events of the clip (link to watch - [On Wednesdays](#)):

- *There is an old woman at the supermarket.*
- *She is well dressed and is looking for specific items.*
- *She buys nuts, special bread, onions, and eggs.*
- *She looks at the fish, tries liquor and takes a jar of cream.*
- *She gets to the register and runs everything through to get her bill to pay.*
- *The lady at the register is on her phone.*
- *When the lady at the register finishes she brings the lady the bill but then we see that the old lady is homeless.*
- *She is leaving with all her belongings without buying anything.*

[Q.5] What can you learn about the old lady from the things she wants to buy? How do you think going shopping every Wednesday makes the old lady feel? 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 what they were able to learn about the old lady from the items she would like to be able to buy. Furthermore, the answer should express an opinion on how they think, going shopping every Wednesday makes the old lady feel.

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

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016487/016587 סמל ,ENGLISH – SPOKEN LANGUAGE

VERSION 3 - TEST H-sim22 (Unseen Clip: For the Birds)**PART A**

[Q.1] Today I'd like you to talk about driving. Do you think teenagers are ready to start driving a car at the age of 16? Explain. Do you think learning to drive a car should be part of your education in high school? 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 think teenagers, at the age of 16, are really ready to drive a car. This should be followed by an explanation.

The student should express an opinion on whether or not they think learning to drive a car should be part of the high school program. 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 presents. What is the best present you have ever gotten? Explain why. Would you prefer a present someone bought for you or made for you? Explain.

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

The student should describe the best present they have ever received. This should be followed by an explanation why this is so.

The student should express an opinion whether they prefer a present someone bought them or one that was made for them. 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.

016487/016587 סמל ,ENGLISH – SPOKEN LANGUAGE

PART C

[Q.4] Describe the events in the clip you just watched. What is the outcome 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 events in the clip and a description of the outcome at the end.

FYI, the following points are the main events of the clip (link to watch - [For the Birds](#)):

- *There is a big bird who sees many small birds on a cable*
- *The big bird wants to join the small birds and waves to them*
- *The small birds don't want the big bird there and laugh at him*
- *The big bird doesn't seem to understand that he isn't wanted and places himself in the middle of the small birds*
- *The small birds laugh at him and try to get him to fall off by biting his feet*
- *The big bird is about to fall when one of the small birds realizes, too late, that if he falls, they will all be thrown up hard*
- *The big bird falls and they all get thrown into the air*
- *The small birds land but they have all lost their feathers □ The big bird laughs at them*
- *They all hide behind the big bird.*
- *The outcome: The little birds realize that they were wrong and the big bird gets the last laugh*

[Q. 5] What do you think the small birds learned from the situation? What do you think the small birds would do the next time in the same situation? Answer the questions with detailed explanations.

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

The answers should relate to the idea that little birds learn that they shouldn't judge others by appearance and not wish harm to others as the tables might turn on them. The answer should also relate to the idea that the little birds learned their lesson and they will be more welcoming of others and maybe not be so quick to judge others. The answer should include explanations based on the clip.

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

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016487/016587 סמל ,ENGLISH – SPOKEN LANGUAGE

VERSION 4 - TEST I-sim (Unseen Clip: Cloud Service)**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. Is it possible to live a healthy life in the modern world? 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 it is possible to live a healthy life in today's modern world. 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 respect. Do you think everyone should be respected? Explain. Do teenagers always respect adults? 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 think everyone should be respected, no matter who he/she is. This should be followed by an explanation.

The student should express an opinion on whether or not they believe teenagers always respect adults. 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, who would you like to share what you learned from your project with 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 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 like to share from what they learned from their own 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. How does the mother feel at the end of the clip and why? 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 events in the clip and how the mother feels at the end of the clip.

FYI, the following points are the main events of the clip (link to watch – [\(Cloud Service\)](#))

- *There is a boy and his mother*
- *The mother wants to teach the boy how to grow wings*
- *The information is in a book*
- *The boy wants to use his phone*
- *The mother asks him to put it away and open the book*
- *The boy doesn't listen and continues using his phone*
- *The mother creates a cloud and put the phone on the cloud, high up above the boy*
- *The boy understands how to grow wings and does so*
- *He uses the wings to go up to the cloud and he sits on it, looking at his phone*
- *How the mother feels: The mother is upset and feels disappointment by the fact that her son was able to outsmart her and hasn't given up his phone.*

[Q.5] What is the problem in the clip? What motivates the boy to grow wings? Answer the questions with detailed explanations.

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

The answers should describe the problem in the clip, the fact that the boy wants to use his phone / play on his phone and the mother wants to teach him something of value but using her methods, the book, and for him to listen to her. They should relate to the fact that the boy wants to grow wings and finds a way to do it without listening to his mother's explanations and he does it so he can actually get away from her and play on his phone quietly.

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

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VERSION 5 - TEST J-sim (Unseen Clip: Omelette)**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 holidays and celebrations. Which one of your holidays or celebrations would be the most interesting for tourists to see? Explain. Is there a special food connected to this holiday or celebration that tourists should taste? Explain.

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

The student should describe a holiday or celebration that they feel tourists from other parts of the world would find most interesting. This should be followed by an explanation.

The student should describe any special food that is directly connected to this celebration, the one they discussed in the first part of this set of questions. They should explain how this food is connected to the holiday or celebration.

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 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. What is the outcome 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 events in the clip and a description of the outcome at the end.

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

- *There is a dog who greets his owner at the door*
- *The owner comes home very tired*
- *The dog is worried about the owner*
- *The owner starts cooking an omelet / an egg but makes dangerous mistakes*
- *He puts the eggs shells in the egg*
- *He nearly cuts his fingers*
- *The dog distracts the owner by tossing over the garbage can*
- *While the man is cleaning up, the dog makes the food for the owner to save his life*
- *The owner takes the food and sits down to eat*
- *While he is eating the dog sits with him and watches*
- *The man bites into the egg and discovers there are dog biscuits inside*
- *Then he realizes the dog helped him make the food and he is grateful*
- *He shares his food with the dog*
- *Outcome: The outcome of the clip is that the man realizes how much his dog helped him and actually saved his life.*

[Q. 5] What shows that the dog and the owner care for each other? How would the story be different if the man wasn't tired? Answer the questions with detailed explanations.

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

The answers should show that the dog cares for the man by all his actions, giving a few examples from the clip and the man cares for the dog because he has him sit next to him to eat and when he bites into the dog biscuit he realizes how much the dog helped and he hugs him. The answers should also include an explanation of what might have been different if the man hadn't been so tired, with explanations and examples from the clip.

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

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WINTER 2021-22 SIM – (with listening)**VERSION 1 - TEST A-LCsim22 (Unseen Clip: 4Ocean)****PART A**

[Q.1] Today I'd like you to talk about... games. What kind of games do you like to play? Explain. Do you think playing some kinds of games can affect your behavior? Explain and give an example.

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

The student should describe what kind of games they like to play. This should be followed by an explanation.

The student should express an opinion on whether some games can affect their behavior. 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... studying at home. How has distance learning affected the way you study? Do you think it's better for you to keep your camera on during an on-line lesson? Explain.

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

The student should express an opinion on how distance learning affected the way they study. This should be followed by an explanation.

The student should express an opinion on whether it's better for them to keep their camera on during an online synchronous lesson. 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 did you learn were your greatest strengths while doing your project? Give examples 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 learned about their own strengths from doing this 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 - [4Ocean](#))

[Q.4] What is the main problem presented in the clip? Explain. Describe how 4Ocean is trying to find a solution to the problem.

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, plastic and garbage in the oceans and that there is so much of it causing tons of pollution. 4Ocean is fishing plastic out of the ocean and cleaning the waters. They are trying to rid the oceans of garbage that has been thrown there. They started a business to help clean up the oceans.

[Q.5] How do you know 4Ocean has been successful so far? Give two examples from the clip. What was most interesting for you in the 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 company has done so far and provide two examples as presented in the clip: removing thousands of tons of garbage from the ocean/ they have been selling bracelets made of recycled materials / they have sold over one million bracelets so far / they pay people to clean up the beaches and the oceans. Furthermore, the answer should include an opinion regarding one of the points that they found most interesting 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 B-LCsim (Unseen Clip: Greta Arrives in NYC)**PART A**

[Q.1] Today I'd like you to talk about your qualities. Tell me about a job you'd like to have in the future. Explain why. What qualities do you have that would make someone hire you for this job? Explain

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

The student should describe the job they would like to have one day in the future. This should be followed by an explanation of why this is so.

The student should describe their qualities that would encourage someone to hire them for the job they described. Their ideas should be supported by an explanation and / or examples.

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

OR

[Q.2] Today I'd like you to talk about presents. What do you like better, to give or receive a present? Explain why. What is the best present you have ever given or received? Explain.

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

The student should express an opinion on whether they prefer to receive a present or to give a present. This should be followed by an explanation why this is so.

The student should describe the best present they have ever received. This should be followed by an explanation why this is so.

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, how did you feel about the project in the beginning and when you finished it? 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 they felt about their project at the beginning and how they felt when they finished it, 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 (link to watch the clip - [Greta Arrives in NYC](#))

[Q.4] What is this news report about? What is Greta's main goal as presented in the 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 news report, which is Greta's trip to the US, to New York, and how she arrived by sea on a racing yacht. Greta's main goal in the clip is to create awareness of climate change and global warning. She is trying to make sure people, especially adults, listen to the pleas of the children.

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

[Q.5] What does Greta do to help raise awareness to climate change? Give two examples from the clip. What was most interesting for you in the clip? Give an example.

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

The answers should discuss two examples of what Greta has been doing as presented in the clip: She created a school climate strike on Fridays among students around the world / She posted a video and caused a big stir / She posts her ideas and her worries on social media / She travels the world to talk to people and raise awareness. Furthermore, the answer should include an opinion regarding one of the points that they found most interesting 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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